IMPACT OF SOCIAL STUDIES AS CURRICULUM INSTRUMENT IN MINIMIZING VIOLENCE FOR ENHANCING ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE, NIGERIA

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A DESERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, IN PARTIAL FULFILLMENT FOR THE AWARD OF MASTER DEGREE IN SOCIAL STUDIES EDUCATION

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA

SEPTEMBER, 2018.

DECLARATION

I declare that this dissertation titled "*IMPACT OF SOCIAL STUDIES AS CURRICULUM INSTRUMENT IN MINIMIZING VIOLENCE FOR ENHANCING ACADEMIC PERFORMANCE OF JUNIOR SECONDAARY SCHOOL STUDENTS IN KADUNA STATE, NIGERIA*" has been carried out in the Department of Arts and Social Science Education (ABU) under the supervision of Dr. H.I Bayero and Dr. I.D Abubakar. The information derived from the literature has been duly acknowledged in the text and references provided. No part of this thesis was previously presented for another degree or any other certificate at any university.

…… ……

Felicia OYEWALE Date

CERTIFICATION

This dissertation titled "*IMPACT OF SOCIAL STUDIES AS CURRICULUM INSTRUMENT IN MINIMIZING VIOLENCE FOR ENHANCING ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE, NIGERIA "by Felicia OYEWALE* meets the requirements for the award of Masters Degree in Social Studies Education of Ahmadu Bello University, Zaria and it is approved for its contribution to knowledge and literary presentation.

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Prof. S. Z. Abubakar Date

Dean, School of Postgraduate Studies

DEDICATION

This research work is to all Nigerian children whom the society has subjected to physical, mental, emotional and psychological violence.

ACKNOWLEDGEMENTS

I am deeply grateful to the Almighty God for the gift of life and grace upon me throughout my programme at Ahmadu Bello University, Zaria. To my Daddy in His vineyard Prof. Samuel Ndibechukime, thanks for your encouragement and prayers. My heart-felt gratitude to Dr. H.I. Bayero whose general commitment of time, high level critique and encouragement made this research a challenging study and fascinating process. I wholeheartedly appreciate Dr. I.D. Abubakar for your supportive advices and corrections necessary for the success of this work. God bless you sir. I am extremely grateful for the unwavering supports and contributions of Late Prof. M.C. Ubah, Dr. (Mrs) R. P. Khan, Dr. Z. S. Gaya, Dr. M. A. Sariki Fada, Dr. A. U. Ginga, Mal. Mohammed Nasai and Mal. Yahaya Jafaru for their precious technical advice on this study. May I also express my sincere gratitude to the outstanding guidance and encouragement of the H.O.D. Prof. A. Dalhatu and all academic staff of Arts and Social Science Education, Ahmadu Bello University who were helpful throughout the conduct of this research.

I am overwhelmingly indebted to the management and staff of Federal College of Education, Zaria under the leadership of the Provost Dr. A. A. Ladan for supporting me towards the successful completion of my Masters Programme. My appreciation goes to Dr. Ibrahim Aliyu, Department of Educational Foundations, School of Education, Federal College of Education, Zaria, Dr. Abdulhadi Gambo of the department of Social Studies Education, School of Arts and Social Science, Federal College of Education, Zaria and my H.O.D. Dr. (Mrs) R. Abdurasheed for her encouragement. To all my colleagues and Non-academic staff of General Studies Education (GSE) department Federal College of Education, Zaria

To my parents, words are certainly inadequate to convey the extent of my gratitude for your prayers, blessing, moral and financial supports. Indeed, am forever indebted to you. To all my siblings, my friends and everyone that assisted in one way or another towards the completion of this study, I am eternally grateful and may God reward your labor of love.

ABSTRACT

This research work was conducted with the aim of assessing the impact of Social Studies as curriculum instrument in minimizing violence for enhancing academic performance of Junior Secondary School Students in Kaduna State, Nigeria. A total of three research questions and their corresponding null hypotheses were tested and answered at 0.05 level of significance. Survey method was adopted for the study of entire junior secondary school II and III Social Studies students totaling to 105, 248 population in Kaduna State. The sample size was 384 respondents who were randomly selected based on the basis of Krejcie and Morgan's (1970) sample selection. The instrument used for data collection for this research was self developed questionnaire titled 'Minimizing Violence against Children Questionnaire (MVACQ), which was a 30 item modified 4 likert scale instrument. The instrument was validated by supervisors and team of experts. The instrument was pilot tested, the data collected was analyzed using Gronbarch statistics and index power of 0.73 was realized. The statistical package for social sciences was used to analyze the data. Frequencies and percentages were used for the demographic variables. Descriptive statistics of frequencies, mean and standard deviation to answer the three research questions, while the inferential statistics of independent sample t-test was used to test the research hypotheses at 0.05 alpha level of significance. The findings of the research showed that no significant difference in the opinion of Male and Female, J S II, J S III and Urban and Rural respondents believed that, social studies content serves as an instrument for minimizing violence for an enhanced academic performance among junior secondary schools social studies students. The study recommended among others that government should organize public enlightenment campaign, through National Orientation Agency, NYSC Orientation camps, seminars and workshops on the ways of promoting national development and promoting

values awareness in tackling dynamic problems in the society by identifying and solving social problems using problem solving techniques. Also, Social Studies curriculum should be reviewed and made more relevant and responsive on teaching the rights and privileges of children in the society. Hence, if pupils/students are fairly treated and protected against violence, a conducive atmosphere is created for high academic performance among them.

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LIST OF ABBREVIATIONS

UN	—	United Nations
UNICEF	—	United Nations Children's Fund
WHO	—	World Health Organization
ILO	—	International Labor Organization
HIV/AIDS	—	Human Immune-deficiency Virus/ Acquired Immune-Deficiency Syndrome
STI	—	Sexually Transmitted Infections/diseases
JSS	—	Junior Secondary School
ASSP	—	African Social Studies Programme
AEP	—	African Environmental Programme
SOSAN	—	Social Studies Association of Nigeria
NERDC	—	Nigerian Educational Research and Development Council
NCCE	—	National Commission for Colleges of Education
NCE	—	Nigerian Certificate in Education
AFCPF	—	African Child Policy Forum
FGM	—	Female Genital Mutilation

FGM/C	—	Female Genital Mutilation/Cutting
NGO	—	Non-Governmental Organization
ABS	—	Australian Bureau of Statistics
SAAP	—	Support Accommodation Association Programme
CGPA	—	Cumulative Grade Point Average
GPA	—	Grade Point Average
JSC	—	Junior Secondary Certificate
SSC	--	Senior Secondary Certificate

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CHAPTER ONE

INTRODUCTION

1.1 The Background to the study

Violence against children constitutes all forms of emotional, physical, economic and sexual mal-treatment directed at children or persons below the age of eighteen (18) years. This consequently results in actual or potential harm to a child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. Violence against children is a basic violation of child rights with an outcome of a set of interrelated, social, psychological and economic dilemmas. The problems of violation of a child rights constitute a critical matter on the international human rights agenda. In the context of Nigeria as the most populous black nation in the world with an estimated population of about 170 million, National Population Commission (2014), there are numerous ethnic groups but there are three major (3) major tribes. The country is blessed with rich natural resources (human and materials) but unfortunately has not developed the right type of technology, industrial, management and political know-how to pull its resources together in a stable economy to take care of the basic needs of its population. Thus poverty and unfavorable living condition seem to be prevalent affecting children. As a result, the country is characterized with cultural conflicts, religious crises, economic and social disorder, family disintegration, environmental threat and political challenges among others (Mathew, 2015).

In last decades, there have been reported cases of violence against children such as torture, kidnapping/shootings, sexual harassment, rape, corporal punishment and so on. However, there is no proper documentation of most of these violent acts. In response, a global in-depth study of violence against children was commissioned by the UN secretary general as directed the general assembly resolution of 2002 to provide a global picture. The report provided information that

various types of violence exist against children within the family, schools, alternative care institutions, detention facilities, places where children work and communities.

In 2002, the World Health Organization (WHO) reported that 53,000 children were murdered worldwide. A survey from many countries showed that 20 to 65 percent of school aged children were reported to have been bullied verbally or physically. The World Health Organization also submit that, an estimated 150 million girls and 73 million boys under eighteen years were sexually abused, while 100 to 140 million girls and women in the world underwent some form of female genital mutilation or the other (UNICEF, 2007). The International Labor Organization (ILO) in UNICEF 2007, report indicates that globally 218 million children were involved in various forms of child labor; 126 million of these children were involved in dangerous work. Also 1.8 million work in prostitution and pornography and that 1.2 million children were victims of child trafficking.

The consequences of violence can be devastating; these include brain injuries, bruises and fractures, poor interpersonal relationship and communication, learning problems , emotional/psychological problems like anxiety, depression, aggression or attempted suicide, use of drugs, sexual indulgence and health related problems such as HIV/AIDS and Sexually Transmitted Infection (STIs) and above all, most of the impacts can result in early death while those who survive live with physical and emotional scars.

In the Nigeria context, Mathew (2015), reveals that approximated 15 million Nigerian children are working in Nigeria in different hubs of the economy both informal and semi-formal sectors. Thus the economy necessity significantly seems to be the factor that drives much of the children who are often forced into long hours and dangerous situations that are harmful, because

physiological and psychological growth are not the appropriate. The effort to survive has exposed them to accidents, violence, sexual exploitations, trafficking, HIV infections etc

Violence against children in Nigeriaand other parts of the world are cancerous because the environment, socio-economic and political development of children are jeopardized at the altar of neglect. The Nigerian child and like other children in the world has equal rights to live and as such, should be protected from trampling on their rights. It is important to note that almost all part of the country is involved in violence against children. Children in Nigeria are often exposed to vulnerable acts such as street begging and child marriage, illiteracy and female genital mutilation. In an effort to champion campaign against violence against children in Nigeria, the federal government of Nigeria enacted the child right act (2003) with the view to curtail the prevalent act of violence against children in Nigeria and join hands in the campaign of giving the child a place in the country as the future hope of the nation. According to Ikwumelu (2000) categories the Social Studies objectives as: citizenship education, preparing the students for social responsibilities; humanistic education, helping the students to comprehend their lives; intellectual education, introducing the students to the mode of thinking and enquiry of the social sciences; and value decision, inculcating in the individual some expected attitude values and feeling. This implies that all these objectives will build up the characters of the learners to shun every form of violence.

In most parts of Nigeria today, children are crying for freedom; freedom from oppression and suppression, freedom to go to school, freedom to make decision that affects their lives, freedom to enjoy their basic rights as humans. They may be black, poor and illiterate, beggars, hawking, deprived of their rights but need respect and can be respected. In the whole continents of the world, children must be made free from all kind of violence because the increasing spate of

violence globally, Nigeria inclusive with its attendant consequences, calls for urgent assessment, prevention and mitigation of the effects in order to secure the future of Nigerian children.

It is against this background that the researcher will employ the theory on information processing and the Mimetic theory to investigate the impact of Social Studies as curriculum instrument in minimizing violence for enhancing academic performance of junior secondary school students in Kaduna State, Nigeria.

1.2 Statement of Problem

Children are seen and regarded as the family crowning glory, they serve as link between the present and the future, the natural extension of the family, a projection of self into the future, depending on how well they are trained, children takes over from their parents and as such, they are expected to be protected by every member of the community, hence their protection and well being subsequently guaranteed and assured thereby incorporating them into the affairs of the society or nation.

Unfortunately, most children are deprived of such privileges, entitlements and consequently exposing them to inhuman experiences such as street begging, torture, kidnapping, rape, corporal punishment and so on, denying them access to basic and quality education. Could violence against children be attributed to ignorance? Or could it be as a result of parent's low level of education? Or is it as a result of over-burden responsibilities on the part of parents.

The problem of this research hinges on the determination to confirm the extent to which Social Studies education could be used as instrument to minimize incidence of violence for enhancing students' academic performance in junior secondary schools.

1.3 Objectives of the Study

The general objectives of this study is to find out the extent to which Social Studies education serve as an instrument of minimizing violence among JSS students for improved academic performance. More specifically the objectives of this research are to:

i. Determine the perception of male and female students on the relevance of Social Studies in minimizing violence for enhanced academic performance among junior secondary school students in Kaduna State;
ii. Determine if difference exist in the perception of JSS II and JSS III students regarding the methodology of teaching Social Studies education in enhancing their academic performance; and
iii. Determine if difference exist in the views of urban and rural students regarding the evaluation technique in Social Studies education as an instrument for minimizing violence and enhancing their academic performance in junior secondary schools in Kaduna State.

1.4 Research Questions

The following research questions guide this study

i. What is the difference between the opinion of male and female students in junior secondary school regarding the content of social studies education as an instrument for minimizing violence for enhanced academic performance in junior secondary schools in Kaduna State?

ii. What is the difference between the opinion of JSS II and JSS III students regarding the methods of teaching Social Studies education as an instrument for minimizing violence for enhanced academic performance in junior secondary schools in Kaduna State?

iii. What is the difference between the opinion of urban and rural students regarding evaluation of Social Studies education as an instrument for minimizing violence for enhanced academic performance in junior secondary schools in Kaduna State?

1.5 Null Hypotheses

The following null hypotheses were put forward to guide the researcher in the study:

i. There is no significant difference in the opinion of male and female junior secondary school students regarding the content of Social Studies education as an instrument for minimizing violence for enhancing their academic performance.

ii. There is no significant difference in the opinion of JSS II and JSS III students regarding methodology of teaching Social Studies education as an instrument for minimizing violence for enhancing their academic performance.

iii. There is no significant difference in the opinion of urban and rural students regarding evaluation of social studies education as an instrument for minimizing violence for enhanced academic performance in Kaduna State.

1.6 Significance of the Study

This study on Social Studies education as curriculum instrument in minimizing violence for enhancing academic performance of junior secondary school students in Kaduna State will be significant in number of ways, which are:

The outcome of this study will enhance Social Studies students' academic performance in junior secondary schools in Kaduna State. The study will also help provide reliable research data for policy makers and implementers that will bring about improvement in the academic performance of junior secondary school students.

The research findings will help curriculum planners and developers in Social Studies education to develop Social Studies curriculum that will be beneficial to students, parents, the school and the nation at large on the need to urgently address the consequences of violence against children in Kaduna State.

It will help to re-orientate Nigerian students and the entire society who have being embedded with tendencies of indiscipline, dishonesty, corruption and intolerance towards having a mind set free from such vices

The study is expected to guide teachers and lecturers alike in our various academic institutions regarding their attitudes towards pupils/students with the view at ensuring that learners are not exposed to discomforting learning situations that will discourage their zeal or determination for knowledge acquisition.

Also, through this research work, law enforcement agencies are to be exposed to various forms of violence against children thereby necessitating them to expand their scope of operations to incorporate measures to would help steam the tide of consistent violation of children's rights. The work is will help propel the social welfare department within the country to be proactive in their determination/efforts towards ensuring that the rights of the child is adequately protected and instances of violations are urgently addressed to serve as deterrent to would be violators in the future.

And finally, researchers in similar field would be encouraged by this work to undertake further research into areas that constitutes abuse or violation of the child's basic rights that have been omitted in this investigation.The study will help provide a framework for similar research effort in future.

1.7 Scope of the Study

The scope of this study investigated into the impact of Social Studies as curriculum instrument in minimizing violence for enhancing academic performance of junior secondary school students in Kaduna State, Nigeria. The study is also delimited to Zaria educational zone of Kaduna State; this is to ensure that the findings would be encompassing enough to be generalized within the State. Variables of interest in this study among others include concept of Social Studies, violence and academic performance.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

This chapter discusses the review of related literatures under the following heading:

- Theoretical Framework
- Concept of Social Studies education
- Objectives of Social Studies education in Nigeria
- History and justification for the introduction of Social Studies education in Nigeria
- Nature and scope of Social Studies education in Nigeria
- Concept of violence against children in Nigeria
- Various forms of violence against children in Nigeria
- Consequences of violence against children in Nigeria
- Concept of academic performance and violence against children
- Review of empirical related studies
- Summary

2.02 Theoretical Framework

The researcher hang the study on the Horton and Turnage theory on information processing theory and Graig and Sprang theory on mimetic to guide the study.

Information Processing Theory

The information processing theory is based on Horton and Turnage (1976) information processing theory. The assumption of the theory is on stimulus and the response of the human

being. The theory identifies the basic processes and describes precisely how these processes function and variables that affect the human mind and thought. The cognitive psychologists' assumption on information mental process: such as perception, attention and memory. They use computer as a model to compare the brain of human being. The computer is divided into two parts: the hardware and software, the information tool that instruct its operation. To them computer like the human being performs certain operation on the information stored in them and generate output. The mind too, should selectively attend and perceive the inputs, computes or otherwise operate on the information. Similarly, when the child is denied of his rights, the information perception, action reaction, emotions are greatly affected negatively. This may be attributed as a result of alienation of attachment from the parents. To them information processing theorists see development over the life span as gradual and cumulative that may directly affect socio-economic development of any nation around the globe. The unguided input and output of a violated child may grossly disfigure the environment in terms of development and well being of a common man. To support the above argument, Imitation and modeling have it that people learned directly from experiencing the consequences of their own behavior, they also learned by watching another person's behavior and its consequences (Bandura, 1969). Significant percentage of human being not only children learn wide variety of behavior from observing career appropriate attitudes and values, social-class and ethnic attitudes and cultural values.

Children that were not violated against observe behavior modification- a method that uses conditioning procedures such as reinforcement, reward and shaping to change behavior (Graig 1989). While this behavior modification is necessary for sustainability of children and upbringing which necessarily is lacking in violated children which in turn may be members of

Boko-Haram and aggressive children and keen to other social-vice in the country. The extent child information, imitation and modeling positively depends on shared values, attributes of moral values can configure the entire human race and boost almost the sector of the economy of any nation. The Mimetic theory suggest that exposure to trauma can generate aggression and increases the opportunity of modeled abused behavior. The Mimetic theory describes individuals who view perpetrators of violence is powerful or admirable and therefore learn to act violent in order to imitate or mimic act of violence (Graig and Sprang 2007). The essence of this theory is based on the way the cognitive psychologists conceptualized the basic processes of function and variables that affect the human being as a spring board where the study rest. The theory is relevant to this study because it deals with the human mind (whatever the mind is exposed to that is what it produces) like the computer which deals with inputs and outputs devices.

These theories are relevant to the study in many ways because the theories portray education as a cure to all societal ailments: be it violence, ignorance, poverty and unemployment. These belief clearly depict the fact that Social Studies education will prepare the students for adult life and without it development cannot occur also that "only students with the knowledge of Social Studies can command the skills necessary for sustainable economic growth and a better quality of life" (Atteh, 2012). This means that with this knowledge, students cannot be used as element to perpetuate evil and violence in our nation.

2.03 Concept of Social Studies Education

Social Studies education deals with man in his social and physical environment. Man is focused as its centre of study with the aim of equipping him with valuable knowledge and understanding of his environment, useful skills and desirable attitudes. An inevitable fact in the Nigerian family

set up and the society at large is the ever blowing wind of change that destabilized the existing structures, practices belief system necessitating man to seek adequate mode of adjustment to change in the family and enhance his level of survival and continued existence of his family.

In the light of the above, Ololobou (2007) defined Social Studies education as a programme of study which a society uses to instill in students the knowledge, skills, attitudes and action it considers important concerning the relationship human being have with each other, their world and themselves. While Atteh (2012) sees Social Studies education as the study of how man influence his environment and how he is in turn influenced and affected by the various aspects and ramifications of his environment including the physical, social, political, religious, economic, psychological, cultural, scientific and technological. In the words of Abdu 2009, social studies education is seen to be concerned with the way man organizes society, he posit further that, this include the social, cultural, political, economic, historical and geographical aspects of the society. This means that social studies is an inter-disciplinary approach to the study of man's activities.

Social Studies has been seen as extended civic, simplified form of social sciences, as citizenship education, applied social sciences as well as a supplement of the traditional subjects that constitutes humanities and the social science subjects, (Mezieobi 1992). The vagueness of Social Studies does not end with the scholars and teachers, parents, educational administrators alone, even government seems to be more confused about the subject, methodology and its importance.

However, a cursory look and consideration at some definition by scholars will help drive home this point. The committee on primary school Social Studies programme defines the subject as "those common learning of man's interaction with his social and physical environments

(Ololobou 2004). Ikwumelu (2000) also described Social Studies "as the aspect of learning which deals with how to get along with one's environment, physical as well as human and how to develop those skills, knowledge, values and attitudes that characterizes a responsive and responsible citizen in a free society. Orakwe (1991) noted that Social Studies is the study of man in his unending interaction with his environment as he attempt to make them a better place.

Social Studies Education as a Curriculum Instrument for Countering Violence

It is not gain saying that Social Studies curriculum if properly implemented will minimize the degree of violence and enhance students' academic performance in Kaduna State and beyond. According to Ikwumelu (2000) the essence of Social Studies education is to inculcate moral values, cultural values, intellectual training and vocational training to the learner with the view of becoming responsible adults and be useful in the society. Abubakar (2008) outlined the following as objectives of Social Studies curriculum which will equip the students the necessary skills in preparation toward adulthood:

1. to create an increasing awareness and understanding of our evolving physical and social environments;
2. to develop a capacity to learn and to acquire certain skills including not only those of listening, teaching, speaking, reading and calculating but also those of hands and heads;
3. to ensure the acquisition of the body of relevant knowledge and information which is an essential perquisite to personal development as well as to a positive contribution to the betterment of mankind;

4. to develop a sympathetic appreciation of the adversity and inter-dependent of all members of the local community and the wider national and international communities; and
5. develop in the students positive spirits of togetherness, comradeship and cooperation toward healthy nation.

   It is important to say that with all these laudable Social Studies objectives, Social Studies curriculum in no doubt will be used as an instrument for countering violence and enhancing academic performance amongst junior secondary school students within the study area and beyond.

2.04 History of Social Studies Education in Nigeria

Researchers have uncovered that the expression "Social Studies Education" was first used in the Academic circle of American during the last two decades of the Nineteen (19) century and gained official recognition by American government in 1916 (Ololobou, 2007) in Tikumah (2009) sees Social Studies as an educational answer to emerging social problem that soon travelled to Europe in the wake of its emergence to solve their abnormal values in European countries most especially after the first world war.

In Africa, Social Studies Education was first introduced in Nigeria. The Northern Nigeria teacher education project (1964-1969), introduced Social Studies as a formal school subject as well as at the teacher training level. In 1969, a conference was held at the Queens College Oxford, United Kingdom where the idea of social studies was proposed. The Oxford conference in Nairobi, Kenya. This led to the formation of the African Social Studies Programme (ASSP). Eleven English speaking African countries including Nigeria found the ASSP. In 1990 the ASSP was

renamed the African Environmental Programme (AESP). Social studies eventually reached Nigeria in 1958. Social studies came to Nigeria through what is now known as the Ohio Project which was a programme of educational partnership between the Governments of the then Western region of Nigeria and the University of Ohio in the United State of America (Makinde, 1979). The Ohio project led to the development of the first Nigerian social studies curriculum at Aiyetoro in Ogun State in August 1963. As it happened in other parts of the world, social studies came into Nigeria through a series of curriculum innovation exercises locally and internationally. Nigeria was one of the eleven African countries that attend the 1968 conference on social studies in Mombasa. This conference resolved on the need to inculcate African values and morals in the African child through the teaching of social studies. Following the Mombasa conference in 1968, Nigeria accelerated her march towards entrenching social studies in her educational system.

In January 1969, the Social Studies Association of Nigeria (SOSAN) was inaugurated at Ibadan for the purpose of developing the course of social studies in Nigeria. The deliberation and recommendations of the conferences, workshops and seminar were culminated in the Federal Government National Policy on Education in 1977, which recognized and stipulated the imperative of instilling national values and attitudes in the Nigerian child through the teaching of social studies. Today, social studies is a compulsory subject for all pupils at the primary and junior secondary levels of education in Nigeria and teachers are being trained in colleges of Education throughout the country to enable them teach the subject professionally. Graduate courses right from the first degree up to PhD level are also being offered in many universities around Nigeria today. The following passage summarizes the respect and paramount importance Nigerian educational thinkers and policy makers have come to attach to social studies education in the country.

A major development associated with the Nigeria national policy on education (2013) is the pride of place it has given to the social studies curriculum. The policy regards this curriculum package as a compulsory core subject area which all students in the secondary schools cannot dispense with in their learning activities. Very importantly, the policy endorses that the learning of social studies curriculum in our secondary schools must be seen As one of those avenue of establishing strong bases for the production of effective citizens and of forging a cohesive society that will support a nation of nation-building (Okam 2002)

Consequently, the education reforms that led to the establishment of social studies in Nigeria are the following underlying motives (Akinlaye, 1981)

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

Social studies came to Nigeria, as Balyejusa termed it, as a corrective study i.e to remedy the colonial past and properly address the present and future needs of Nigerians. Its purpose was to make Nigerian education truly Nigerian both in form and in content for the purpose of actualizing individual and collective aspirations of Nigerians. Obviously, the definition of social studies is not static as it depends on the aspiration and environment of the society concerned. Kissock (1990), conceptualized social studies as "a programme of study which a society uses to instill in students the knowledge, skills, attitude and action. It considers important concerning the relationship human being have with each other, their world and themselves. NERC (2000), asserted that Social Studies is the study of those common learning of man's interaction with his

social and physical environment. It is not only a study but a way of life of how man influence and is influenced by his physical, social, political, economic and external environment. In learning social studies therefore, the learners are expected to transfer their recollection of facts and skills to new situations to improve and mould their way of life. It is the reason why the teaching and learning of social studies focuses on the acquisition and use of knowledge, development and change of attitude, use of skills all of which influence the actions and behavior of learners. In the order to acquire knowledge and develop skills and a positive attitude towards day to day life experiences, social studies makes use of many approaches to teaching about social, economic, political issues and problems. Social studies is the integrated study of the social science and humanities to promotes civic competence. Within the school programme, social studies provides coordinated systematic study drawing upon such discipline such as anthropology, archeology, religion, economics, geography, history, law, philosophy, political science, psychology, mathematics and natural science. It is multi disciplinary and inter disciplinary. Adedoyin (2000), view social studies in a holistic approach to be the study of man in his totality. This draws from a variety of sources to relate the individual to his social environment developing the right attitudes, values and abilities to help him grow to become a responsible citizen capable of performing his civic and national obligations. In Ololobou (1999) perspective, social studies is an organized integrated study of man and his environment both physical and social empathizing on cognition functional skills (psychomotor) and desirable (affective) and action for the purpose of producing an effective citizenry. In this view the learners are exposed to the three dimensions of educational domains (cognitive, affective and psychomotor).

2.05 Objectives of Social Studies Education in Nigeria

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

Obameata, Agu and Laosebikan (1981), Argungu (2009), explained that the objectives 0f social studies in Nigeria naturally reflect the national objectives of education as a whole. This is basically on the premise that social studies is a subject that draws its concepts from all the basic subjects at the primary and secondary levels of education such as History, Government, Economics, Religion among others. Based on this objective of Social Studies it tends to reflect the objectives of these subjects. Secondly, the subject is designed to offer specific solutions to societal issues or offer remedy to national problems. These objectives must be relatively interwoven with national goals of education if it is to answer this cal.

The national goals of education as presented by the national policy on education (2013) states the following:

a. The inculcation of national consciousness and national unity

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

It is based on these goals that the objectives of social studies were designed. According to Ololobou (2004) a typical social studies programme must encompass four cardinal objectives viz: the environment, the various skills, values and emerging issues. Equally in his work, Ololobou (1999:p4) observed that social studies in Nigeria seeks to re-establish the pre-colonial African educational values which includes honesty, hard work, mutual cooperation and conformity to traditional social order. Corbin (NERDC 1983), delineated social studies objectives into two levelsi.e the junir and senior secondary levels. He maintained that at junior level the emphasis should be on encouraging the development of social responsibility towards other children, adults and the world around them. While at the senior level children should be encourage to develop values attitudes, skills and understanding necessary to live in society.

Ikwumelu (2000), categories the objectives into the following

a. Citizenship education: preparing the students for social responsibility
b. Humanistic education: helping the students to comprehend his life
c. Intellectual education: introducing the students to the mode of thinking and enquiry of the social sciences
d. Value decision: inculcating in the individual some expected attitudes, values and feelings

Bye and large the opinions of social studies scholars are not different from the objectives of social studies in Nigeria. Thus, Dubey1980, Ainaetal 1982, Corbin NERDC 1983 and Ikwumelu 2000 are of the same opinion that is based on the rationale for the introduction of Social Studies in Nigeria. The objectives of the Social Studies programme according to Abubakar (2008) maybe broadly outlined as follows:

1. To create an increasing awareness and understanding of our evolving physical and social environment
2. To develop a capacity to learn and to acquire certain skills including not only those of listening, teaching, speaking, reading and calculated but also those of hands and head.
3. Ensure the acquisition of the body of relevant knowledge and information which is an essential perquisite to personal development as well as to a positive contribution to the betterment of mankind
4. To develop a sympathetic appreciation of the diversity and interdependence of all members of the local community and the wider national and international communities
5. Develop in the students positive spirit of togetherness, comradeship and cooperation towards healthy nation
6. Promotion of understanding of social problems of their locality
7. Promotion of the ability to think reflectively
8. Creation of awareness that discipline is essential for an orderly society
9. Demonstration of flexibility and willingness to accept the necessary changes within a system
10. The promotion of effective and active citizenship

Consequent upon these objectives, new objectives can always be conceived and developed in relation to the dynamics and on the move nature of the society to ensure the purposive nature of social studies as a problem solving programme. Thus, Maduewesi (2003) refers to this point in his forward o the national curriculum for primary school social studies. He stated as follows;the curricular prescription presented in this document represents the minimum content of what should be taught in all Nigerian schools. This notwithstanding teachers in different states and local government areas are free to draw upon their immediate environment for additional materials.

It is the desire to achieve the objectives of social studies through the various level of our educational system as prescribed by the national policy on education that justified the objectives of social studies at the primary, the junior secondary and the NCE level. Thus, this study of the implementation of NCE social studies programme in federal colleges of education in Nigeria. The NCE social studies objectives as prescribed by the National Commission for Colleges Education (NCCE, 2009). This programme is designed with the objectives of producing teachers who are both professionally committed and academically competent in the social studies philosophy, content and methodology (NCCE, 2009). The objectives of NCE Social Studies in Federal Colleges of Education in Nigeria include:

1. To produce professionally and academically competent NCE social studies teachers for basic 1-9 schools
2. To prepare teachers who will inculcate in their pupils rational adjustment to their physical and social environment through the acquisition of knowledge, attitudes, values, appreciation and skills necessary for developing social and civic responsibilities

3. To produce students who are capable of benefiting from further education in social studies and other related areas.

2.06 Nature and Scope of Social Studies Education in Nigeria

Social Studies programmes in several nations of the world are essentially introduced to meet specific needs and aspirations. In Nigeria, social studies can be described as a solution to the nation's problem of integration. It serves as a handy tool to equip the learners with values, attitudes, problem-solving skills to prepare them for active and responsible living in society. It becomes a mechanism for reconstruction, rehabilitation and more importantly an emphasis on the tenets of unity and inter-dependence among the diverse people of the nation after the civil war. Social Studies was readily available to inculcate the values that bound the different ethnic groups together. In addition, the teaching of a separate social science subjects did not adequately prepare the child for life in society. Thus, a subject that would interprets the various experiment of man as a whole and shows the interrelatedness among the various subjects. In summary, social studies focus on man as he lives in society. It emphasizes on the needs, goals and aspirations of the society so that learners can be well-integrated into society.

According to Kissock (1981) in Kadirietal (2007) social studies programme is the creation of the society in which they are implemented. They are developed when a society determine that formal instruction is required to develop a common set of understanding, skills, attitudes and actions among all members of the society. Since man and how he interacts with the environment is the concern of social studies, hence the scope emphasizes:

1. Historical issues where learners are exposed to the accumulated knowledge of the past arranged in chronological order to gain understanding of the present to cut out a general course for the future
2. Socio-cultural issues where man's life in society in relation to cherished norms, beliefs, values and practices are focused so that they can be transmitted from one generation to another
3. Economic issues as it pertains the ability of man to adjust his unlimited wants to this limited resources; the mobilization of resources for the production and distribution of goods and services are focused to prepare and equip learners with adult economic roles
4. Geographical issues as it touches the influence of the physical environment on the action of man, characteristics of places on the earth, roles of transportation and communication system in moving goods, services, people and messages are brought to the attention of learners
5. Political issues which concern the fundamental institutions of public administration and government, international relations, political institutions and processes, the exercise of power and authority are addressed for learners to be abreast with ideas of governance, law, democracy, justice and equality
6. Scientific and technological issues are explored to help learners understand cause and effect relationships and the systematic application of scientific knowledge to solve practical problems of living
7. Citizenship education intended to prepare learners to assume the shared right and obligations as their world of knowledge and experience expands is emphasized

8. Contemporary public issues that affect the wellbeing of man are also of concern, so as to help learners develop survival skills and participate and contribute to the upliftment of society. An understanding and appreciation of the value of peace, human life, HIV/AIDS, education, drug education, issues in population and family life education in relation to individual and national development processes are highlighted to prepare learners for life in society.

Kadiri (2007) states that judging from the analysis above social studies draws from all forms of relevant human activities and experiences to help learners understand themselves, the people they relate with and the world in which they live.

2.07 The Concept of Violence against Children in Nigeria

Violence against children is serious human rights, social and public health issue in many parts of the world and its consequences can be devastating. No country is immune whether rich or poor. Violence erodes the strong foundation that children need for leading a healthy and productive lives and violates the fundamental rights of children to a safe childhood. Violence against children is never justifiable. Nor is it inevitable.

According to World Health Organization (2002), violence is the intentional use of physical force or power to threaten or actual, against oneself, another person or against a group or community, or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation. This definition embodies four (4) critical ideas which are the concept of power, which implies the analysis of transaction in terms of relationship. Secondly, it includes the use of actual force as well as threatened force, the latter characterizing the bulk of the violence perpetrated against children. Thirdly, it includes the acts that leads to psychological harms, mal-

development and deprivation, all of which are critical concerns when understanding the impacts of violence on children. Finally, this conception of violence closely approximate what children understand as violence even though they may not use similar words.

According to Save the Children (2008), violence is all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, mal-treatment or exploitation including sexual abuse. Moreover, gender based violence is defined as violence inflicted or suffered on the basis of gender differences. It is an experience of violence that prevents young girls from developing and fully exercising their rights. Examples of gender based violence are female infanticide, horror killing, female genital mutilation, humiliation, degrading treatment, sexual abuse, forced pregnancy, acid attacks, forced abortion, early marriage among others (Amira, 2014).

Violence against children is a broad term used to describe all forms of abusive and neglectful acts perpetrated by adults or elder youths against children that may constitute harm or threat to the child's health or welfare. Violence against children may take place in homes, schools, orphanage, residential care facilities, on the streets and places of detention. It can affect the children's physical and mental health, impair their ability to learn and socialize and undermine their development as functional adults and good parents later in life. In the most severe cases violence against children leads to death.

The definition of violence against children is primarily based on article 19 of the 1989 UN Convention on the right of the child which calls for protection of the child from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, mal-treatment or exploitation including sexual abuse. Article 19 is however strongly linked to a broad range of provision in the convention, beyond those relating directly to violence. In addition to the articles

containing the rights identified as principles of the convention (non-discrimination, best interest of the child, the right to life, survival and development and respect for the view of the child). Implementation of article 19 must be situated in the context of article 5, 9, 18, and 27 (African Child Policy Forum, 2014).

Although, according to the African Child Policy Form every African country except Somalia accepts this definition that every African child must be protected from any practice that threatens their well being and human dignity. This policy was translated into national laws, policies and programmes to reflect of differences of context and reality. In African, this translation is not straightforward because violence against children may be culturally contested. It is however clear and unambiguous that any form of violence against children is unacceptable and children must be protected from any practice that threatens their wellbeing and human dignity.

2.08Nature and forms of Violence against Children in Nigeria

In recent decades, the extended family structure characteristics throughout African history within which all members can be supported and protected in the case of crisis, has been negatively affected by socio-economic changes. Traditional form of rural livelihood and lifestyles are gradually being eroded, in the context of poverty, civil conflict, displacement, environmental disasters and changing patterns of land ownership and use, many families face significant social and economic stress. Nonetheless, many of the traditional values governing childhood endure in spite of perhaps because of the upheavals populations have undergone. Thus, although some of the reasons for violence against children in Africa are grounded in traditional ideas of upbringing, others are to be found in the breakdown of old systems of protection due to social shocks and developmental changes.

2.08.1 A tough Upbringing

Childhood in African is generally tough. Patriarchal power is a typically established norm. Children are taught to show duty and respect towards parents and elders, whose patronage governs their lives. From an early age they are expected to perform certain tasks and behave as directed by their parents and elders. This is reflected in Article 31 of the African charter on the Rights and well fare of the child, in which the child is assigned duties to the family, community and country at large. In Africa, due to the traditional expectations of shared upbringing within the extended family, no exceptional value is accorded to parenting by the mother and father, other adult relations such as Aunts and uncles may play as important a role, and their authority is equivalent to that of parents. This joint raising of children within kin groups has been part of a social supports system that contributed to material and emotional support for children and helped protect them from neglect, harm and exposure to premature sexual relations. As they grow older in certain societies, it has been usualto send children to live and work with other members of the extended family, as an opportunity for training or because they reside where opportunities such as schooling are greater, maturing girls may also be given in marriage to a partner their family selects. The behavior of young people is usually subject to strong controls, exercised by whoever is in a guardianship role. Today, this may not be a close family member but someone charged with the child's care in return for performance of household duties. Many elements of the African traditional system of child protection within the family and community have important benefits. However, some traditional norms include negative and Harmful aspects and practices which affect the African child's right to survival, development, health, education and protection.

2.08.2 Use of Violence within Upbringing

Every society has different child rearing practices, depending on culture and beliefs including beliefs around child's discipline. An African child is not often expected to question the decisions of adults. Disobedience is generally harshly disciplined and corporal punishment is normal. Family and elders claim that the intention of harsh discipline is not to harm the child but to ensure conformity to societal norms. It is believed that harsh lessons learned help children develop behaviors and acquire competencies that will lead to a greater sense of social responsibility as well as correct behavior and give them better chances of success in life. Thus the use of violence as a means of teaching and enforcing good behavior is incorporated into most African children's upbringing as a norm and absorbed into their personal value system. The advent of a right perspective and the implicit rejection of physical punishment have led to difficulties in many African societies, indeed the committee on the rights of the child highlighted traditional and cultural attitudes towards children as the major obstacle to acceptance of the child as a holder of rights. In some cases, disputes, have developed between children and adults with parents claiming that children are being encouraged to defy their authority. This highlights the need to ensure that parents are sensitized and understand the boundaries of discipline and that work on child rights and respecting the views of children be pursued in a sensitive and empowering manner that engages parent5s in the process. African parents consider the proper upbringing of children as paramount importance in promoting their personal development, safety and social well-being. Thus, harsh disciplinary codes that include corporal punishment are believed to actually contribute to child protection. the same can be posited for harmful traditional practices, especially those affecting girls. Intended to reduce the risk of exposure to sex and sexual predictors before marriage such as FGM in girls at very young ages,

it is worth noting that child raising system that include physical chastisement are by no means exclusive to Africa.

UNCEF 2007, Adesoji 2014 and Amira 2014, identify the following types of violence against children:

1. **Physical Violence against Children**

This takes many forms including hitting with a hand or other objects, kicking, punching, shaking or throwing the child, pinching or pulling hair, caning or whipping, tying with a rope or chains or other acts involving physical force. Harmful practices with a bearing on the physical integrity of the child, such as Female Genital Mutilation/cutting (FGM/C) are also included in this category. Physical violence has consequences beyond bodily harm, in addition to injury and disfigurement; it can have psycho-social and emotional effects such as permanent feelings of shame and damage to children's self esteem.

2. **Neglect**

Neglect or negligent treatment is another form of violence with both physical and psychological dimensions. It is the least documented violation of child's rights in African and elsewhere. Negligent practices are mostly perpetrated within the home and in institutions. They imply a deliberate choice on the part of parents and caregivers to withhold basic necessities from children and fail to care for them adequately despite having the necessary means, knowledge and access to services. There are also cases where parents are unable to provide for the basic needs of their children due to poverty, deprivations other issues beyond their control, but this form of neglect does not result from acts towards the child of deliberate commission or omission. Three form of neglect are identify in this regard;

a. The child was not given enough food and drink when there was sufficient food and drink at home
b. The child was forced to wear dirty and torn clothes or clothes that were not warm when there were decent and warm clothes he or she could wear
c. The was not taken to a health facility when sick

3. Sexual Violence against Children

A number of social and cultural factors underpin both the high prevalence if sexual violence in Africa and the degree to which it is accepted, especially against girls. These include the prevailing inequality in power relationship between men an women. In many African societies a culture of male dominance exists, which includes sexual entitlement. This culture and its implication are accepted within families, schools, policy making and religious institutions. In some parts of Africa men and women hold the belief that the male sex drive is uncontrollable, and that men need a great deal of sex and variety in their sexual partners. This induces a certain degree of tolerance for the use of physical coercion in sexual relations, including rape. Children in Africa are generally expected to be obedient and respect adults decision and instructions, and make measures apparently taken to protect them, may lead them particularly girls, at greater risk. For example girls may be withdrawn from school and expected to marry at early age. Addressing all forms of violence against children in Africa, including sexual violence calls for responses that should explicitly take into account gender-based differences, Gender influence the way in which violence is perpetrated and the way it is experienced. The term gender-based violence is often used to highlight vulnerabilities of women and girls to various forms of violence in setting where they experience discrimination because they are female or because they do not meet the social expectations of how a woman or a girl should behave. In addition to reducing gender based

inequality, addressing gender-based violence implies working with both boys and girls to shape attitudes on gender and overcome prejudice and preconception as well as supporting victims to report incidence of violence. Current public attitudes towards gender based violence in Africa, however continue to hamper efforts in this area.

4. Mental, Psychological and Emotional Violence

Only recently has mental, psychological and emotional violence come to be understood as a distinct form of violence in much of Africa, non-physical violence where injury is not visible, such as neglect or negligent treatment, cruelty, harassment and verbal abuse are still not recognized as violence. Even victims may not complain or seek help. In a study in Kenya, 18 percent of female and 3 percent of male respondents who experienced mental violence prior to age 18 did not think it was a problem. As a result, non-physical forms of violence are not well documented nor are they reported in state party reports to either the African committee of Experts on the Rights and welfare of the child or to the UN committee on the Rights of the child. However, many forms of mental violence, ranging from insults and name calling to bullying and threats can have profound effects on children, leading in some cases to suicide, child victims of mental violence may experience a greater degree of trauma from on-going abuse than from physical assaults. The long term effects of emotional abuse and psychological maltreatment of children include chronic trauma and the continuation of fear long after the threat has subsided.

5. Cultural Practices involving Violence

Often under the sanction of culture and religion, certain African traditional practices, especially those associated with guiding the transition from children to adulthood can expose children to physical, psychological and emotional harm. The international NGO council on violence against

children identified more than 35 harmful practices, including practices such as female genital cutting, scrapping of tonsils, uvula cutting, abduction and breast ironing. While social mobilization campaigns may have contributed to a decline in harmful practices or in the harmful components of traditional ceremonies they continue to be widely practiced in many African communities.

2.09 Consequences of Violence against Children in Nigeria

Violence against Children affects all domains of development, physical, psychological, cognitive, behavioral and social which are often inter-related. The following section discusses the possible consequences of violence against children;

a. Attachment Problems

Babies and young infants exposed to violence are more likely to experience insecure, or disorganized attachment problems with their primary caregivers (Hildyard and Wolf 2002); Jordan and Sketchleg 2009; Schore 2002; Streeck-Fischer and Vander Kolk 2000) patterns of care giver attachment Are extremely important for a child's early emotional and social development. for children with an insecure attachment, the parent/caregivers (who should be the primary source of safety and protection) becomes a source of danger or harm, leaving the child in irresolvable conflict. Without the security and support from a caregiver, babies and infants may find it difficult to trust others when in distress, which may lead to persistent experience of anxiety or anger.

b. Physical Health Problems

Research investigating the effect of child abuse has pointed out the danger of physical health which has negative influence in adulthood. However, data from the longitudinal studies of child abuse (LONGSCAN) in the United State has indicated strong associations between abuse/neglect and health problems in children/adolescents (Flaherty 2006). This means that, exposure to one adverse experience double the odds of children having overall poor physical health at the age of 6years and tripled them if children had experienced four or more adverse experiences. A further study by Hussey, Chang and Kotch (2006) found out that all types of abuse and neglect were associated with 8 of 10 major adolescents' health risks. A common form of abuse affecting the health of babies is shaken baby syndrome health problems resulting from shaken baby syndrome may include brain damage, spinal cord injuries, hearing loss, speech difficulties and even death (Child Welfare Information Gateway, 2008)

c. Trauma and Psychological Problems

The trauma caused by experiences of child abuse can have serious effect on the developing brain, increasing the risk of psychological problems (Streeck-Fischer and Vander Kolk, 2000). Extensive research has identified a strong relationship between abuse/neglect and post-traumatic stress disorder (Gilbert etal 2009; Schore 2002; Streeck-Fischer and Vander Kolk 2000). Recent research suggest that diagnosing children with post-traumatic stress disorder does not capture the full development effect of chronic child abuse, many researchers now prefer the term "complex trauma" (Cook etal 2000). Exposure to complex and chronic trauma can result in persistent psychological problems. Complex trauma affects the developing brain and may interfere with a

child's capacity to integrate sensory,emotional and cognitive information which may lead to over reactive responses to subsequent stress (Perry 2001).

d. Behavioral Problems

Researchers have found that violence against children is associated with behavior problems in childhood and adolescence (Egeland 2008). The earlier children are maltreated the more likely they are to develop behavior problems in adolescence (Frederick etal 2008). Researchers have often associated violence against children with internalizing behavior (being withdrawn, sad, isolated and depressed) and externalizing behaviors (being aggressive,or hyperactive) throughout childhood (Mills, 2004). Internalizing behavior are commonly associated with child neglect. Children affected by neglect tend to be more isolated at school compared to other groups of children and have difficulty making friends.(Hilyard and Wolf 2002). Neglected children may also display aggressive and disruptive behavior; however, externalizing behavior problems are more closely associated with physical and sexual abuse or witnessing domestic violence. Inappropriate sexualized behavior is also linked with child abuse, and most commonly with sexual abuse and exposure to highly violent and sexualized environment (Everson and Cox 2008)

e. Mental Health Problems

Mental health problems, such as depression and anxiety disorders have consistently been linked with violence against children, particularly for adolescents. Prevalent rates of major depression have been shown to be approximately four times higher in adolescence than younger children. In a review of seven large scale studies by Harkness and Lumley, all studies showed a high association of violence against children. For example, in a longitudinal study by Brown, Cohen

and Smailes, children are adolescents who reported a history of violence were three times more likely to exhibit a depressive disorder than non-maltreated children, in a Victorian study of characteristics of children referred to a therapeutic health services for children who had been violated (the take two program), 62% of children met the criteria for at least one mental health diagnosis (Frederick 2008)

f. Drug and Alcohol Abuse

The psychological effects of violence against children may lead to alcohol and drug abuse problems in adolescents and adulthood. Evidence suggests that all types of maltreatment are significantly related to higher levels of substance use (Tobacco, Alcohol and illicit drugs). In surveying public school students in Grades 6, 9 and 12 in the United State, Harrison and colleagues found that experiences of physical or sexual abuse increased the likelihood of students using alcohol, marijuana and other drugs. A further study bin the United State found that 28% of physically abused adolescents (Perkins andJones 2004) compared TO 22% of the non-abused group 36% o8f phys8ically abused adolescents also had high levels of alcohol use.

g. Aggressive violence and criminal Activity

In addition to feeling the pains and suffering themselves, children exposed to violence are at increased risk of inflicting pains on others and developing aggressive and violent behavior in adolescents. Research suggests the physical abuse and exposure to family violence are the most consistent predictors of youth violence. A national institute of justice study in the United State predicts that violated children were two times more likely to be arrested for criminal behavior in adolescents.

h. Homelessness

Research suggests that children and young people may encounter homelessness or housing instability as a result of violation particularly from domestic or family violent disputes. Homelessness is more likely to eventuate in adulthood, however, Australian Bureau of Statistics (ABS data show that 34,073 children in Australia were homeless in 2005-2006 (33% of the homeless population) Mackenzie, 2006. The Australia institute of health and welfare indicated that 54,700 children accompanied their parents (86% of whom were mothers) into support accommodation Association Programme (SAAP) services in 2006. The main reason for women with children to seek support was domestic or family violence. Young people who are removed from the care of their parents because of violence or neglect may also face homelessness and unemployment soon after having out-of-home care (e.g when they turns 18). A lack of social support networks and poor academic achievement often contribute to the difficulties young people3 face in finding adequate housing and employment after care.

2.10 Concept of Academic Performance and Violence against Children

Academic performance has being described as the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades in course, group of courses or subjects or group of subjects in the educational system of learning. Academic performance3 according to the Cambridge University Reporter (2003) frequently defined in terms of examination performance. It is refer to what the students have learned or what the student has learned and is usually measured through assessment like standardized test and performance assessment (Santrock, 2006). In the higher systems of learning, the descriptive assessment information will usually be translated through system such as Grade Point Average

GPA), Cumulative Grade Point Average (CGPA) and course grades. Some other researchers used test result or previous year result since they are studying performance for the specific subject or year (Hijazi and Naqui 2006). The indicators for academic performance, according to Ma etal (2009) include standards test scores, grades points average GPA and self perceived academic performance. The pattern of grading students in the junior secondary certificate (JSC) and the senior secondary certificate (SSC) examinations in Nigeria is such that distinction grade is being represented by A1 to B3. The credit grade is represented by C4 to C6. The ordinary ass grade is represented by represented by D7 and E8 while the failure grade is represented by F9 (WAEC 2006).

Academic performance which is measured by the examination results is one of the major goals of a school. Hoyle 2006 argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all these is the idea of enhancing good academic performance. The academic deans and proprietors and the quality assurance committees are concerned about those who do not perform well because if this poor performance goes unchecked, the school system may lose its reputation, which may result in loss of confidence in the graduates of higher learning. Besides, the significant roles academic performance of students' plays to larger systems such as school systems and national interest, academic performance is also crucial at the individual level. Lilerner and Learner (2010) asserted that academic success is crucial for children and adolescents to grow into adults who fully participate in the economic and civic activities of society. The transition to adolescence often involves a decline in academic success and it is important to identify factors that may promote academic competence. Academic competence is defined as skills and capabilities needed to succeed in school which can be indicated by actual or perceived academic performance

(Matthew 2009). Academic competence predicts a youth's likelihood to continue schooling and career opportunities. Academic achievement increases the students motivation, well-being and achievement in other aspects of life (Eccles and Roeser, 2009 additionally, lack of academic performance predicts lower self esteem, lack of motivation and dropping out of school.

However, from the above, it is vividly cleared that the relevance and function of Social Studies education will promote academic performance and countering the menace of violence in junior secondary school students in Kaduna State.

2.11 Ways of Using Social Studies for Enhancing Academic Performance

An unblemished academic performance is probably the most important factor that educators can target in order to improve learning. The fact is that human beings in general and students in particular are complex creatures with complex needs and desires. With regard to students, very little if any learning can occur unless students are motivated on a consistent basis. The following are fundamental ingredients that can enhance the academic performance of students: No doubt, student motivation to learn is enhanced when these factors pertinent to students are present:

a. Various individual and social factors: Overall academic performance is affected by various individual and social factors. For example, intrinsic motivation is affected by the reason for preferring the school, the probability of finding a job after graduation, the order of preference, the future expectation, the distinctiveness of testing and measuring activities at the school, and desire to complete a Masters' degree. In the simplest terms, it is necessary to be motivated and to make an effort. Extrinsic motivation is significantly affected by the probability of finding a job, the attitude towards the teacher, the peer group, the level of income, the appropriateness of the classrooms, the adequacy of teaching materials, and the number of siblings. The most effective extrinsic motivation is the probability of finding a job.

b. Perceived well-being: Students' perceptions may be clouded by their perceived wellbeing, e.g., bad mood, not being able to find parking, or having a disagreement with someone before class. Well-being or life satisfaction is the degree to which a student is content with his or her life including pleasure in daily activities, meaningfulness of life, goodness of fit between desired and achieved goals, mood, self-concept, perceived health, financial security, and social contact. To increase satisfaction with the learning experience and in turn performance, these well-being factors need to be extrapolated into the classroom. That is, factors beyond quality of teaching can affect student satisfaction including student motivation, course level, grade expectations, type of academic field, and workload difficulty. At the very least, teachers will need to be compassionate and even supportive of the personal life conditions of their students that surface in the process of education.

c. Efficient use of energy and focus: Students should be taught how to produce results while maintaining focus and energy. Businesses and organizations certainly focus on getting the right results with the least effort or cost. Hence, educators need to train students to "stalk" efficient and effective results. In another complementary vein pertinent to the "greening" of business and the planet as a whole, each individual ultimately will be required to become a master of focusing on and using skills such as personal energy conservation and regeneration. This theme of efficiency should serve the student in his or her studies as well as in his or her life and global citizenry.

d. Purposeful connection with work: Emergent motivation results from connecting with work as a source of self-expression, exploration, and sustained creativity. It is emergent because purpose arises out of the interaction between a student and what he or she perceives as a significant and meaningful context. That is, students discover their own rewards by mastering

new challenges and making unique contributions in a significant and meaningful context. To foster emergent motivation, educators need to design variety into a learning system. This variety can overcome extensive individual differences in student inputs and yield uniformly high levels of perceived personal effectiveness, organizational effectiveness, ability to apply course materials, and satisfaction with both course results and the educational process. Also, students become co-producers in the educational system because they are inherently responsible for the learning work that takes place.

e. class attendance: classes are viewed as positively associated with academic performance. They also are perceived as valuable and interesting learning experiences for students. Then, why is it that students skip classes? classes may be seen as only one of an array of student pressures. As a result, students engage in a constant decision process that involves weighing the benefits against the costs of attending classes. Students generally see classes as optional and not always as a beneficial or enjoyable part of their school time. Non-attendance may simply be a coping strategy that signals difficulty in coping with the content, processes, or schedules associated with formal learning.

f. Comprehensive, long-range educational plan: The development of a long-range educational plan will help students to value education and to make the most of their time in school. This plan also should contribute to their confidence and reduce the fear of the unknown. That is, students who have compiled a long-range plan are less likely to give up when difficulties occur. This plan is even more effective when it is updated continuously and encompasses the transition from education to career. Creating a vision of adulthood and who they want to become is very empowering. This planning process can empower students to see the connection between school

and work. Ultimately, it prepares them for a lifetime of productive employment and continual learning.

g. Teacher skills: One important extrinsic factor in the educational environment is the Instructor. However, all else being equal, students perform better if they: (a) are educated in smaller schools where they are well known, (b) have smaller class sizes, (c) receive a challenging curriculum, and (d) have teachers with greater expertise and experience. For example, curriculum quality and teacher skills make more difference to educational outcomes than initial test scores or racial backgrounds of the students. Teacher skills include staying calm, eliminating negative thoughts or feelings, disengaging stress, remembering that students have their own realities and are doing their best, not taking students' actions personally, remembering that students are not bad rather just in the process of development, and maintaining a sense of humor.

h. **Know your students and build on their strengths:** Use the strengths that students bring to the classroom. For example, individuals like group activities and want to learn information relevant to their lives and that can make a difference in the world. That is, experiential and service-learning programs could be very effective with this group. The learner-centered classroom is effective with this group in that it requires a shift from teacher-driven and content-centered learning to seeing the classroom as student-centered and process driven. Also, it is important to teach students how to find information and to evaluate the validity of the information.

i. Value and build relationship: "Relationships are at the heart of teaching since it is an activity based on communication" Some of the necessary elements that build and maintain constructive relationship include trust, be on their side, treat everyone with respect all of the time, be in

charge and lead them to achievement, work together, and show you can listen and accept what the student says. Empathy can help to build a trusting relationship.

j. Student ownership: Students feel some ownership of a decision if they agree to it. Whenever possible, students should be allowed to determine class rules and procedures, set learning goals, select learning activities and assignments, and decide whether to work in groups or independently. Allowing students to select learning partners has been shown to improve their academic performance and zeal to learn. Also, it is important to get students to accept the reasons why some aspects of the course are not negotiable.

k. Creativity and critical thinking: Competence also is learned from experiences that involve both creative and critical thinking. Creative and critical thinking requires the student to define the task, set goals, establish criteria, research and gather information, activate prior knowledge, generate additional ideas and questions, organize, analyze, and integrate all the information.

l. Verbal conformity: One method to use to support students in accomplishing their goals is verbal conformity wherein the student repeats all or part of the goal in his or her own words. This simple act of saying will influence his or her private convictions, i.e., saying is believing. Some methods that can be used to achieve verbal conformity include: (a) have the student explain the goal to a third party, (b) have the student write a memo on the subject, and (c) grapple for words and have the student fill in for you. The student needs to understand the goal first before using verbal conformity.

m. Empowerment: Empowerment can contribute positively to the learning environment. Empowerment can mean vested authority or enablement. Before investing authority in a role or person, it is necessary to clarify the student's mandate and the expectations of his or her performance. Enablement means having the right tools and support when they are needed.

n. Engagement and considering student and teacher opinions: The learning environment should take into consideration the intrinsic and extrinsic student motivations and the opinions of students and teachers in arranging the environment. Materials, tools, and equipment that are needed in the educational process should be determined, obtained, and modernized so that active learning is promoted. This engagement results in students feeling that their teachers have a special interest in them. Students need to be encouraged to engage and to participate.

o. Teamwork: An environment of teamwork can contribute to learning. All teams need four competencies: generate and refine ideas, organize and integrate work, sustain group spirit, and manage boundaries. "Smart teams" are built by having the entire team look at what competencies are needed to be effective. For example, generational and multicultural differences will need to be considered as well as chain of command, work/life balance, and technology. In terms of multicultural diversity in groups, the following should be considered: (1) the reasons for taking the course may be different than that perceived by the instructor or other team members, (2) students may have difficulty in studying or completing assignments due to part time jobs or attending other courses, (3) the instructor should not underestimate how differently people think and feel from various cultures, and (4) value judgments of purpose and moral standards of behavior may be important differences.

It implies from the ongoing that Social Studies education could be used as a curriculum instrument for countering violence and enhancing academic performance amongst junior secondary students when they imbibed the right attitudes and skills learnt from their studies in Social Studies education.

2.12 Review of Empirical Related Studies

Anyebe (2007) carried out a study on the assessment of violence against children at the basic education level in Gombe State. A survey research design was adopted for the study with 3,876 population usin sample size of 345. The instrument used for the study was questionnaire, the instrument was found reliable at 0.75 reliability coefficient and the statistical tools employed were frequency and percentages at descriptive level and chi-square statistical tool at inferential level. The findings of the study show that there is a poor performance at the basic level within the study area. The study is clearly relevant with the present study considering the instrument used for the study and the research design employed but different in location and subject area.

Uwameiye (2013) conducted research which was based on gender based violence against women and it implication on the girl child education in Imo State, Nigeria. The population of the study consisted of all the women in a senatorial zone of the State which was 28,956 and a sample size of 564 was drawn using proportionate random sampling methods. Instrument for data collection was questionnaire. Reliability coefficient of the instrument was ascertained using Cronbach alpha method to be 0.76 and 0.58. frequency counts, percentages, mean and standard deviation scores and chi-square statistics were used to analyze data. They were related in the sense that both are talking about on the issue of violence within the society but also differ in scope, while this research focuses on junior secondary school students, theirs specifically specializes on the generality of the society, research questions, hypotheses and objectives were not stated for the study. The findings of the study however reveal that gender based violence has serious impact on the mental health of the girl child which consequently affects her performance in school. They posit further that, abused girls are more likely to suffer depression, anxiety among others also physical violence such as kicking, rape, slapping, intimidation, sexual

harassment, being laughed at and unfair treatment whether at home or in school can lead to children running away from school and home, subsequently, exposing them to danger.

Adesoji (2014) conducted a study based on parental socio-economic, family structure and living environment as predictors of violence against children in Lagos State Nigeria. The design of the study was descriptive research survey design. Population for the study was 22,784 and a sample size of 1,120 was drawn from the population. The method of data collection was structured questionnaire, with target population consisting of the junior secondary schools students within Lagos State. The method of data analysis was the use of chi-square. The result of the research outcome state that parents' socio-economic status does significantly influenced against children in primary and junior secondary schools in Lagos State Nigeria. It was also revealed that children of low socio-economic status are mostly exposed to violence, government and other stakeholders must make effort to reduce the level of poverty pervading the Nigerian society. The present and the former studies are similar in terms of their focus in determining the impact of violence on learners' academic performance. The two studies were also different in terms of location and area of coverage, where the former study was carried out in Lagos tate while the present study was conducted at Kaduna State.

According to Cyril (2014) whose work was based on the African report on violence against children. The target population of the study consists of all children in Ethopia, Zambia and Nigeria. The research design employ for the study was the multi-country survey methods which intend to compare the level and instances of violence against children in different countries within African continent. The sample population for the study was not indicated. However, questionnaire was used as instrument of data gathering while t-test was used in testing the hypotheses. The research work is a useful material to this study but differs significantly in areas

of focus as it focus on some countries within African continent while the present study is within a State in Nigeria.

Amira (2014), whose study was on School Gender base Violence in Africa: Prevalence and Consequences. The study's focus was on some selected secondary schools in African. The researcher adopted a descriptive design, the method of data collection was the use of questionnaire and stratified random sampling method was used to sample the target population. The method of data analysis was the percentages and tabulation, while correlation studies, chi-square, analysis of variance, T-test where employed in testing the hypotheses at 0.05 level of significant difference in the opinion of students on the issue of socio-economic status of parents and predictors of violence against children. This could be due to the fact that exposure of students to violence differs significantly. The study is quite relevant to the present study in areas of focus, number of research questions and hypotheses only that location of the research areas and institutions differs. The present study is based on Social Studies Education as an instrument of minimizing violence against children for enhancing the academic performance among junior secondary schools students.

Summary

The chapter reviewed so many issues that are relatively relevant with the title in question. The researcher reviewed concepts Social Studies, Social Studies objectives, Social Studies education, violence, academic performance and ways of enhancing students' academic performance in junior secondary schools within the study area. In consideration of the literature review from theoretical perspective, information processing theory was considered appropriate for violence against children. The authors considered under the concept of violence against children believed

that violence against children is serious human rights, social and public health issues in many parts of the world and its consequences can be devastating. No country, according to them is immune to violence whether rich or poor. Violence erodes the strong foundations that children need for leading a healthy and productive live. Similarly, concepts of Social Studies, scope and nature of Social Studies, objectives of Social Studies, historical and justifications for the introduction of Social Studies education in Nigeria have also been discussed. An overview on the consequences of violence against children as shown that, they are likely to experience disorder or disorganized attachment problems with their primary care givers, poor health and increasing risk of psychological problems, with of these negatively impacting on their academic performance. The study found out that attitude of children exposed to violence, exhibit drug abuse/alcohol abuse, aggressive violence and criminal tendencies, homelessness, disruption of social, economic and academic life; also that, child abuse, youth violence and domestic violence are conceived as inextricably interwoven, posting that, when youth violence prevails, there is the tendency for increased violence against children. There is therefore, the need for an opportunity to report cases, awareness creation effort on violence prevention or availability of counseling services in schools. This chapter reviewed related literature on the topic of the study. It focuses on the theoretical framework, concept and objectives of Social Studies education, including its nature and scope in Nigeria, analyzing the meaning of violence against children, forms and consequences in Nigeria. A global conceptualization of the term academic performance and violence against children was also examined. The effects were also discussed so as to see the extent to which violence against children has deeply affected our society. The chapter also made effort to review related empirical studies as it relates to the issues and challenges of violence against children.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines how this research work would be carried out. It is however presented under the following headings;

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrumentation
- Validation of Instrument
- Reliability of the Instrument
- Data Collection Procedure
- Statistical Analysis Procedure

3.2 Research design

The research design adopted for this study was descriptive survey method. The choice of this particular design was based on the premise that data were collected from representative sample on which inferences and generalization can be made on the entire population. The argument put forward by Akuezilo (1993) supports this view, but added that research instrument would facilitate this intention to achieve its goals.

3.3 Population of the Study

The target population of this study consisted of the entire Junior Secondary School II and III Social Studies students in Kaduna State. There were about four hundred and thirty-three (433) public Junior Secondary Schools spread across the twenty three (23) local government areas in Kaduna State with a population of 105,248 (One hundred and five thousand, two hundred and forty-eight). Forty- nine thousand, seven hundred and thirteen (49,713) are females students, while Fifty-five thousand, five hundred and thirty-five (55,535) consist of male students. Table (1) shows the distribution of JSS II and JSSIII students in Kaduna State.

Table 1. Population of the study by gender and class

Class	**Gender**		**Total**
	Male	**Female**	
JSS II	28,214	25,167	53,381
JSS III	27,321	24,546	51,867
Total	**55,535**	**49,713**	**105,248**

Source: Kaduna State school census report 2017

3.4 Sample and Sampling Technique

A Sample size of 384 was selected from a total population of 105,248 students of J S II and J S III at 95% confidence level with ± 5% level of precision as determined byKrejcieand Morgan (1980). Thus, the sample size of 384 students of 8 (eight) selected schools were used in the study based on maximum variability of 5% as a most conservative measure.

Table 2: Sampling size by class. Gender and geographical location

School	Location	Jss II		Jss III		Urban	Rural	Total
		M	F	M	F	Total	Total	
GJSS Gyllasu	Urban	13	11	10	9	45	-	45
GJSS Magajiya	Rural	10	9	11	12	-	42	42
Kufena SSC	Rural	12	14	15	11	-	52	52
GJSS Chikaji	Urban	14	10	15	14	53	-	53
GJSS Dogo/B	Urban	13	12	14	14	53	-	53
GJSS Muchia	Rural	11	13	13	14	-	51	51
GJSS T/W	Rural	10	11	9	10	-	40	40
GJSS Chindit/B	Urban	11	14	11	12	48	-	48
Total		**94**	**94**	**96**	**99**	**185**		**384**

3.5 Instrumentation

The instrument for data collection was a researcher's self developed questionnaire titled Minimizing Violence against Children Questionnaire (MVACQ)). The questionnaire was structured based on the likert 4 point scale of strongly Agreed (SA), Agreed (A), Disagreed (D) and strongly disagreed (SD). The instrument consisted of two sections: section A which consists of respondents' bio-data while Section B contains twenty item questions.

3.5.1 Validation of Instrument

The instrument was validated by the research supervisors, statistician and language experts in Ahmadu Bello University, Zaria. It is aimed as ascertaining the face and content validity of the instrument, if it corresponds with the objectives and hypotheses of the study. This was confirmed by Bodunde (2004), which state that validation of instrument by experts is an effective method of content validity of research instrument. The study had considered the corrections made by the supervisors' and experts in Language and statistics for the construct and face validity of the instrument.

3.5.2 Reliability of the Instrument

To determine the reliability index of the instrument, a pilot study was conducted using thirty (30) students from Federal Government College and Barewa College within Zaria metropolis who were not part of the study but shared similar characteristics with the participants of thee study. The responses of the students were subjected to Cronbarch's Alpha reliability statistics in SPSS16 and a reliability of 0.73 was obtained. This indicates that the reliability index of the instrument was considered suitable for the study.

3.6 Procedure for Data Collection

The researcher collected letter of introduction from the department of Art and Social Science A.B.U Zaria. The researcher presented the letter to the principals of each schools. The principal introduced the researcher to the teachers and students were the researcher administered the questionnaire to the respondents with the help of research assistant. The researcher administered the questionnaire personally to the respondents in their classrooms with the help of research assistants and their teachers within two days in each school. The researcher used the period of

two weeks for this exercise, unfortunately, the researcher was able to retrieve 363 out of a total of 384 questionnaires administered on the respondents. The data collected were coded and sent to statistician for analyses

3.7 Procedure for Statistical Analysis

The researcher used different statistical tools in analyzing the data obtained for this study. These include simple percentage, frequency table, statistical mean, standard deviation and t-test. Simple percentage and frequency table was used to analyze the demographic data while statistical mean and standard deviation to answer research questions for the study and as well t-test was used to test the hypotheses raised in the study. The t-test is been considered in this study because it is the most inferential statistical tool which can determine whether or not there exists significant difference between the means of two or more independent samples on a dependent variable (Omale, 2014). All the hypotheses were tested at alpha level of 0.05. The probability value (p) provided by the statistics was used to determine the rejection or otherwise of the study hypotheses. If the probability value is greater than the alpha ($p>0.05$) the hypotheses will not be rejected and if the probability value is lower than the alpha level ($p<0.05$) the hypotheses were rejected. All the data was subjected to SPSS analysis. The responses of the respondents were assigned numerical value thus; 4, 3, 2 and 1 for strongly agreed, agreed, disagreed and strongly disagreed respectively. However, negative items were assign reverse numerical value. Independent t-test statistic was used in this study because it enabled different means obtained in the study to be compared.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSIONS

4.1 Introduction

This section presented the data in form of descriptive and inferential statistics. The information is presented in the following sub-headings: demographic information, answering the research questions, testing the null hypotheses, and discussion of findings.

4.2 Demographic Information

In this section the sample used for this study was presented in frequencies and percentages. The three traits of sex, class and location were analyzed. The researcher administered a total number of three hundred and eight-four (384) questionnaire to the respondents out of which only three hundred and sixty-three were retrieved for the study.

Table 3 Frequencies and percentages of the sex variable

Sex	N	Percent
Male	214	58.95
Female	149	41.05
Total	**363**	**100**

In Table 3, there are 363 male and female respondents who served as a final sample or returned questionnaires that were used for data analysis. Out of the number, 214 (58.95%) were male and 149(41.05%) were female. That is, there were more male than female in this study.

Table 4. Frequencies and percentages of the class variable

Class	N	Percent
JSS II	186	51.24
JSS III	177	48.76
Total	**363**	**100**

In Table 4.There are 363 JSS I and JSS III respondents who served as a final sample or returned questionnaires that were used for data analysis. Out of the number, 186 (51.24%) were in JSS II and 177(48.76%) were in JSS III. That is, there were more respondents in JSS II than those in JSS III who participated in this study.

Table 5 Frequencies and percentages of the location variable

Location	N	Percent
Urban	181	49.86
Rural	182	50.14
Total	**363**	**100**

In Table 3, there are 363 urban and rural respondents who served as a final sample or returned questionnaires that were used for data analysis. Out of the number, 181 (49.86%) were in urban schools and 182 (50.14%) were in rural schools. That is, there were closely equal number of respondents in urban and rural schools who participated in this study.

4.3 Answering the Research Questions

In this section the responses of the respondents were presented in tables. Each of the research questions was treated based on the variable of interest. The research questions were answered using means and standard deviations.

Research Question One: What is the difference between the opinion of male and female students in junior secondary school regarding the content of Social Studies content as an instrument for minimizing violence for enhanced academic performance in Junior Secondary Schools in Kaduna State? This research question was answered using mean and standard deviations. The result of the computation is displayed in Table 6

Table 6 Means and standard deviations for male and female respondents

Sex	N	Mean	SD	Std. Error Mean	Mean Difference
Male	214	79.57	9.45	.646	1.407
Female	149	78.17	8.06	.660	
Total	**363**				

In Table 6 there was a difference in the mean opinion scores of male and female respondents used in this study. The mean opinion score of male students was (M=79.57, SD=9.45) which was high than that of female (M=78.17, SD=8.06). The mean difference was 1.407 in favour of male students. That is, male students perceived Social Studies content as an instrument for minimizing violence against children more than how female students do.

Research Question Two: What is the difference between the opinion of JSS II and JSS II students regarding the method of teaching Social Studies education as an instrument for minimizing violence for enhanced academic performance in Junior Secondary Schools in Kaduna State? This research question was answered using means and standard deviations. The result of the computation is displayed in Table 7

Table 7 Means and standard deviations for JSS II and JSS III respondents

Class	N	Mean	SD	Std. Error Mean	Mean Difference
JSS II	186	79.10	8.97	.658	.215
JSS III	177	78.89	8.89	.668	
Total	**363**				

In Table 7 there was a difference in the mean opinion scores of JSS II and JSS III respondents used in this study. The mean opinion score of JSS II students was (M=79.10, SD=8.97) which was high than that of JSS III (M=78.89, SD=8.89). The mean difference was .215 in favor of JSS II students. That is, JSS II students perceived Social Studies content as an instrument for minimizing violence against children more than how JSS III students do.

Research Question Three: What is the difference between the opinion of urban and rural students regarding the impact of Social Studies education as an instrument for minimizing violence for enhanced academic performance in Junior Secondary Schools in Kaduna State? This research question was answered using means and standard deviations. The result of the computation is displayed in Table 8

Table 8 Means and standard deviations for urban and rural respondents

Location	N	Mean	SD	Std. Error Mean	Mean Difference
Urban	181	79.81	9.65	.717	1.625
Rural	182	78.19	8.08	.599	
Total	**363**				

In Table 8 there was a difference in the mean opinion scores of urban and rural respondents used in this study. The mean opinion score of urban students was (M=79.81, SD=9.65) which was high than that of rural (M=78.19, SD=8.08). The mean difference was 1.625 in favor of urban students. That is, urban students perceived Social Studies content as an instrument for minimizing violence against children more than how rural students do.

4.4 Testing the Null Hypotheses

In this section the null hypotheses were tested using inferential statistics at $p \leq .05$. Each of the null hypotheses was analyzed based on the independent and dependent variables considered in this study. The result was used to interpret the findings which led to the decision of rejecting or retaining the null hypotheses.

Null Hypothesis One: There is no significant difference between in the opinion of male and female junior secondary school students regarding the content of Social Studies education as an instrument for minimizing violence for enhancing their academic performance in Junior

Secondary Schools in Kaduna State. This null hypothesis was tested using independent sample t-test at p≤.05. The result of the analysis is presented in Table 9

Table 9 Independent sample t-test statistic on male and female respondents

Class	N	Mean	SD	SEM	T	Df	P	Mean Diff.	Std. Error Diff.	95% CI of the Difference	
										Lower	Upper
JSS II	214	79.57	9.45	.646	1.481	361	.140	1.407	.95	-.462	3.276
JSS III	149	78.17	8.06	.660							
Total	**363**										

In Table 9 there was no significant difference in the mean opinion scores of male and female respondents used in this study. The mean opinion score of male students was (M=79.57, SD=9.45) which was high than that of female (M=78.17, SD=8.06). The mean difference was 1.407 in favor of male students. This is supported by t(361)=1.481, p=.140>.05. Therefore, the null hypothesis which stated no significant difference was retained. That is, there is no significant difference in how male and female students perceived Social Studies content as an instrument for minimizing violence against children in JSS in Kaduna state.

Null Hypothesis Two: There is no significant difference in the opinion of JSS II and JSS III students regarding methodology of teaching Social Studies education as an instrument for minimizing violence for enhancing their academic performance in Junior Secondary Schools in Kaduna State. This null hypothesis was tested using independent sample t-test at p≤.05. The result of the analysis is presented in Table 10

Table 10 Independent sample t-test statistic on JSS II and JSS III respondents

Class	N	Mean	SD	SEM	T	df	P	Mean Diff.	Std. Error Diff.	95% CI of the Difference	
										Lower	Upper
JSS II	186	79.10	8.97	.658	.229	361	.819	.215	.938	-1.629	2.060
JSS III	177	78.89	8.89	.668							
Total	**363**										

In Table 10 there was no significant difference in the mean opinion scores of JSS II and JSS III respondents used in this study. The mean opinion score of JSS II students was (M=79.10, SD=8.97) which was high than that of JSS III (M=78.89, SD=8.89). The mean difference was .215 in favour of JSS II students. This is supported by t(361)=.229, p=.819>.05. Therefore, the null hypothesis which stated no significant difference was retained. That is, there is no significant difference in how JSS II and JSS III students perceived Social Studies content as an instrument for minimizing violence in JSS in Kaduna State.

Null Hypothesis Three: There is no significant difference between in the opinion of urban and rural students regarding the impact of Social Studies education as an instrument for minimizing violence for enhanced academic performance in Junior Secondary Schools in Kaduna State. This null hypothesis was tested using independent sample t-test at $p \leq .05$. The result of the analysis is presented in Table 11

Table 11 Independent sample t-test statistic on urban and rural respondents

Location	N	Mean	SD	SEM	T	df	P	Mean Diff.	Std. Error Diff.	95% CI of the Difference	
										Lower	Upper
Urban	181	79.81	9.65	.717	1.740	361	.083	1.625	.934	-.211	3.462
Rural	182	78.19	8.08	.599							
Total	**363**										

In Table 11 there was no significant difference in the mean opinion scores of urban and rural respondents used in this study. The mean opinion score of urban students was (M=79.81, SD=9.65) which was high than that of rural students (M=78.19, SD=8.08). The mean difference was 1.625 in favour of urban students. This is supported by t(361)=1.740, p=.083>.05. Therefore, the null hypothesis which stated no significant difference was retained. That is, there is no significant difference in how urban and rural students perceived Social Studies content as an instrument for minimizing violence for enhanced academic performance in JSS in Kaduna State.

4.5 Summary of Major Findings

The following are the major findings of the study:

i. No significant difference in the opinion of male and female Junior Secondary school Students regarding the content of Social Studies as an instrument for minimizing violence and enhanced academic performance.
ii. No significant difference in the opinion of Junior Secondary School students II and Junior Secondary School students III regarding Social Studies curriculum content as an instrument for minimizing violence and enhanced academic performance.
iii. No significant difference in the opinion of urban and rural Junior Secondary School Students regarding Social Studies content as an instrument for minimizing violence and enhanced academic performance.

4.6. Discussion of Findings

In a study conducted by Amira (2014), whose study was on School Gender base Violence in Africa: Prevalence and Consequences. The study's focus was on some selected secondary schools in African and established that, there is no significant difference in the mean scores of

male and female secondary schools students on issues of violence. In this recent research, no significant difference was retained. That is, there is no significant difference in how male and female students perceived Social Studies content as an instrument for minimizing violence against children in Kaduna State.

Also very important is the work of done by Uwameiye and Iserameiya (2013) the study analyses gender based violence against children, women and it implication on the girl child education in Nigeria. The findings showed that there is no significant difference in the opinion of male and female students on consequence of subject content on the academic performance of students exposed to varied forms of violence. The findings of the study however reveal that gender based violence has serious impact on the mental health of the girl child which consequently affects her performance in school. It was discovered that, abused girls are more likely to suffer depression, anxiety among others also physical violence such as kicking, rape, slapping, intimidation, sexual harassment, being laughed at and unfair treatment whether at home or in school can lead to children running away from school and home, subsequently, exposing them to danger.

Another useful research work relevant to the present study consulted was that UNICEF (2007) on the assessment of violence against children at the basic education level. The results of the study indicate that child abuse, youth's violence and domestic violence are conceived as inextricably interwoven. It was also reported where youth violence prevails; there is the tendency for increased violence against children. There is therefore the need for an opportunity to report cases, awareness creation effort on violence prevention to availability of counseling services in schools. However, opinion seems the same on the need for relevant content in adequately addressing issues/challenges of violence against children. Therefore, according to this recent study, it is revealed that, there is no significant difference in how urban and rural students

perceived suitable content as an instrument for minimizing violence and enhance academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary, conclusion and recommendations on the extent to which social studies serve as an instrument for minimizing violence and enhance academic performance among junior secondary schools students in Kaduna State

5.2 Summary

This study was structured into five chapters. Chapter one presented the background and purpose of the study, the statement of problem and research questions, including the hypotheses formulated for the study, scope and limitations. In line with the research objectives, three research questions were stated as well as three null hypotheses. The study is significant as both government and students would appreciate the extent to which social studies education serves as an instrument of minimizing violence for an enhanced academic performance of junior secondary school students in Kaduna State.

Also, educators would find the outcome of this study significant as it would help curriculum planners and developers in social studies education to develop social studies curriculum that will be beneficial to students, parents, the school and the nation at large on the need to urgently address the consequences of violence against children in Kaduna state. chapter two consisted of the review of related literature of the study. Chapter three discussed the methodology used in the study. The descriptive survey design was used. The population of this study comprised of all junior secondary school II and III social studies students in Zaria and SabonGari educational

zone of Kaduna state. The sampling technique adopted was the stratified sampling technique. Statistical analysis and interpretation of the findings from the analyzed data were presented in chapter four. These consisted of the demographic data of the respondents, their opinions on the extent to which social studies education minimize violence for an enhanced academic performance of junior secondary school students in Kaduna state, the results from the the test of hypotheses revealed that there is no significant influence between male and female or between J S II and J S III or urban and rural on the extent to which social studies education serves as an instrument of minimizing violence among junior secondary school students in Kaduna state.

5.3 Conclusions

The study investigated the Perceived extent does social studies education serves as an instrument of minimizing violence for an enhanced academic performance among junior secondary schools students in Kaduna state

A total number of 384 respondents were sampled for the study using random sampling technique. The variables studied were 30 items all relating to extent to which social studies education minimize violence for an enhanced academic performance among junior secondary school students in Kaduna State.

Social Studies curriculum through its various contents emphasizes unity, oneness and cooperation among members of the society, hence the acts of violence being perpetrated in the society is considered alien to the objectives of social studies education in Nigeria

Social Studies Education also promotes the culture of productivity by enabling individuals to discover the creative potentials in them and apply same the improvement of the existing skill and

technique of performing specific tasks, thereby increasing the efficiency of their personal societal efforts

It is widely acknowledged that social studies methodology is comprehensive enough to adequate address the challenges confronting non performance of students in their academic endeavor, through various adoption of instructional methodologies that would help in the achievement of Social Studies objectives.

It is quite obvious that the content of social studies education deals greatly with female gender violence than their male counterparts. Hence, effort should be made to restructure the content of Social Studies education to address societal problems without gender discrimination.

5.4 Contribution to Knowledge

Based on the findings of the study, the research contributed to knowledge in the following ways:

i. Social Studies as a curriculum instrument have exposed students to shun every form of violence in order to improve on their academic performance.

ii. The discipline of Social Studies through its formidable curriculum has the capacity of transforming individuals into responsible and patriotic citizens for high academic performance in school.

5.5 Recommendations

Based on the findings of this study and its limitations, the researcher recommended the followings:

- Government should organize public enlightenment campaigns through National Orientation Agency NYSC Orientation Camps, Seminars and workshops on the ways of promoting National Development.
- To enhance social interaction among the citizens, there is need for teaching the basic levels of Social Studies such as citizenship education, Nigeria as a nation, teaching National integration and ethics of Nigerian society.
- Promoting value awareness and tackling dynamic problems in the society by identifying and solving social problems using problem solving techniques.
- Social Studies curriculum should be reviewed and made more relevant and responsive on the rights and privileges of children in the society.

5.5 Suggestions for further Studies

Other researchers can conduct studies in the following areas for comparison:

1. Impact of Social Studies as curriculum instrument in minimizing violence for enhancing academic performance of junior secondary schools students in Benue State, Nigeria;
2. Effect of violence on the academic performance of Social Studies students in selected junior secondary schools in Nassarawa State, Nigeria;
3. Evaluation of Social Studies Education as a tool for minimizing violence and enhancing academic performance of junior secondary schools students in Kano State, Nigeria;
4. Influence of school social environment on the academic performance of Social Studies students in junior secondary schools in Kaduna State, Nigeria; and
5. Analysis of Social Studies curriculum as an instrument in enhancing peaceful co-existence among junior secondary schools students in Oyo State, Nigeria.

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Appendix I

Minimizing Violence Against Children Questionnaire (MVACQ)

Department of Arts and Social Science Education

Ahmadu Bello University, Zaria.

Date……..

Dear Respondents,

Questionnaire

This study is geared towards finding out your opinion regarding Social Studies Curriculum as an instrument of minimizing violence in enhancing academic performance among junior secondary school students in Kaduna Sate.

Be assured that the study is purely for academic exercise and your response will be treated with confidentiality.

Thanks for contributing to the research.

Please respond to the items below objectively.

Thank you.

Signed

Felicia OYEWALE

Section A: Participants' Profile

Sex: Male [ ] Female [ ]

Class: JSS II [ ] JSS III [ ]

Location: Urban [ ] Rural [ ]

Section B: Statements on Social Studies as an instrument for minimising violence and enhanced academic performance among JSS students in Kaduna State

S/N	Statement	SA	A	D	SD
1	Social Studies curriculum contents are relevant to students at all levels in minimizing violence against children				
2	Female gender are experience on issues relating to child violence than their male counterparts				
3	Violence against children does not necessarily affect children perception about life				
4	With the knowledge of violence against children through Social studies education students have positive perception and develops interest in the subject				
5	The knowledge of violence against children is better understood when taught by male teachers				
6	There is considerable reduction in child's molestation and maltreatment due to the impact of Social Studies education				
7	Social Studies education is effectively positioned to deal with incidence of child violence				
8	The knowledge of how to prevent and where to report cases of child violations helps to enhance students academic performance				
9	Parents can be held liable for the violation of child rights within the society				
10	Having the knowledge of violence against children now, student's performance is better than when they were not taught the content				
11	Social Studies education curriculum contents on violence against children are likely to be relevant to students in rural areas than in urban areas				
12	Social Studies education has no relevant content that can help minimise violence against children in Nigeria				
13	Students in rural areas are more vulnerable to violence than those from urban areas				
14	There is insufficient methodology in Social Studies education that can adequately address social ills in the society				
15	Social Studies curriculum contents are more relevant to female than male in minimising violence against children in Nigeria				
16	The content of Social Studies education needs to be restructured to				

	comprehensively solve the problem of child violence				
17	The teaching of Social Studies education is not for addressing social ills in the society				
18	Child violence is prevalent due to inadequate interpersonal relationship				
19	Social Studies education help to develop the courage to report act of violence against children				
20	Social Studies education equip students with the knowledge of agencies that protect and seek redress for violated children				
21	Social Studies education ensures that students become aware of violence against children and child's rights act				
22	Creation of awareness through Social Studies education will help to enthrone an orderly society				
23	Through Social Studies education, awareness is created on the prevalence of violence against children in the home and school				
24	Learners needs to be well exposed to the dynamics of their environment with a view at preparing them to handle all situations that comes their way				
25	Social Studies education exposes students to environment that makes the vulnerable to violation and abuse				
26	Social Studies education enlighten students acts and treatments that constitute violation on them				
27	With the knowledge of how to prevent and where to report cases of child violators, the students have no fear which enable them concentrate on their academics				
28	The knowledge of Social Studies education helps to expose perpetrators of violence against children				
29	Confidence is in-built in students through Social Studies education to confront child violators				
30	Through the teaching and learning of Social Studies education, students are well equip with skills and ideas on how to handle cases of violation				

Appendix A

```
T-TEST GROUPS=sex(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=tmaxvioence
  /CRITERIA=CI(.95).
```

T-Test

[DataSet0]

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
total max of violence	1 male	214	79.5748	9.45270	.64617
	2 female	149	78.1678	8.05589	.65996

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total max of violence	Equal variances assumed	2.786	.096	1.481	361	.140	1.40698	.95031	-.46185	3.27582
	Equal variances not assumed			1.523	346.507	.129	1.40698	.92363	-.40965	3.22361

Appendix B

```
T-TEST GROUPS=class(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=tmaxvioence
  /CRITERIA=CI(.95).
```

T-Test

[DataSet0]

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
total max of violence	1 JSS II	186	79.1022	8.97355	.65797
	2 JSS III	177	78.8870	8.89003	.66822

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total max of violence	Equal variances assumed	.122	.727	.229	361	.819	.21514	.93800	-1.62949	2.05978
	Equal variances not assumed			.229	360.412	.819	.21514	.93778	-1.62907	2.05936

Appendix C

```
T-TEST GROUPS=location(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=tmaxvioence
  /CRITERIA=CI(.95).
```

T-Test

[DataSet0]

Group Statistics

	Location	N	Mean	Std. Deviation	Std. Error Mean
total max of violence	1 urban	181	79.8122	9.64700	.71706
	2 rural	182	78.1868	8.08096	.59900

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total max of violence	Equal variances assumed	2.649	.104	1.740	361	.083	1.62534	.93388	-.21118	3.46186
	Equal variances not assumed			1.740	349.580	.083	1.62534	.93433	-.21227	3.46295

Appendix II

Determining the size of a random sample

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

NOTES

N = population size

S = sample size