PERCEPTION OF SOCIAL STUDIES TEACHERS ON GIRL-CHILD EDUCATION IN JUNIOR SECONDARY SCHOOLS KANO CENTRAL SENATORIAL ZONE, NIGERIA

BY

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BEING A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER DEGREE OF EDUCATION (SOCIAL STUDIES),

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DECLARATION

I declare that the thesis entitled "Perception of Social Studies Teachers on Girl-Child Education in Junior Secondary Schools Kano Central Senatorial Zone, Nigeria" has been written by me in the social studies section, department of arts and social science Education, Faculty of Education under the supervision of Dr. M. C. Ubah and Dr. Sadiq.

The information derived from series of literature has been duly acknowledged in the text and a list of references provided. The study was not previously presented for the award of another degree or Diploma in any University.

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CERTIFICATION

This thesis entitled "Perception of Social Studies Teachers on girl-child education in Junior Secondary Schools in Kano Central Senatorial Zone" by Beatrice Hauwa Ali meets the requirement governing the award of the degree of Masters of Education in Social Studies in Ahmadu Bello University, and is approved for its contribution to knowledge and literacy presentation.

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This thesis is dedicated to the Almighty God for His love, protection and grace.

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ABSTRACT

This study sets to investigate Perception of Social Studies Teachers on Girl/Child education in junior secondary schools in Kano Central Senatorial Zone. It considers three research questions and hypothesis on perception of specialized and non specialized Perception of Social Studies Teachers of male and female Perception of Social Studies Teachers of urban and rural Social Studies teachers on girl/child education, survey design was adopted for the work, the total population was 784, a sample of 196 was used which comprised of 132 male and 64 female social studies teachers. The instrument used was questionnaire. The instrument was based on 4 Likert modified type scale which required respondents to agree nor disagree. The researcher used Cronbach's reliability coefficient, reliability co-efficient of alpha level of 0.984 was obtained. The procedures of data collection, the researcher personally administered the questionnaire on spot, with the assistance of the research assistant, and after 3 days went back and retrieved completed copies of the questionnaire. Both descriptive and inferential statistics techniques were used in the analysis of data. Descriptive statistics involved the use of frequencies and percentages, mean, standard deviation for the bio-data and other variables, inferential statistics involved answering of research questions and testing of the postulated Null hypothesis. The analysis was done through the use of computer statistics package (SPSS) in the analysis of data and testing 4 hypotheses, hypothesis 1, 2 and 3 were analyse through the Pearson product moment correlation. The findings of the study reveal that there is no significant relationship between the specialized and non specialized social studies teachers on girl/child education, also perception of male and female, urban and rural social studies teachers and girl/child education. The whole Null hypothesis where accepted and one rejected. The work recommended that only specialized social studies teachers should be allowed to teach the subject at secondary schools. The curriculum of social studies should be reviewed to include inculcating positive value, such as honesty, integrity, hard work, fairness, justice, togetherness for the development of the nation through research. Social studies should stress the quality of girl/child and boy/child to foster and create man increasing awareness and understanding of girl/child education.

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Operational Definition of Terms

1. **Teacher Perception:** An opinion of someone who exerts some interpersonal influences on another so as to make change on his/her behaviour.

2. **Girl/Child Education:** This is the knowledge, skills and attitude which enable female offspring from birth to eighteen (18) years of age to become a functional members of to her society.

3. **Gender disparity:** Discrimination on ground of sex.

4. **Specialized social studies teachers:** This referred to trained social studies teachers that have been teaching the subject from 10 years and above.

5. **Non-Specialized social studies teachers'**: This referred to untrained social studies teachers that have been teaching the subject from 10 years and above.

Abbreviations

EFA - Education for all

MD GS - Millennium development goals

NEEDS - National economic empowerment and development

UBE - Universal basic education

LGA - Local Government Area

USA - United States of America

EDC - Education development centre

CREDO - Centre for curriculum renewal and education development over seas

ASP - African social studies programme

SOSAN - Social studies association of Nigeria

(NERC) - Nigeria Education Research centre

NCE - Nigeria certificate of education

FRN - Federal Republic of Nigeria

CEDAW: - Convention for the Elimination of all Forms of Discrimination against women.

CRC: - Convention for the Right of the Child

UNFRA - United Nation Population fund

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education has become a veritable tool for determining the level of development of any society. It is the instrument for human socio-economic development. Hence government made education a veritable tool for eradication of poverty, hunger and ignorance and for achievement of economic progress and overall improvement of quality of life of the citizens. In other words, the Federal Government reform agenda for the education system was triggered by the desire to achieve national development through attainment of the goals of Education for All (EFA), Millennium Development Goals (MDGs), and National Economic Empowerment and Development Strategy (NEEDS). The Nigerian education industry has undergone a number of educational reforms. This ushered in the Universal Basic Education (UBE) scheme. The Federal Government of Nigeria under the leadership of president Obasanjo launched the Universal Basic Education scheme on September, 30th 1999 (FME 2000, Ada, 2010).

The UBE was a major policy reform to redress access and quality education for all Nigerian children of school age Ebong (2006) Imogie

(2010) itemized the objectives of the UBE programme as specified in the implementation guideline by government in 1999 are as follows:

i. Develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.

ii. Provision of free Universal Basic Education for every Nigerian child of school going age.

iii. Reduce drastically the incidence of drop out from the formal school system.

iv. Cater, for young person, their schooling as well as other out of school children or adolescent through appropriate form of complementary approaches to the provisions of UBE.

v. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, environments and oral and civil values needed for laying a solid foundation for the lifelong living.

In view of the above, it can be said that Education is a worthy instrument of change. Change to recognize and accept children including the girl-child as assets to their parents, members of their community and the entire society. This is so especially when they are adequately trained or educated. But

when the child's right to education is denied, it may lead to permanent impairment (Josephine 2010).

"The focus of this study is to examine perception of Social Studies on the Girl-Child Education in Kano Central Senatorial Zone". Girl-child education in this study is the formal education given to a female child in the education system. Education is generally perceived to be the process of discipline through training and study in the acquisition of skills and knowledge. Social Studies Education is a key to raising responsible and responsive citizenship. Social Studies education is that area of study that is related to the organization and development of the human society and man as member of social group. Social studies is also seen as a programme of study, which a society uses to instill in learners knowledge, skills, attitudes and actions it considers important concerning the relationship human beings have with one another, their world and themselves.

The general objectives of social studies as identified by Mbaba, (2010) include:

i. Make Nigeria learners understand their environment and their relationships with the physical, economic, social and cultural environments and to understand the same of other human beings.

ii. Help Nigeria teachers, students and pupils to discover what is good and unique in their environment.

iii. Make the students aware of the problems in their country and the world in general.

iv. Create an awareness and understanding of the evolving social and physical environment.

The place of social studies in Girl-Child education is:

(a) Social studies education use the problem solving approach: this is an approach through which man studies and learns about problems of survival in his environment. This is essential to the education of the girl-child.

(b) Social studies education is an integrated discipline that borrows ideas from the social science subjects and humanities such as History, Geography, Political Science, Sociology, Psychology and Economics. Social studies utilizes the approach of integration whereby facts, information and ideas from different sources are used to identify human problems and how to solve them.

(c) Social studies revive cultural values: culture has been called the way of life for an entire society. It includes codes of manners, dressing, knowledge, religion, norms of behaviour and system of belief. No

education can rise above its cultural values and no meaningful education can operate outside its cultural values and heritage.

(d) Social studies education operates on the basis that the learners need moral values and be equipped with skills, social competences, and reasoned judgment to effectively live, interact, interrelate and contribute positively to the economic, social, political and cultural development of the society.

(e) Social studies education ensures accurate evaluation in education. Evaluation is a primary component of instruction. It is the process through which all participants receive feedback on their progress in achieving programme objectives (Hassan, 2007), in (Mbaba 2010).

That is, to examine Perception of Social Studies Teachers towards the impact of social studies education towards the girl-child education in Kano Central Senatorial Zone Kano State.

1.2 Statement of Problem

Education is the key to all human resource development that focuses on developing the total person. The basic philosophy of National Policy on Education (FRN, 2004) stipulated that education is a right for all, yet this has remained a dream to be realized, great challenges are that of promoting the girl-child education. A number of factors have been observed by Hyde (1993), Imogie (2010), to him are socio-economic status and cultural issues, others are related to school environment, political and institutional issues.

Keddie (1997) Imogie (2010) views impediments to girl/child education as opportunity, cost self-concept, in accessibility and sex stereotyping. Williams (2007) attributed the gap in the girl-child education to ignorance, poverty and early marriage among parents. Vanguard (2007), lamented that some parents see giving their daughters too much education as a waste because girls would marry and become more used to their husbands than their families. Parents also consider the tendency of the girl to get pregnant while in school thereby ending her education and wasting the parent's resources. Many researchers have reported on extrinsic factors to the girl-child education which is easily observable to include cultural biases, religious beliefs, poverty, geographical biases and curriculum design Enueme, (2005). It is against this background that this study intends to examine social studies teachers' perception on Girl/Child education in Kano Central Senatorial Zone, Nigeria.

1.3 Objectives of the Study:-

The objectives of the study include the following:

i. To determine the perception of specialized and non specialized social studies teachers on Girl/Child Education in Kano Central Senatorial Zone, Kano State.

ii. To determine the perception of male and female social studies teachers on Girl/Child education in Kano Central Senatorial Zone, Kano State.

iii. To determine the perception of urban and rural social studies teachers on the strategies aims at Girl/Child education in Kano Central Senatorial Zone, Kano State.

1.4 Research Questions

The study will find answers to the following research questions.

i. What is the perception of specialized and non-specialized social studies teachers on Girl/Child education in Kano Central Senatorial Zone, Kano State?

ii. What is the perception of male and female social studies teachers on Girl/Child education Kano Central senatorial zone, Kano state?

iii. To what extent are the perception of urban and rural social studies teachers on the strategies aimed at Girl/Child Education in Kano Central Senatorial Zone, Kano State?

1.5 Hypotheses

Based on the problems identified and the research questions raised, the following hypotheses are drawn to guide the studies.

HO^1: There is no significant relationship between the perception of specialized and non-specialized Social Studies teachers' on the Girl/Child education in Kano Central Senatorial Zone, Kano state.

HO^2: There is no significant relationship between the perceptions of male and female Social Studies teachers' on the Girl/Child education in Kano Central Senatorial Zone, Kano state.

. HO^3: There is no significant relationship between the perception of urban and rural Social Studies teachers' on the strategies aimed at Girl/Child education in Kano Central Senatorial Zone, Kano state.

1.6 Significance of Study

This study on perception of social studies teachers on Girl/child education in Junior Secondary Schools in Kano Central Senatorial Zone, Kano is significant in a number of ways. Some of these are outlined in the section.

First, the study provides valid research based data that will bring about improvement innovation into the programme. It is difficult to assert that a girl/child programmes is doing what is supposed to do when it has not been

formally assess. This study will determine the role of specialized social studies on girl/child education under the existing situation in Nigeria.

Secondly, the research finding will be of immense benefit to policy makers and curriculum developer. The result of this study will be useful tool in the future development of the social studies curriculum and policies that are beneficial to girl/child, the schools, social studies teachers and the entire society.

Thirdly, the findings of this study will be of significance to social studies teachers in Junior Secondary Schools which will lead to amendments and improvements ,on existing conditions, thereby achieving effective realization of the objectives of social studies.

The entire society stands to benefit from the findings of the study. This study will generate orientation and re-orientation in the learners to appeal to the conscience of the parents in enhancing the girl/child education.

Lastly, the study provides a framework for similar research efforts in future.

1.7 Scope of the Study

The concern of this study is on Perception of Social Studies Teachers on Girl/child Education in Kano Central Senatorial Zone, Nigeria. The variable for the study includes specialized and non-specialized social

studies teachers, male and female, rural and urban social studies teachers. The specialized social studies teachers are those with N.C.E. and B.Ed in others are subjects like inter science, P.H.E., Geography, Economics and host of them teaching social studies in Junior Secondary Schools in Kano Central Senatorial Zone.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

The cardinal focus of this study is to examine perception of Social Studies teacher on Girl-Child education in Kano Central Senatorial Zone, Kano State. This chapter reviews works related to the study in order to provide the conceptual frame work on which to base the study.

- **Theoretical Framework**
- **Concept of Social Studies**
- **Social Studies in Nigeria**
- **Objectives of Social Studies in Nigeria**
- **Rationale for Social Studies Education in Nigeria**
- **The Nature and Content of Social Studies in Nigeria**
- **Relevance of Social Studies to National Development**
- **The Concept of Education**
- **Global perceptive of the girl/child education**
- **Objective of Girl/Child Education**
- **Importance of Girl/Child Education**
- **Obstacles to Girl/Child Education**
- **Definition of a Teacher**
- **Qualities of a Good Social Studies Teacher**

- **Review of Related Empirical Studies**
- **Summary**

2.02 Theoretical Frame Work

The major theoretical issues on which psychologists are divided is the extent to which perception relies directly on the information present in the stimulus. Some argue that perceptual processes are not direct, but depend on the perceiver's expectations and previous knowledge as well as the information available in the stimulus itself.

The theoretical framework for this study was based on that of Gibson 1966, who proposed a direct theory of perception which is a "bottom-up" theory. Gibson claimed that perception is, an important sense, direct. He worked during World War II on problems of pilot selection and testing. Gibson (1979) claims that perceivers actually do little "processing" of information, either bottom-up or top-down. He believes that information available in the world is sufficiently rich that all the perceiver needs to do is detect or "pick up on" that information. For Gibson, the central question of perception is not how we look at and interprets a stimulus array but rather how we see and navigate among real things in the world.

An important idea in Gibson's theory is that the information available to an organisation exists not merely in the environment but in animal-environment ecosystem. J. J. Gibson (1979) claims that affordance of an

objects are also directly perceived that is, we “see” that a chair is for sitting just as easily as we “see” that a chair is 2 feet away or made of woods.

According to Gibson, then, we avoid crashing into walls and closed doors because such surface do not afford passing through and we perceive this as we move towards them. We sit on chairs or tables or floors but not on top of bodies of water, because the former afford sitting whereas the latter do not. By virtue of our activity with and around different objects, we pick up on these affordances and act accordingly. Perception and action, for Gibson, are intimately bond.

2.03 The Concept of Social Studies

The social studies concept is engrossed with numerous definitions by various scholars and authorities. A search through text books and literature confront the students with numerous definitions of the concept of social studies. This is evident in the multilateral opinions or views held by people on the subject. Thus, Mezieobi (1991) stated that social studies concept is as troublesome as there are many people attempting to define it. The definition of this concept is problematic due to its lack of concept specificity. He engrossed his view to lack of an agreed format among scholars to a universal definition of social studies. Barr in Ikwumelu (1993) posited that the field of social studies is so cut up in ambiguity, in

consistency and contradiction that it represents a complex schizophrenic bastard child.

The teaching of social studies has been accepted in many societies as one of the most critical pivots of educational practices which is essentially charged with the responsibility of aiding the child in his interpretation of the social frame works (including the associated problems in which he operates as a human individual, Okam (1998).

Through social studies education man is equipped with useful knowledge, practical skills, positive values and attitudes to be sufficiently informed to tackle societal problems and issues. The main purpose is to help learners develop the ability to adapt and contribute to the ever-changing environment. Thus, the African social and environmental studies programme (1994) stated that social studies is the integration of social sciences and humanities concepts for the purpose of promoting and practicing effective problem-solving and decision making, citizenship skills on social political, and economic issues and problems. This means the primary purpose of social studies education is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally interdependent world. In other words, in learning social studies there is a clarion call to responsible citizenship. It is not only a study but a way of living by which learners translate acquired

information and skills to affect and impact the environment in which they dwell positively.

Thus, Kissock (1981) defined social studies as a "programme of study which the society uses to instill in the learner, the knowledge, skills, attitudes and values it considers important concerning the relationship human beings have with each other, their world and themselves".

Social studies has been seen as extended civics, a simplified form of social sciences, as citizenship education, applied social sciences as well as a supplement or complement of the traditional subjects that constitute the 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.

Ololobou (2010: 2) social studies is the integrated study of man as he battles for survival in the environment both physical and social. It promotes awareness, appreciation, and understanding of the reciprocal relationship between man and the environment". Ikwumelu (1993) also described social studies as that aspect of learning which deals with how to get on (get along) with one's environment, physical as well as human and how to develop

those skills, knowledge, values and attitudes that characterizes a responsive and responsible citizen in a free society. Kadiri (2009: 120) noted that social studies is "the study of man and his physical and social environments and of how man interacts with others".

Adaralegbe (1980) defines social studies as the study of how man influences his environment and how he is in turn influenced and affected by the various aspects and ramifications of this environment including the physical, social, political, religious, economic, psychological, cultural, scientific and technological. Okojie (2007) defines social studies as a "programme of instruction or studies which a society uses to instill in pupils or students the knowledge, skills, attitudes, values and actions that it considers important, concerning the relationship which human beings have with each other". While the various definitions of social studies presented may be mutually exclusive, a close examination would reveal that their discrepancies are a little more than using different words to describe the same thing. The various ideas or features that are common among these definitions include the following:

i. Man and his environment constitute the major focus of social studies
ii. There is inter-relationship between man and his environment
iii. Social studies aims at solving man's problems i.e. social, economic, political etc.

iv. Social studies provide the learners with citizenship, intellectual and value education.

These common features, rather than breeding conflicts and controversies that go with the definitions, form the basis for social studies discussions and practices in Nigeria.

Therefore one of the main objective of social studies is to encourage children desire to seek to learn and understand themselves as well as the world they live in. The essential obligation of social studies education is therefore, to teach the students how to use their previous experiences in solving problems. To do this, there is need for equality in educational opportunity for Girl-child as it is operational with boy child at all levels. Therefore, this study is set out to ascertain perception of Social Studies teachers on the Girl-child education.

2.04 Social Studies in Nigeria

Social Studies education is relatively a old subject or programme of study in the Nigeria school curriculum. Nigerian scholars and writers are equally of contrary and divergent views as to when Social Studies made its head way into Nigeria and its schools.

Obilo (1981) and Ezegbe (1987) are of the opinion that social studies emerged in Nigerian schools in the early 1960's Osakwe and Itadjere

(1993) assumed it to be in the 'mid 1960's, osabe (1987) assumed it to be at the late 1960's. Adedoyin (1982) puts it that Social Studies was introduced in Nigeria in the colonial era with the establishment of schools. Thus she observed, social studies was entrenched in the then religious curriculum. Mezieobi (1992) refutes this claim of Social Studies with colonial origin and its 1960s emergent of social studies. To him social studies has been in existence right from the inception of Nigeria in the pre-colonial times with goals, content methodology and evaluative process that was in consonance with the needs, values and aspiration of the then Nigerian's and Nigeria.

Mezieobi (1992) further observed that the concept "Social Studies" was really borrowed or imported and yet has become a discrete subject in Nigerian schools stated that even today in Nigeria, the Social Studies content is Nigeria-specific as it was in the old as it focuses largely on the Nigeria life style and environment. He outlined the following as the basic rudiments of traditional or indigenous Social Studies education.

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

ii. Respect for elders, honesty and truthfulness, fear, of the gods/goddesses, learning of family gods, goddesses and people's gods.

iii. Character, value development and inculcation which traditional religion encouraged and promoted.

iv. Instruction on loyalty to the community, recognition of ones rights, obedience to elders, recognition of seniority, hospitality to people, cooperation in common test, respect for others.

Social studies in the contemporary Nigeria context, according to Makinde (1977), Ismails (1987) and Tikuma (2009), posit that it surfaced in 1958 in the western region when the subject was introduced into schools through a joint educational programme between the region and the University of Ohio (USA) "the Ohio projects as its was tagged only affected the western region, in 1963 a pilot study was conducted at Aiyetoro comprehensive school. This venture led to a comprehensive development of the first Nigerian Social Studies curriculum at the said school.

Tikuma (2009) noted that subsequent upon the introduction in the western region there was a series of curriculum innovation conferences that was held locally and internationally. This among others included the conference of Africa educators held in Mombasa (Kenya) in 1968. This conference was organized under the auspices of the education development centre

(EDC) and the centre for curriculum renewal and education/development over seas. (CREDO). This conference drew eleven participants from Africa countries including Nigeria. From this conference emerged African social studies programme (ASSP) and late the Nigerian Social Studies programme (NSSP).

Subsequent on the Mombasa conference in 1968, Nigeria accelerated her March towards entrenching social studies in her education system. Thus, in January 1969 participants were draw from all over Nigeria to Ibadan for a seminar in social studies, except the eastern part of the country which was under the threat of war. Social studies Association of Nigeria (SOSAN) was formed at this seminar and the objective of the association included the dissemination, promotion, development and adoption of Social Studies in Nigerian school.

Equally in 1969, a National Curriculum Conference was held in Lagos where large participants were drawn from all the nooks and crannies of the Nigeria society Viz-a viz, doctors, traders, farmers, teachers, and businessman etc. to discuss issues of ideology, purpose and objectives of Nigerian education. There SOSAN presented a report on the need for the introduction of social studies. The resolution and recommendation of the conference touched on the teaching of culture and social studies in the Nigerian educational system i.e. social studies should be taught in all

teachers training colleges and in the lower classes of the secondary and primary schools. Thus, the deliberation and recommendations of the conference and seminars formed the pivot of the Federal Government National Policy on Education in 1977. Thus, Ismail (1987) noted that social studies was introduced on a national basis at the 1969 National Curriculum Conference.

2.05 Objectives of Social Studies in Nigeria

The reasons for teaching Social Studies and what we teach in it is a fulcrum to which the success of the entire programme is built upon. Social studies was introduced into Nigerian school system as a remedy to existing social problems in the society. It aims at studying social actions, relationship, addressing social needs and problems.

The objectives of Social Studies vary from one country to another it is dependent on the situation and conditions of the country adopting it. Thus, there are varieties of objectives of Social Studies as there are varieties of social needs and problems (Tikuma 2009). Argungu (2000) 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 (2000), explained that the objectives of social studies in Nigeria naturally reflect the national objectives of education as a whole. This is basically on the premise that social studies, is a subject that draws its concepts from all the basic subjects at the primary and secondary levels of education such as History, Civic, Economics, Religions among others. Based on this, the objectives of social studies tend to reflect the objectives of social studies. Secondly, the subjects are designed to offer specific solutions to societal issues or offer remedy to national problems. Thus, its objectives must be relatively interwoven with national goals of education if it is to answer this call. The national goals of education as presented by the National Policy on Education (1998) include 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 Nigeria 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 (2004:4) a typical Social Studies

programme must encompass four cardinal objectives, viz a viz the environment, the various skills, values and skills and emerging issues. Equally in his work, Ololobou (1999), observed that social studies in Nigeria seeks to re-establish the pre-colonial African educational values which includes honesty, hard work, mutual cooperation, conformity to traditional social orders.

Corbin in NERC, (1983:11) delineated the social studies education objectives in two levels, i.e. the junior and senior 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 about them" while at senior level children should be encouraged to develop values attitude, skill and understanding necessary to live in society".

NERC (1980:67) Ikwumelu (2000), categorized the objectives into the followings:

a. Citizenship education preparing the students for social responsibility.
b. Humanistic education: helping the students to comprehend their 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.

By and large, the opinions of Social Studies scholars are not different over the objectives of social studies in Nigeria. Thus, Dubey (1980), Aina (1982), Corbin in NERC (1983) Ikwumelu (2001) are of the same view that is based on the rationale for the introduction of Social Studies in Nigeria. The objectives of Social Studies programme may be broadly outlined as follows:

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

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

These objectives can always be conceived and developed in relation to the dynamics and on the move nature of the society to ensure the society purposive nature of social studies as a problem solving programme. Thus, Maduewesi (2003), refers to these points in his forward to the national curriculum for primary school social studies. This he stated as follows:

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

It is the desire to achieve the objectives of social studies through the various levels of our educational system as prescribed by the National Policy on education that justifies the Junior Secondary and the N.C.E. level. Thus this study of the Social Studies teacher perception towards the impact of Social Studies education on the Girl-Child education in Kano Central Senatorial Zone, Kano state. The secondary school Social Studies objectives as prescribed by the National Curriculum for Secondary Education (1985), is designed with the objective of inculcating positive

attitudes and appropriate values of honesty, integrity, hard work, fairness, justice and togetherness for the development of the nation.

The objectives of secondary school social studies include:

i. Develop a capacity to learn and acquired basic skills including those of listening, reading, speaking, writing, calculation, together with those of observation, analysis and interference which are essential for sound judgment.

ii. Ensure the acquisition of the relevant body of knowledge and information which is an essential pre-requisite to personal development and to the making of positive contribution to the betterment of the society as a whole.

iii. Create an awareness and understanding of our physical environment and the evolving social and cultural processes.

iv. Develop the ability for a rational utilization of our cultural, spiritual and natural resources and their conservation for national development.

v. Appreciate the diversity and the need for co-operation, for the unity of the country and international understanding.

vi. Inculcate positive attitudes and appropriate values of honesty, integrity, hard work, fairness, justice and togetherness for the development of the nation.

According to Ololobou (2010). These goals in essence are geared towards instilling a stronger sense of responsibility in learners as citizens of Nigeria.

2.06 Rationale for Social Studies Education in Nigeria

The dynamics of society and the demands it has placed on individuals and the entire society requires the search for solutions to arrest certain prevailing circumstances and challenges. New realities and pressing social needs have compelled very many nations across the world to adopt Social Studies for their country(s) and schools. Reasons for the introduction of social studies among countries are not far-fetched from what it is in Nigeria. Thus for a clear understanding of the rationale for Social Studies in Nigeria, the need to look at the philosophy behind its introduction and what it is intended to achieve is important.

According to Aina (1981), Social Studies was introduced into the Nigerian educational system as an answer to specific national problems.

In the late 1960s, most educators in Nigeria clamored and agreed that the schools must be Nigerian in outlook rather than emphasizing foreign ideas. This is because in the form and content of education for Nigeria, was an education designed to serve the interest of the colonial masters. It was an education for the subjugation and alienation of the African person from his

environment. As noted by Fafunwa in Ololobou (2010), instead of the educational system developing positive attitudes and values in the society in which the African child lived, it tended to alienate him from his cultural environment. Consequently, the educational reforms that led to the introduction of Social Studies in Nigeria had the following underlying motives which according to him are as follows:

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

Based on these, it was thought that through Social Studies, the love of the country could be developed in our school-children in such a way that they will develop a strong attachment for their country and government.

Tikuma (2009), Shuaibu (2011) rightly observed that Social Studies was introduced in Nigeria as a "corrective study" that is, to remedy the colonial activity of the past with the notion to properly address the present and future needs of Nigerians. The cultural and ethnic diversity of the Nigerian nation provided diverse relationship among the inhabitants of Nigerians.

This relationship is manifested in multi-lingual, religious and ethnic sentiments that culminates in relative lack of peace and unity and undemocratic living. This specter of cultural, linguistic and ethno-religious relationships appear to influence ember of animosity between Muslim and Christian worshipers in Nigeria. Thus Okam (2002) is of the view that social studies in Nigeria aims at breaking the ethnic, religious linguistic and cultural barriers that keeps apart the various groups that constitute the Nigerian society, so that nation building can be facilitated by the concerted efforts of those divergent people of the Nigeria polity.

Dubey and Barth (1980) Shuaibu (2011), instruct that the "social function of Social Studies has been the preparation of pupils or students for responsible citizenship". Thus, Social Studies was introduced as a programme to help in developing and improving social living in the community, country, and the world as a whole. Amdil (2004) posits that Social Studies was introduced to make Nigerians understand as observed by Tikuma (2001) that the people constituting the Nigerian population have much more in common that they differ. Ilori (1994) observed that, if Nigeria is said to be a nation in need of "ethical revolution", then Social Studies that inculcates values and attitudes is indispensable for the country.

The justification for the inclusion of Social Studies in the school curriculum arise from the deficiencies of the separate social science

subjects such as History, Geography, Political Science, Economics, Government among others as a means of studying the entire society. Thus, Mezieobi, Fubara, & Mezieobi, (2008) observed that the segregation and fragmentation of courses in humanities and other social sciences in their distinctiveness presents the world in false view. Therefore Social Studies in its integrative approach to learning was seen as capable of cutting across artificial subject boundaries and present knowledge in an integrated and united approach to learners.

Social studies in Nigeria is justified by the multitude of negative values, poor attitudes to work, disrespect for constituted authorities and the absence of a sense of patriotism by Nigerian (Mezieobi, 2008). Social Studies, a value-laden subject was thought to provide a value re-orientation platform to inculcate socio-civic and effective competence in Nigerians and Nigerian society. This will expose the Nigerian youths to the problems in the society and equip them with the necessary skills needed for their survival. Amdii (2004) informed that, the introduction of Social Studies into the school curriculum in Nigeria was part of a general response to the problems of independence and reverses the colonial education which did not carter for our societal values. In addition to these, its introduction was designed to develop basic skills that are essential to the healthy development of the ideals of democracy such as thinking and creative

thinking among others. Aina (1982) and Shuaibu (2011), assert that these skills are accomplished through learning experiences which involve problem – solving, critical thinking.

Social studies provide these opportunities.

Above all these, the National Policy on Education (2004) stipulated that quality of instruction at all levels of Nigerian education system must be geared towards inculcating the following values in learners:

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

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

2.07 The Nature and Content of Social Studies in Nigeria

The institutionalization of social studies as part of our educational pursuit in Africa, according to Balyejusa (1981:10), has to be seen as an African idea and creation of the concerted educators, philosophers and educator such as Kwame Nkurume, Tafawa Balewa, Julius K. Nyerere, Jomo Kenyata, Leopoid Senghor and a host of many others. These pioneer Africa scholars and nationalists who were educated during the colonial rule observed and saw the negative consequences of the colonial education as an instrument of European Imperialism. They brought it to become heroes and reforms. Their recommended policies and charters became the pillar upon which the present day educational policies take roots. This helped to form the real core on which Social Studies stands. The idea of Balyejisa is not to forestall the idea of indigenous Social Studies before the colonial instruction. Thus Onabamiro (1983:28) and Ikwumelu (2001:9) observed the traditional Social Studies educations as:

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

Indigenous social studies is thus child and society centered. This therefore buttresses the assertion of Fafunwa (1974:15) "that African education including indigenous social studies emphasized "social responsibility, job

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

Social studies, as earlier stated is a corrective study. Belyejusa argues that it is corrective because it aims at upsetting the colonial educational activities. Its purpose is to remedy the educational ills of the society. It seeks to replace irrelevant learning experiences with relevant ones, since the product of any colonial educational system was not meant to serve the interests of his fellow indigenes. Therefore social studies is meant to correct all ills vis-à-vis, educational, social and technological ills that were inherent in the colonial system of education and the Nigerian society. Social studies is a subject that emphasizes on objectives before any content can be of significance to the learners. This, Mezieobi (2008), bore their mind to. They agreed that the teacher has to understand why he is doing what he is doing before any meaningful learning can take place. In Social Studies, a teacher must know what he is supposed to accomplish for the benefit of the Girl/Child and society.

Social Studies is equally a study that emphasizes the importance of man. It places man in a central position and his activities are studied in relation to

his various environments which could be physical, social or psychological. The goals/objectives of Social Studies is to produce responsible and participative citizens with analytic, relative skills and attitudes to make their environments yield all that make the society for good successful living. (Meziobi 2008) The essence is to make the society a worthy human habitation with fewer problems. The evaluation criteria of Social Studies focus principally on the affective domain-values and attitude. Fubara in Shuaibu (2011), posits that the evaluation of the learners performance in the other educational domain such as cognitive and psychomotor domain have meanings and significance only within the context of the affective domains.

Akande (1987:25) affirms that the nature of teaching in social studies refers to a predominantly students controlled or directed interactive learning oriented activities inside and outside formal classroom situations in which the learner actively participate and make a conscious and deliberate act to induce and acquire significant learning under the teacher serving as a learning collaborator, a director, a guide, a catalysts and a helper. The teacher in Social Studies teaching is not a task master or an autocrat dishing out encyclopedic knowledge. Learning is accomplished through active students/teachers interaction in ensuring that learning takes place.

2.08 Relevance of Social Studies Education to National Development

According to Udeinya (1998), for any subject to be qualified to be included into the curriculum it should be deemed relevant and essential to the achievement of the desired change in the behaviors of the learners and the overall development of the society. This is not uncommon to Social Studies as the subject is deemed fit to guarantee the much needed developmental desire of the Nigeria society. Thus, the federal government through the 1969 national curriculum conference saw the importance of Social Studies education in relation to the achievement of national goals, it included it as a core subject in the Nigerian primary, junior secondary schools and the teacher training colleges for learners to study the social norms and values of the local community and of the country as a whole. (NPE; 1981:12).

Balyejus (1981), Uko (2002) rightly pointed out that the Nigerian child needs to know more about the history and geography of his own country than of Europe. Therefore, the need for Social Studies in the Nigerian educational system is imperative as the subject seeks to reverse the colonial focus which makes the Nigerian child to learn more of European culture than about his own culture and environment. This is to ensure she produces good respectable followers and leaders of tomorrow that would contribute their quota to the development of mankind and to the society.

Social studies education provides common orientation to the over one hundred and forty million Nigerians with almost about four hundred ethnic groups, with diversity of language, customs and religions and so on to work together as competitor for nation building. Based on these thought, Okam (2002:46-50) hold the view that Social Studies in Nigeria aimed at breaking the religions, linguistic and cultural barriers that keep apart the various groups that constitute the Nigerian society so that nation building can be facilitated by concerted efforts of these divergent people of Nigerian polity. Regan *et.al* (1964) in their opinion posited that the need for Social Studies education in Nigeria is to foster mutual understanding, mutual respect and mutual appreciation of one another by the divergent people that constituted Nigerian nation. Also, the need to inculcate democratic values and attitudes arose at the times of the influx of immigrants into the United States of America calls for the introduction and teaching of Social Studies.

The increasing wave of social problems in Nigeria such as corruption, ethno-religious conflicts, child abuse, unemployment, armed robbery among others call for a living subject that inculcates, in the minds of individual the development of the right type of knowledge, attitudes, values and skills needed for the development of individual and the entire nation. Alih (2002) puts it that since the teaching and learning of the traditional subjects like Economics, Sociology, Anthropology, Political sciences,

Geography have proved inadequate in advancing the growing social problems of bribery, fraud, embezzlement, armed robbery and other social vices in Nigeria. Consequently, there has occurred an aggravated growing need for a positive change not only in our social life but also in our economic and political life. There was the call for indigenous education, (integrated social studies). Thus, Social Studies is a value laden subject which deals with values, attitude, and beliefs that motivate and control people's behavior as an emerging force that will actualize the developmental dream of the country. Ikwumelu (1990), Uko (2002), Alih (2002) adopted the same line of thought.

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

2.09 The Concept of Education

Education is a process that helps the whole human being: physically, mentally, morally, politically, socially and technologically, to enable one function in any given environment. Fafunwa in Ogwuazor (2008) sees education as the aggregate of all the processes by which a child or young adult develops abilities, attitudes and other forms of behaviour which are of positive value to the society in which he lives. It is a process of transmitting culture in terms of continuity and growth and for disseminating knowledge to ensure social control of individuals. Gbanan (2004) in Ogwuazor (2008) state that education performs a major role in equipping the individual with the skill and knowledge, which will help to transform any society. Therefore, education is the greatest investment that any nation can provide for quick development of its natural and human resources. Recognizing the importance of education, Federal Government (2004) advocated for equal educational opportunities for all sexes. The education of the girls, as Bagudu (2007:10) in Mohammed (2011) pointed out, is an essential pre-requisite for the overall development of the girl-child, the family, the society and the world in general.

2.10 Global Perspective of Girl/Child Education

Education is the process through which individuals are made functional members of their society (Ocho, 2005). It is a process through which the

younger ones acquires knowledge and realizes her potentialities and uses them for self actualization, to be useful to herself and others. It is a means of preserving, transmitting and improving the culture of the society.

There is an adage that says "educate a man, you educate an individual but educate a woman, you educate a nation" this summarizes the essence of education to the girl-child and indeed, to every educable human being, and so calls for special attention to be focused on education of the Girl-Child. No nation can afford to toy with the education of her citizens, especially, the child who will be the father or mother of tomorrow, because education is the bed rock of all facets of development. Children are future leaders to tomorrow and mothers are guardians of the future, and the first aim of every family and society should be to raise healthy and productive individuals who are physically, psychologically, socially, and mentally well developed. This can be achieved through the education of the girl-child who is the mother of tomorrow (OFFORMA 2009).

Research has shown that millions of girls do not have access to school despite the concerted efforts to push the cause of forward. Okeke (2002) identified child labour, poverty and lack of sponsorship, quest for wealth, bereavement, truancy, broken home, engagement of children as house helps, as factors or the clog in the wheel of children's access to education in the UNICEF , a field made up of Abia, Akwa Ibom, Anambra, Bayelsa,

Benue, Cross River, Ebonyi, Enugu, Imo and River states of Nigeria, according to World Bank (2003), more than 350 million people, over half African's population, live below the poverty line of one dollar a day. This implies that poverty, too, excludes children, including the girl-child from school.

It was reported in B.B.C. News (2006) that African patriarchical societies view point, favours boys over girls because boys maintain the family lineage. Additional reasons why girls do not have adequate access to education in Africa include the fact that many have to stay home to nurse relatives with HIV/AIDS. That their mothers were not educated is another reason that makes them feel that their daughters do not need education. Furthermore, some families do not believe in education of girls. In Ethiopia child brides face early pregnancy, responsibilities to their children and in-laws, and reticence of their husbands, who are usually much older, to let them out of the house.

In Kenya, girl-child education is elusive Mwang, (2004) wrote that a contribution of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. Even with the introduction of free primary education, access to education is still remaining a wide dream to many Kenyan children. Despite the introduction of free primary education in the country which accounted for an enrolment sizeable number

of children, especially girls still find themselves out of school owing to a number of reasons, these reasons are demands for their labour in the home such as assisting in looking after their young siblings, child marriage house chores, death of mother and looking after the sick member of the family.

In a report by Asare (2009) National Programme Officer of the Ghana Education Campaign Coalition, he stated that the complexities in the challenges to attain gender parity in basic school enrolment, retention and completion and appreciating that the existing quantity and quality defects in girls' education, is a result of structural deficiency deeply rooted in policy and practice, is vital. He added that working to remove barriers to quality girls education should not only bee seen as a statutory in fulfillment of girls' right, but a building block to collaborate to safeguard gender interest in basic education is immediate and imminent for Ghana to remain on track to achieve the Millennium Development Goals on education and gender.

Internationally, it has been recognized that girls' education is critical to economic and human development, and it is regarded as the most effective development investment a country can make. As Kofi A.. Annan observed. "There is no tool for development more effective than the education of girls" (UNICEF, 2003). Education of females is the most important in bringing about changes in their roles and status not only in Nigeria but the

world over. With the change of status, they have a higher quality of participation and are more active in the affairs of their society, Rufa'i (2001). Nevertheless, in Nigeria, men and women have unequal access to education, which leads to unequal access to positions of authority, placing the males at a serious advantage (Rufa'I 2001).

The Declaration and convention give boost to education of Girl-Child are Convention for the Elimination of all forms of Discrimination Against Women (CEDAW) and Convention for the Rights of the Child (CRC). Again in 1995, the fourth world conference on women was held in Beijing, china to review the progress made since the first world conference. That conference which came out with document platform for Action and Beijing Declaration had education as one of the six critical areas of concern. Regarding the girl-child as a major area of focus.

The rationale to provide women and girls access to education and training is based not only on human right but also on the returns of women education. Several research reports points to the education of women as critical to development. The findings have linked development indices to women education. Research on returns of women education had consistently revealed that investment in education of women and girls is one that brings quickly and convincing positive effects on development.

In Nigeria, soon after the Nairobi conference of 1986, the government developed and launched a Blueprint on Women Education outlining several strategies to increase female access to education and training. During the same period, the Better Life for Rural Women Programme that had education component was launched. The two together with numerous rallies and campaigns served to create appreciable degree of awareness of the importance and benefits of girl-child education. Several women development centres set up for non-formal education, while more girls started enrolling in primary schools. Unfortunately, these programmes neither were nor sustained. As such, the gains were quickly lost. It can be said that even with the world declaration of education for all, and the apparent commitment of government through community resource and initiating policies and programmes, girls' access to basic education has remained low and problematic. This is to say, girls have continued to make up that greater proportion of school age children who are out of school, Rufai (2006:9).

Then 1990 world conference of countries on Education proclaimed the need for diverse, flexible approaches within a unified national system of primary education. It was discovered at the conference that in order to achieve the goal of education for all, education must teach useful skills, be more flexible, get more girls into school, raise the quality and status of

teachers and reduce or abolish the school fees. This resulted in the emergence of the child—friendly school movement whose main goal was both to enroll all children in primary school as well as keeping them there. Six months later, the 6th conference of the Heads of States and the O.A.U. Governments met in Addis Ababa and adopted "The African Charter for the Rights and Wellbeing of the Child" the document was designed to ensure equality and to eliminate all forms of discrimination against girl child including their rights to education, Rufai (2006).

In the years 2000, a review of the progress terms of girl's education was made at the World Education Forum Follow-up held in Dakar, Senegal. Despite all the government efforts, it was realized that 130 million of the world school age children were out of school. The reasons and excuses for this failure are centred around tuition and other fees, insufficient family income, poor teacher training and irrelevant curriculum to the needs of the children (UNICEF, the state of the world children, 2000:46). It was further reported that two-thirds of the 130 million out of School age children are girls which indicates that 85 million girls of school age are not enrolled in school. This indicates that, although the issue of genders parity has been internationally recognized, both girls and boys must have equal chance of participation, it has remained a worldwide phenomenon particularly in the developing countries. UNICEF, Education for all, No Excuses (2000:6)

sums up by saying that, with all the effort and concern after the Jomtien the fact remains that access to school was still blocked for many children especially girls. According to Nigeria DHS ES Data survey 2004, literacy among 15 – 59 years old was 48% for women and 73percent for men.

However, the gender gap decreases among younger population where among young adults aged 15 – 19, 61% of women are literate and 79% of men also literate (an 18 per cent point gap between men and women). The gender gap is higher among older population where among 45 – 49 year old, only 22% of women are literate compared to 60% men, a difference of 33%.

Recently, united nation population fund (UNFPA) launched its state of Nigeria population (2005:109) and concludes that in Nigeria, women receive less education than men and are over represented among the poor and powerless in spite of their high population ratio. It indicates that on overall assessment of literacy rate, female literacy rates remains consistently lower than male rates at 44:41, and 48 percentage points for 1991, 1999 and 2003 compared to male equivalents of 68 and 73 percentages over the same period. The document further reveals that at the primary school level, enrollment rates have been consistently higher for boys, 56% than for girls (44%) while at the secondary school level, enrolment has increased for both males and females. Enrollment has been

higher from 48% in 1999 to 41% in 2003. This implies that gender inequality at the secondary school level is still a serious problem in Nigeria UNFPA, 2005.

Eze (2008) highlighted Mannan's capture of the fate of the Nigerian girl-child. He lamented that it is a well known fact that many parents in Africa give preferential treatment to the boys, especially in matters concerning education. That way, girls are made to live in their shadows, denied education and other rights as well as being socially exploited. Mbachu (2010) the issues of female/girl-child education and violation of their rights as human beings are not peculiar to Nigeria alone. Violence against women/girls exists in all socio-economic groups through out the world. Girl child life and potentials have continued to be endangered by violence that is directed at them simply because they are girls.

According to Mbachu (2010) girl-child education clubs have also been launched in schools to raise awareness about the girl-child early marriages, sexual harassment and harmful traditional practices. The Better life programme formed in 1987 was aimed at or focused on women education as a means of empowering women/girl to improve their living standard.

The strategies included establishment of various integrated functional literacy programmes and campaigns to dispel beliefs that

women/girls do not need education Seminars and workshop were organized to train them in various income generating skills.

Survey cited by Jen and Yero (2005), Mbachu (2010), showed that in the northern part of Nigeria 1/4 of the girls have been married by the age of 15 years. Some of the girls are withdrawn from school and are married as early as 10 years. Some parents still have the notion that the place of the women is the kitchen. The girl is only to raise children and keep the home. To such parents, it is better to give the girls hand in marriage early enough than wasting money in training her in school. Deprivation of equal access to education exposes the girl-child to sexual harassment. For instance, when the girl supposed to be in school she is either seen hawking or being asked to stay at home to look after the baby or do domestic work…stories have been told on how such helpless girls have been sexually harassed by security men and gardeners to her mistress. Some of the girls when hawking, have been lured, harassed sexually and even rapped by men who pretend to be buying things from them. She continued by saying that a lot of stories have been heard of how some girls have been abused and brutally maltreated by their so-called mistresses who hired them as house maids and baby seaters. It is believed that if such girls have access to basic education they would not have been victims to such heartless and callous women.

Ezeani (2006) citing Omololu (1972) said that the educated women is a cultural women who knows how to behave in particular situations and circumstances. She is gentle, polite and respectful. An educated transformed lady stands a better chance of being an ideal wife to her husband and a lovely mother to her children.

All over the world gender disparity in education has been a topical issue for some decades Research report by –Akah, (2005), Okeke, (2001) indicate that the girl-child has less access to education as compared to the boy child. In other words, fewer girls enroll and complete their education than boys. There is however increasing awareness that the education of the girl-child is a valuable asset to national development. This sudden awakening is inline with the saying. Educate a boy, educate an individual; educate a girl, educate a nation.

According to Okeke (2001) one of the aims of the education for all (EFA) 2000 is to achieve gender equality in education by 2015, with focus on ensuring girl-child full and equal access to and achievement in basic education of good quality. Gender disparity is a common feature of Nigerian educational development (FRN, 2000). This probably explains why the Federal Government under the UBE programme has made provision (at least in principle) for special attention and encouragement to special groups like women and girls. This is aimed at bridging the

educational gap between girls and boys in the country. Unfortunately, these noble objectives are not being achieved due to so many challenges facing girl-child access to education in Nigeria.

Louat, (1991) and Imogie (2010) stressed that education enables the individual to perform new tasks, to receive and process new information to communicate and therefore coordinate activities with one another, to evaluate and adjust to changed circumstances. Education also at high levels helps to bring about innovation in the production technology. Pschnopalos and winter (1990) declared that investing in education, most especially women education, enhances their productive capacity, increases their income and makes them better informed about the value of health care and personal hygiene. An educated woman will also be able to improve the health and life expectancy of her children, create incentives for reducing family size, which in turn will help reduce poverty. For instance in Brazil, a woman who has complete primary education makes 91 percent of income, more than an uneducated women in self-employment (Ijaiya 1998 Imogie,) 2010). Also in India, women are staunch advocates of the rights and liberties of the girl child. They fight for the education of each child in their village, especially girl child (Hunger project, 2009). The government of India went further to declare the 24th of January 2009 as National civil child day. In his remarks during the ceremony, Rajasthan (2009) declared that:

> *Without education, life is an eternal dark night and one has to run from pillar to post. Provide education to your children and then they will be able to transform their lives for the better. One who has not received education has wasted her life.*

According to Offorma (2009), access the Girl-Child education in Africa, that it has been in B.B.C news (2006) that parochial societal view point favour boys over girls because boys maintain the family lineage. Additional reasons why girls do not have adequate access to education in Africa include the fact that many have stay home to relatives with HIV/Aids. That their mothers were not educated is another reason that makes them feel that their daughters do not need education. Furthermore, some families do not believe in education of girls. United Nation statistics, national reports and studies initiated by none- governmental organization in (2005) repeatedly showed that girls, as a group had lower literacy rates receive less healthcare impoverished than boys. Today we are in a revolution and this will be reflected in teaching, research and community work, which the girl-child to fit in global society. The relation of the findings of the research work shows that the girl-child education is good. Other hindrances of Girl-Child to Education include: quality, availability of facilities, instructional resources, infrastructure, supervision of instruction, provision of school meals, hand on learning centered methods approaches, parental involvement and learner friendly environment.

2.11 Objective of Women/Girl-Child Education

Education is for building the personality of an individual, including girls and women, and enables them to organize their lives and have all the basic rights. This is the sole objective of girl-child education. However, Braji, (2007:10) outlines the following to be among the aims and objectives of girl child education.

> *To enhance their ability to fight poverty, under development and malnutrition to help girl have a better understanding of how to prepare balance diet, women delivery issues, how to maintain good/health and how to avoid matnal mortality and child mortality. To increase the ability to protect themselves from venereal diseases. To make them more enlightened on how to live a healthier life. To enhance their social and economic value for the society.*

Other objectives of girl child education include:

i. To eliminate economic and social exploitation of child as well as child labour, and protect young girls.

ii. To create awareness of self (girl)

iii. To eliminate negative cultural attitudes and practices against girls.

iv. To make girls/women participate fully in all the affairs of their nation and to be at the centre of sustainable development.

v. To help girls/women to fight their fears and feelings of inadequacy or inferiority.

vi. To enhance societal and nation building in terms of economic and human development.

It is an undisputable fact that through the provision of quality education to girls/women these laudable objectives will be attained. This will invariably enhance girl/women in the world of excellence, labour and productivity, fulfillment, integrity, dignity and fame. Efide (2008) in Ogwuazor (2008).

2.12 Importance of Girl Child Education

Unlike before, most parents are now becoming aware of the necessity of their daughter's education having realized the consequences of illiteracy. Illiteracy, they say is a disease, chained in prison, disabled, caged and blinded victims experiencing only death in life. Therefore girls should be given the opportunity of gaining this golden asset called education.

Development of any nation cannot be defined without the contributions of girl/women to that development. Thus Ogwuazor (2008) opined that the development of a nation can be comparatively rapid if the women folks are availed the opportunities of acquiring skills through education like their male counterparts such that would enable them contribute immensely to life.

The importance of girl education includes:

1. Girls' education equips them to have access to their basic and psychological needs.
2. It reduces the rate of social evils such as high rate of divorce and unwanted pregnancy.
3. It fosters growth and development of national product.
4. It increases social and economic benefits for self and society.
5. It gives room for human resource development.
6. Educated girls tend to have self esteem, confidence and free from societal exploitation.
7. Educated girls become more competent and healthier wives and mothers.
8. Education provides girls with leisure time and space of their own. (Dauda, 2000).

Dauda (2000) is of the view that women/girls are the embodiment of values, norms and ideas of any society and therefore, transmission and perpetuation of its values, concepts and ideas to the extent that the whole society would be disoriented towards lost touch with them. This assertion reveals that girls/women are the life vein of any society and the custodians of its distinct socio-cultural values, such that if educated, they will discharge these duties effectively.

2.13 Obstacles to Girl Child Education

In Nigeria, girls' access to basic education especially in Northern Nigeria has remained low. Generally, girls have less access to primary and secondary education. Similarly, girls' enrolment lags much behind that of boys. Even among the girls a desegregation of enrolment by South and North gives a clear picture of the extent of educational deprivation the girl child suffers. In the 1960's girls constituted less than 30% of enrolment in the North. In 1979 girls constituted 53.5% of enrolment in the North. Enrolment rate of girls in the North fell, averaging less than 30% of the enrolment at primary and secondary school level Mohammed, (2011: 98).

Why are girls not attending school? Reasons advanced for this include poverty and economic issues, early marriage and teenage pregnancy, inadequate school infrastructure and cultural and religious misinterpretation.

Muhammad (2011) outlined the following as obstacles to girl-child education in Nigeria particularly in Northern Nigeria:

i. **Constant Change in Educational Programme:** This means inconsistency in government policies, programmes, organization and administration of education. As the political leadership changes, so do the educational policies and programmes. This makes majority of the

rural or urban population confused due to constant change in the system of education.

ii. **Religious and Socio-cultural Values of Northern Nigeria:** There are a lot of misgivings and misunderstandings about the system of Western, education which serve as constraint especially to girl child access to education. This includes co-education, uniform, the curriculum content, orientation, school calendar, teacher's personality and lack of female teachers.

iii. **The Psychology of Girl-Child:** This includes poor self concept, negative self value, low self esteem. Girl child feels inferior to male and this makes them fearful, and very dependent. They also know that they will not be allowed to further their education or work. This makes them to be uninterested to go to school.

iv. Other obstacles include lack of adequate number of female teachers, low percentage of women in teaching. Parents strongly prefer that girls should be taught by females, and the percentage of women in the teaching is low. Because of this, many parents would not allow their daughters to further their education.

v. **Poverty and Economic Issues:** About 70% of the Nigerian population are living below poverty line and girls are sometimes sent to generate income for the family (UNICEF 2007).

vi. **Cultural and Religious Misinterpretation**: Many parents in the Northern part of Nigeria associate sexual immorality with Western education. That means their girls will be sexually abused or involved in sexual activities. Some parents opine that they will no longer be able to control their daughters particularly on husband choice, and mode of dressing as well as the freedom of interacting with the male.

vii. **Early marriage and Teenage Pregnancy:** This is another obstacle to girl-child education. In some cultures young girls are often withdrawn from school and given out in marriage. Any girl that experiences teenage pregnancy will be out of school. This constitutes a serious barrier to girl child education N.L (2011) is of the view that gender inequality is one of the obstacles. Thus, girls are considered as objects of men's pleasure and whose relevance is only in the home as wives and mothers. Even by the end of the 20^{th} century, to some extent, girls are still subjected to oppressive laws and attitudes which are meant to keep them in a permanently subservient, dependent and marginalized position. When a girl notices that she is an object of man's pleasure, a child factory, her attitude to education would be affected.

2.14 Definition of a Teacher

The term “teacher” has different meanings to different people. To the common man a teacher is one who passes knowledge to another person. In this regards, the parents, elders, siblings, clergymen, trainers, even objects e.t.c. are regarded as teachers. Indeed, there are teachers, some are born and some are made and there are actually differences between images and reality. Not everyone who wants to be a teacher should be a teacher. There is a vast difference between the ideal of teaching and the classroom situation. There are mediocre and also terrific teachers, furthermore, Teacher could be any person who merely instructs others to acquire a skill or training. Abdullahi (2007) said a teacher is one who exerts some interpersonal influences on another so as to make him change his behaviour. To him, a professional trained teacher is someone who underwent and completed in a formal teacher training institution, a planned programme of training, among other areas, in the principles and practice of education and was exposed to an observed period of internship either after or as part of the period of training. However, from the above definitions, there are two categories of teachers, the professionally trained teachers and the untrained some auxiliary teacher, in our schools in Nigeria and in other countries; the professionally trained teachers are required to teach in

schools. This will help transfer the right knowledge to the appropriate child at the right age using the appropriate teaching methods and aids.

2.15 Qualities of a Good Social Studies Teacher

Abdullahi (2007) noted that Social Studies teacher must be skillful, patient, initiative, tolerant, even-tempered and understanding. He must be an example of good living. He must be well-educated. He must like children, really enjoy having children of all kinds around him, whether clean or dirty, quiet or noisy, happy or sad, bright or dull, and be happy in their company. A teacher must be able to get a feeling of fulfillment from his work, a sense of satisfaction and contentment in working with his students, in helping them with their individual problems, whatever these may be and assisting them to grow up.

A good Social Studies teacher is some one who is sound and knowledgeable in his area of study, free and sensible in the school and community. And also full of new ideas and innovation that will enable him excel in his careers and belong to an academic organisation in which enable him to increase in knowledge. Social Studies teacher is some one who is of good character, role model, generous, friendly and capable of demonstrating those qualities in their classroom by being organized,

disciplined, insightful, committed and dedicated. He must always look for better strategies to improve his teaching.

2.16 Review of Related Empirical Studies

This contains empirical research carried out by various individuals on issues related to the study at hand for instance;

Nwokolo (2010) capacity building strategies for enhancing girl/child education in Anambra state. The research was carried out to determine the capacity building strategies for enhancing the girl/child education. The study was a descriptive survey. The population of the study are all the parents (male and female) of the girls in the state. Sample, random sampling techniques was used to select 3,500 parents, (1,500 males and 2,000 females) from 50 schools selected from the 229 Junior Secondary Schools in the state. The researcher however, liaised with the school authorities concerned and selected 1,500 males and 2,000 females totaling three thousand five hundred (3,500) parents from the Parents Teachers Association (PTA) of the 50 selected schools. The instrument used for data collection was questionnaire tagged Capacity Building Strategies for Girl/child Education (CSGE) which was used to collect data from the parents. It used odd and even numbered items techniques scores on the items were pooled and correlated using the Pearson Product and

Correlation coefficient value of internal consistency of 0.71. the application of the spearman brown prophecy formula yielded a correlation value of 0.80. mean was used to answer research questions. The mean cut off for items as positive or negative was 2.50 based on the four point scale. The decision rule was that all items with mean rating below 2.50 were taken to have been negatively responded to, while mean rating from 2.50 and above were regarded as having attracted positive response. The respondents used in this study exhibit ignorance towards the education of their girl-child.

This study also revealed that three were some hindrances to the girl/child's education which include lack of proper knowledge and communication, preference of boys to girls, culture, societal values, difficulty in getting husbands after schooling, male teachers looking down on the girl/child and poverty. This study serves as a helpful tool for the perception of social studies teachers on girl/child education in Kano Central Senatorial Zone, Nigeria.

Adirika (2010) Girl/child education for poverty alleviation" considerations of the girls at risk. The study was survey, using a multistage randomization process in which three educational zones out of the sixteen Anambra state were randomly selected. Two girls secondary schools were randomly selected from and of the three sampled education zones.

In each of the schools, 50 girls in senior secondary II and III were also randomly selected giving a total sample of 300 students. The instrument used was structured questionnaire. A 30 item questionnaire developed by the researcher and structured on a two point scale of acceptable and not acceptable clusters was administered on the study sample. The implication of the result above is that girls, who are at risk, give a voice, will be of great help in the reforming processes of girl/child education especially in this era of learner-centeredness in education considerations. It also reveal that work towards equitable education should involve open exchanges of social and political ideas in public discourse.

Tanimu (2004) undertook a study to: An evaluation of the Girl-Child Education in Kaduna State. Two sets of questionnaire were designed and administered to fifteen (15) students, five (5) principals, five (5) authoritative officials from the inspectorate divisions, five (5) parents or guardians, five (5) teachers that offered Social Studies in 1985-1987 were sampled. The researcher reveal that parents do not see the relevant of educating the girl-child and that is why they preferred training boys than girls. Also she (girl/child) does not know the importance of her education, she has accepted the society view of unimportant that she should marry and bear children only.

Okonwko, Obineli, Imogoe (2010) challenges facing the Girl/Child's basic education for gender equality and empowerment implication for counseling, the research was carried out to investigate the challenges facing the girl/child's basic education for gender equality and empowerment and its implications for counseling. The study was undertaken in Anambra State. Girls and boys in S.S.S III formed the population for the study simple random sampling techniques was used. The instrument used for data collection was a questionnaire; mean scores were used to answer the research questions, while t-test was used to test the hypothesis at 0.05 level of significance.

The research reveals that, there were many challenges facing girl/child basic education for gender equality and empowerment. These include girls remain at home to serve as nannies and house helps. Most girls stay out of school due to economic activities, such as farming, hawking or trading in order to assist the family. It also reveals that gender disparity among girl/child is a well-known feature of Nigerians educational landscape.

Rufai, Ogidi (2006) An appraisal of best practices girls education initiative in Nigeria. The research was carried out to study an appraisal of girls education initiative in Nigeria, with a view to developing a proactive, practical and participatory intervention program that would enhance girls

participation in education. The study was undertaken from the six geopolitical zones of the country.

A total of eight states, five from the north and three from the south representing each of the geo-political zones in the country formed the study. It was carried out by conducting a survey. The respondents were official and stakeholders in government owned organization, NHOS, CBOS, and FBOS at community levels. The instrument used for data collection was in-depth interviews. The data was analyzed using simple descriptive statistics and qualitative approach to tease out significant thematic areas. The hidings of the study revealed that there are many best practices used in the various states to accelerate girls access, retention and completion in schools. They included among others recruitment of more female teachers and teachers from catchment communities adoption of legal frame works, skill acquisition programmes for girls and women, provision of textbooks at subsidized rates, provision of girl-friendly environment and establishment of female education board, others included provision of more girls-only schools, reducing/removal of direct cost of schooling, punitive measure for male students who impregnate girls, second chance for dropouts, married women and pregnant girls and mentoring and tutoring of girls. The study also revealed that community mobilizations and sensitization through role models, and involvement of

traditional rulers and religious leaders in school management and sensitization were also effective in enhancing girls participation in schooling.

Summary

The chapter has attempted to review essential areas that are related to the present study to gain an insight into Social Studies education on Girl/Child education. In its ramifications, the review was presented from two perspectives viz the conceptual and previous studies perspectives. Some of these issues that emerged at the literature review include the introduction, the theoretical frame work, Social Studies in Nigeria, objectives of Social Studies in Nigeria, Rationale for Social Studies Education in Nigeria, Relevance of Social Studies Education to National Development, the concept of education, the Girl/Child, objectives of Girl/Child education, importance of Girl/Child education, obstacles to Girl Child Education, definition of teacher, qualities of a good Social Studies teacher, empirical and survey on the Girl/Child education and summary of the literature review.

Observation from previous researches has shown that no study on the perception of Social Studies teachers towards the impact of Social Studies education on Gilds/child Education has been carried out thereby creating a

vacuum that necessitated the present studies. Thus, the researcher wishes to carryout an investigative approach into the perception of social studies teachers towards the impact of Social Studies education on Girl/Child education so as to determine the workability and suitability of the researcher. There is no work that critically investigated the idea of the perception of Social Studies teachers towards the impact of Social Studies education on Girl/Child education in Kano central senatorial zone, Kano state. With the restructured instrument used by the present researcher, touching on the content, Girl/child, objective of Girl/child education, importance of Girl/child Education obstacles to Girl child education, social studies teacher and qualities of Social Studies teachers. Researches therefore are made for comparison. The researcher feels that no work of this nature was conducted in Kano central senatorial zone, Kano state Nigeria. Thus this research work will provide relevant data for further empirical study with the purpose of general improvement on Girl/child education in Nigeria educational system.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher describes the research design, population, sample size and sample procedure, instrumentation, reliability and validity of the research instrument and method of data analysis that will be used in the study.

3.2 Research Design

The research design for this work is survey. Survey research design is a method that describes a given state of affairs at a particular time. Survey research design is commonly used in behavioural sciences especially in educational research. It provides information or data for further research in experimental studies. It involves a clear definition of the problem, collection of relevant and adequate data, careful analysis and interpretation of the data and skillful or professional reporting of the findings. It involves gathering data from population at a period. To Kolo (2003) survey research design is most useful in describing a phenomenon about which we lack information, either in terms of frequency of occurrence or categorization of occurrence. As noted by Olayewole (2007) survey research design is a research that describes a given state of affairs at a particular time. The researcher adopted this design in order to draw a sample from large population so as to get their perception with regard to the study.

3.3 Population of the Study

The target population of this study will be teachers of Junior Secondary Schools in Kano Central Senatorial Zone, Kano State. The target population is seven hundred and eighty-four (784) which comprises all teachers in the schools under study.

Table 3.1

Name of Zone	Respondent	Frequency	Percentage
Kano Central Senatorial Zone	Male	584	74.5%
	Female	200	25.5%
Total		**784**	**100%**

3.4 Sample and sampling Techniques

The selection of the sample for this study will be given careful consideration bearing in mind the purpose of the study. This is because, as pointed out by Abok (1997) in Shuaibu (2011) "if the sampling plan is not correctly designed and followed, the finding of the study will be incorrect and misleading". Based on this, we have representation zone of respondents from the Junior Secondary School in Kano Central Senatorial Zone, Kano State.

The sample population of the study includes one hundred and ninety six (196) Social Studies teachers' respondents out of the seven hundred and

eighty four (784) Social Studies teachers that form the target population. Hundred and thirty two male teachers was sampled from one hundred and ninety-six teachers and sixty-four female teachers sampled. The systematic random sampling was used to select 196 Social Studies teachers out of seven hundred and eighty four from the Junior Secondary Schools in Kano Central Senatorial Zone. The random sampling was used to randomize the selection of the Social Studies teachers through balloting. The sample for this study is in consonance with the opinion of Kwana in Uzoagulu (1998) Shuaibu (2011) that suggests twenty-five (25%) selection of respondents from the entire population under studies to avoid sampling errors.

Table 3.2: Distribution of Sampled Population

Name of sampled zone	Numbers of teachers	Sampled teachers	Sampled teachers male	Sampled teachers female	Total population
Kano Central Senatorial Zone	784	196	132	64	196
Location	Kano state				

3.5 Instrumentation

The instrument which the researcher used for this study is questionnaire. This instrument is referred to as J.S.S. Perception of Social Studies Teachers on girl/child education (PSSTTISSGCE) which was developed by the researcher. This instrument is meant to provide relevant information on

how the researcher intended to obtain data and needed facts on which result of this study was based. The structured questionnaire was drawn to elicit information from the respondents. It was divided into (2) sections. The first section will comprise items raised in relation to research questions. The questionnaire was close ended type where the respondent is only limited opinion given by the researcher.

The instrument was a close ended question which the respondents were only limited or confined to options given by the researcher. The instrument was based on 4 likert modified type scale which required the respondents to agree or disagree with the attitude statements. The questions are constructed to elicit relevant information pertaining to the research question. The instrument was designed using the modified likert four point scale which compel students to respond either agree or disagree. This is in agreement to the modified 4 scale proposed (1) as presented by Nworgu (1986) Shuaibu (2011) to force respondents to share their opinion on particular issues. The strongly agreed, and agreed were merged to be agreed while disagreed and strongly disagreed were merged to be disagreed. The responses were codes as strongly agreed (4) agreed (3) disagreed (2) strongly disagreed (1) the teachers questionnaire are structured closed ended format.

3.5.1 Validity and Reliability of Research Instruments

Validity of the Instruments

A draft of the questionnaire was submitted to the three P.hD statuses for validation. On the basis of their expert inputs, a well structured questionnaire consisting of 4 demographic and another section consisting of seventeen 4-likert scale questions where administered to respondents. 30 copies of questionnaire were thus distributed to respondents in Staff Secondary School FCE Sec School Kano because they are not within the selected secondary schools which were used for the final study but share similar characteristics in almost all respects. These questionnaires were distributed and personally retrieved by the researcher.

Reliability of Instrument

The data thus collected from the pilot study were statistically analysed for purpose of reliability co-efficient. The Cronbachs reliability coefficient was used. Consequently, reliability co-efficient of alpha level of 0.984 was obtained. This reliability co-efficient were considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability by Spiegel M (1992) and Stevens, J. (1986). According to them an instrument is considered reliable if it lies between o and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is

the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument used as fit for the main work.

3.6 Procedures for Data collection

The questionnaire for Social Studies teachers was personally administered on spot, with the assistance of the research assistant. The co-operation of school's principals and teachers was sort for. This facilitates the completion and subsequent retrieval of the questionnaires. A time frame of 1-3 days was given for return of the questionnaires. The researcher went back and retrieved completed copies of the questionnaire.

3.7 Statistical Analysis Procedure

The various data analysis tools used in the study are discussed here. The analysis was carried out based on the research questions and hypotheses selected. Both descriptive and inferential statistical techniques were used in the analysis of data. The descriptive statistics involved the use of frequencies and percentage, mean, standard deviation for the bio-data and other variables. The inferential statistics involved the answering of research questions and testing of the postulated Null hypothesis.

The analysis was done through the use of computer statistical package (SPSS) in the analysis of data and testing of the hypotheses, hypothesis 1, 2

and 3 were analyzed through the use of Pearson Product Moment Correlation. The data analysis is thus presented in three main sections. Section one, for bio-data analysis, section two, for answering the research questions and section three, for testing the postulated Null hypotheses.

To uphold or reject the hypotheses advanced for the study, an alpha of 0.05 level of significance was used.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction.

This chapter presents the data analysis including its discussion of results. The major objective of the study is to determine the Perception of Social Studies Teachers towards the impact of social studies on girl child education in JSS Kano Central Senatorial Zone, Kano. The SPSS statistical package 17th edition was used for the analysis. A total of 190 teachers responded to the instrument. These figures represent about 98.1% of the total sampled respondents for the study. The first section presents the students bio data variables analysis by means of frequencies and percentages, while the second section answers the research questions using frequencies, mean and standard deviations. The third section presents and interprets the null research hypotheses by means of inferential statistical techniques of Independent t-test statistics at 0.05 alpha level of significance. All hypotheses are tested at 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings of the study.

4.1. Analysis of Bio data variables

Table 4.1.1: Distribution of respondents by Status

Status	Frequency	Percent
specialized teacher	170	89.5
Unspecialized	20	10.5
Total	190	100.0

According to the above table a total of 170 (89.5%) of the teacher respondent are specialized teachers in social studies, while the remaining 20 representing 10.5% are non specialized teachers but teaching social studies.

Table 4.1.2: Distribution of respondents by Location

Location	Frequency	Percent
Urban	99	52.1
rural	91	47.9
Total	190	100.0

The table above showed that 99 or 52.1% of the respondents are from urban location and the remaining 91 or 47.9% are from rural locations.

Table 4.1.3: Distribution of respondents by gender

Gender	Frequency	Percent
Male	132	69.5
Female	58	30.5
Total	190	100.0

On the gender status of the respondents a total of 132 representing 69.5% are males while the rest 58 representing 30.5% are females

Table 4.1.4: Distribution of respondents by Qualification

Qualification	Frequency	Percent
NCE in soc studies	78	41.05
BED in soc studies	35	18.42
Others	77	40.53
Total	190	100.0

The above table showed that 78 of the respondents have NCE in social studies representing 69.5% while 35 (18.42%) have BED in social studies, while others 100 representing 40.53% are the non-specialized Social Studies teachers.

Table 4.1.5: Distribution of respondents by years of teaching experience

Teaching experience	Frequency	Percent
5-9 yrs	70	37.0
10 yrs and above	120	63.0
Total	190	100.0

The table above showed that 70 of the respondents representing 37.0% have spent between 5 9 years, while the remaining 120 representing 63.0% have spent over 10 years as teachers

4.2.1 Research Questions.

Research Question 1: What is the perception of Specialized and non-specialized Social Studies teachers on Girl/Child education in Kano Central Senatorial Zone?

To answer this research question all the 17 items on perception of social studies teachers on girl child education in Kano Central Zone as answered by both the specialized and non specialized Social Studies teachers were tabulated indicating their frequencies of response of Strongly Agree, Agree, Disagree and Strongly Disagree including their mean responses and Standard deviations.

Table 4.2.1: perception of Specialized and non-specialized Social Studies teachers on girl/child education in Kano Central Senatorial Zone

S/NO	ITEMS	Status	Response categories				Mean	Std.dev
			SA	A	DS	SD		
1	Social Studies is an instrument which create an increasing awareness and understanding of girl/child education in Kano Central Senatorial Zone	Specialize	35	133	1	1	3.1882	.4483
		Non-spec	-	19	1	-	2.9500	.2236
2	Social Studies education develops in girl/child positive spirit of togetherness Studies with comradeship and cooperation towards healthy nation	Specialize	2	168	-	-	3.0059	.0767
		Non-spec	-	20	-	-	3.0000	.00000
3	Social Studies inculcate in on the girl/child the acquisition of relevant knowledge and information which is an essential prerequisite of personal development as well as to a betterment of mankind	Specialize	1	150	19	-	2.8941	.3272
		Non-spec	1	19	-	-	3.0500	.2234
4	Teaching of Social Studies enhances girl/child education e in Kano central Senatorial Zone	Specialize	-	167	3	-	2.9824	.1320
		Non-spec	-	10	10	-	2.5000	.5129
5	Social Studies education has contributed much in ensuring girl/child education objective in Kano central Senatorial Zone	Specialize	1	166	2	1	2.9824	.2027
		Non-spec	-	20	-	-	3.0000	.0000
6	Social Studies education is helping girl/child in knowing their right to education	Specialize	2	134	34	-	2.8118	.4211
		Non-spec	10	10	-	-	3.5000	.5129
7	Social Studies education has helped in creating awareness on significance of girl/child education in Kano Central Senatorial Zone	Specialize	1	167	2	-	2.9941	.1331
		Non-spec	-	110	10	-	2.5001	.5128
8	girl/child has no access to education in schools around Kano Central Senatorial Zone.	Specialize	3	165	1	1	3.0441	.1531
		Non-spec	-	20	-	-	3.0000	.0000
9	The strategies & program put in place in Kano Central Senatorial Zone were effective for both male and female Social Studies teachers toward contributing to girl/child education.	Specialize	1	166	3		2.9882	.1533
		Non-spec		20	-		3.0000	.0000
10	Both male and female Social Studies teachers are involved in encouraging girl/child education in Kano central Senatorial Zone	Specialize		151	18	1	2.8824	.3409
		Non-spec		10	10		2.5000	.5126
11	Social Studies education is a tool which can be used to eliminate economy and social exploitation of girl/child as well as child labour & protect young girls in Kano central Senatorial Zone	Specialize	1	165	4		2.9881	.1534
		Non-spec		20	-		3.0000	.0000
12	Social Studies education being a problem solver has helped girls/women to fight their fears & feelings of inadequacy or inferiority in my schools in Kano central Senatorial Zone	Specialize		136	34		2.8000	.4011
		Non-spec		10	10		2.5000	.5126
13	Social Studies education inculcates positive attitude & appropriate values of honesty, integrity, hard work, fairness, justice & togetherness for the development of the nation through girl/child education	Specialize	17	135	17	1	2.9882	.4740
		Non-spec	10	9	1	-	3.4500	.6048
14	Social Studies curriculum does not have a role to play in achieving girl/child education.	Specialize	1	2	151	16	1.9118	.3045
		Non-spec		10	10	-	2.5000	.5127
15	Social Studies cannot ensure proper girl/child education in secondary schools.	Specialize		1	151	18	1.9000	.3199
		Non-spec		10	9	1	2.4501	.6048
16	Social Studies education has not made girl/child/women to participate fully in all their affairs of their nation & to be at centre of unsustainable development	Specialize	2	2	134	32	1.8235	.4121
		Non-spec		-	18	2	1.9000	.3077
17	Despite the teaching of Social Studies in sec schools, there is increase in disparity btw male and girl/child	Specialize	1	1	120	48	1.7235	.4615
		Non-spec-	-	10	9	1	2.4500	.6048

	education in Kano Central Senatorial Zone							

The table above revealed the Perception of Specialized and non-specialized Social Studies teachers' education on girl/child education in Kano Central Senatorial Zone. According to the specialized Social Studies teachers, Social Studies is an instrument which create an increasing awareness and understanding Girl/Child education in Kano Central Senatorial Zone as this attracted their highest mean response of 3.1882 with details showing that 35 of them were in strong agreement while 133 agreed with this view as against 1 that disagreed and the remaining 1 strongly disagreed. On the other hand the non specialized Social Studies teachers believe that Social Studies education is helping Girl Child in knowing their right to education as this view attracted their highest mean response of 3.5000 with details of response showing that while 10 of them were in strong agreement the rest 10 were in agreement with this view.

Research Question 2: What is the perception of male and Female Social Studies teachers on Girl/Child education in Kano Central Senatorial Zone?

To answer this research question all the 17 items on the impact of Social Studies education on girl child education in Kano Central Zone as answered by both the Male and Female Social Studies teachers were tabulated indicating their frequencies of response of Strongly Agree,

Agree, Disagree and Strongly Disagree including their mean responses and Standard deviations.

Table 4.2.2: perception of Male and Female Social Studies teachers on girl/child education in Kano Central Senatorial Zone

S/N	ITEMS	Gender	Response categories				Mean	Std.dev
			SA	A	DS	SD		
1	Social Studies is an instrument which create an increasing awareness and understanding of girl/child education objectives in Kano Central Senatorial Zone	Male	1	128	2	1	2.9773	.2300
		Female	34	24			3.5862	.4968
2	Social Studies education develops in girl/child positive spirit of togetherness Studies with comradeship and cooperation towards healthy nation	Male	1	131			3.0076	.0870
		Female		58			3.0000	.0000
3	Social Studies inculcate in on the girl/child the acquisition of relevant knowledge and information which is an essential prerequisite of personal development as well as to a betterment of mankind	Male	2	127	3		2.9924	.1952
		Female		42	16		2.7241	.4508
4	Teaching of Social Studies enhances girl/child education objective in Kano Central Senatorial Zone	Male		123	9		2.9318	.2530
		Female		54	4		2.9310	.2556
5	Social Studies education has contributed much in ensuring girl/child education objective in Kano Central Senatorial Zone.	Male	1	128	2	1	2.9773	.2300
		Female		58			3.0000	.0000
6	Social Studies education is helping girl/child in knowing their right to education	Male	6	108	18		2.9091	.4181
		Female	6	36	16		2.8276	.5964
7	Social Studies education has helped in creating awareness on significance of girl/child education in Kano central Senatorial Zone.	Male	1	123	8		2.9470	.2566
		Female		54	4		2.9310	.2556
8	girl/child has no access to education in schools around Kano central Senatorial Zone.	Male		130	2		2.9848	.1226
		Female	1	57			3.0172	.1313
9	The strategies & program put in place in Kano central Senatorial Zone were effective for both male and female Social Studies teachers toward contributing to girl/child educational	Male		129	3		2.9773	.1496
		Female	1	56	1		3.0171	.1314
10	Both male and female Social Studies teachers are involved in encouraging girl/child education in Kano Central Senatorial Zone	Male		107	24	1	2.8030	.4179
		Female		54	4		2.9310	.2550
11	Social Studies education is a tool which can be used to eliminate economy and social exploitation of girl/child as well as child labour & protect young girls in Kano Central Senatorial Zone	Male	1	128	3		2.9848	.1740
		Female		58			3.0000	.0000
12	Social Studies education being a problem solver has helped girls/women to fight their fears & feelings of inadequacy or inferiority in my schools in Kano Central Senatorial Zone	Male		93	39		2.7045	.4579
		Female		53	5		2.9138	.2831
13	Social Studies education inculcates positive attitude & appropriate values of honesty, integrity, hard work, fairness, justice & togetherness for the development of the nation through girl/child education	Male	25	105	2		3.1742	.4189
		Female	2	39	16	1	2.7241	.5554
14	Social Studies curriculum does not have a role to play in achieving of Girl/Child education	Male		7	109	6	1.9318	.4133
		Female		4	54		2.0690	.2556
15	Social Studies cannot ensure proper girl/child education in secondary schools	Male		7	107	18	1.9167	.4287
		Female		4	53	1	2.0517	.2915
16	Social Studies education has not made Girl/Child/women to participate fully in all their affairs of their nation & to be at centre of unsustainable development	Male		1	99	32	1.7652	.4431
		Female		1	55	2	1.9828	.2287
17	Despite the teaching of Social Studies in sec schools, there is increase in disparity btw male and Girl/Child education	Male		7	93	32	1.8106	.5114
		Female		4	37	17	1.7759	.5633

	in Kano Central Senatorial Zone							

The table above revealed the Perception of Male and female Social Studies teachers towards the impact of Social Studies education on Girl/Child education in Kano Central Senatorial Zone. According to the Male Studies teachers, Social Studies education inculcates positive attitude & appropriate values of honesty, integrity, hard work, fairness, justice & togetherness for the development of the nation through Girl/Child education as this attracted their highest mean response of 3.1742 with details showing that 25 of them were in strong agreement while 105 agreed with this view and the remaining 2 strongly disagreed. On the other hand the female Social Studies teachers believe that Social Studies is an instrument which create an increasing awareness and understanding of Girl/Child education in Kano Central Senatorial Zone as this view attracted their highest mean response of 3.5862 with details of response showing that while 34 of them were in strong agreement the rest 24 were in agreement with this view.

Research Question 3: What is the perception of Urban and Rural Social Studies teachers on Girl/Child education in Kano Central Senatorial Zone?

To answer this research question all the 17 items on the perception of Social Studies teachers on Girl Child education in Kano Central Zone as answered by both the Urban and Rural Social Studies teachers were tabulated indicating their frequencies of response of Strongly Agree,

Agree, Disagree and Strongly Disagree including their mean responses and Standard deviations.

Table 4.2.3: perception of Urban and Rural Social Studies teachers towards the impact of Social Studies education on Girl/Child education in Kano Central Senatorial Zone.

S/NO	ITEMS	Gender	Response categories				Mean	Std.dev
			SA	A	DS	SD		
1	Social Studies is an instrument which create an increasing awareness and understanding girl/child education objectives in Kano Central Senatorial Zone	Urban	17	80	1	1	3.1414	.4519
		Rural	18	72	1	-	3.1868	.4193
2	Social Studies education develops in girl/child positive spirit of togetherness Studies with comradeship and cooperation towards healthy nation	Urban		99	-	-	3.0000	.0000
		Rural	1	90	-	-	3.0110	.1048
3	Social Studies inculcate in on the girl/child the acquisition of relevant knowledge and information which is an essential prerequisite of personal development as well as to a betterment of mankind	Urban	1	97	1	-	2.0000	.0000
		Rural	1	72	18	-	2.8132	.4193
4	Teaching of Social Studies enhances girl/child education in Kano central Senatorial Zone	Urban		92	7	-	2.9293	.2576
		Rural		85	6	-	2.9341	.2495
5	Social Studies education has contributed much in ensuring the achievement of girl/child education objective in Kano central Senatorial Zone	Urban		98	1	-	2.9899	.1005
		Rural	1	88	1	1	2.9780	.2572
6	Social Studies education is helping girl/child in knowing their right to education	Urban	8	74	17	-	2.9091	.4967
		Rural	4	70	17	-	2.8571	.4611
7	Social Studies education has helped in creating awareness on significance of girl/child education in Kano Central Senatorial Zone	Urban		92	7	-	2.7293	.2576
		Rural	1	85	5	-	2.9560	.2543
8	girl/child has no access to education in schools around Kano Central Senatorial Zone	Urban	1	97	1	-	3.0000	.1428
		Rural		90	1	-	2.9890	.1048
9	The strategies & program put in place in Kano central Senatorial Zone were effective for both male and female Social Studies teachers toward contributing to girl/child education	Urban	1	98	-	-	3.0101	.1005
		Rural	-	88	3	-	2.9670	.1795
10	Both male and female Social Studies teachers are involved in encouraging girl/child education objectives in Kano central Senatorial Zone	Urban	-	75	24	-	2.7576	.4307
		Rural	-	86	4	1	2.9341	.2906
11	Social Studies education is a tool which can be used to eliminate economy and social exploitation of girl/child as well as child labour & protect young girls in Kano Central Senatorial Zone	Urban	-	98	1	-	2.9899	.1005
		Rural	1	88	2	-	2.9890	.1822
12	Social Studies education being a problem solver has helped girls/women to fight their fears & feelings of inadequacy or inferiority in my schools in Kano Central Senatorial Zone	Urban	-	76	23	-	2.7677	.4244
		Rural	-	70	21	-	2.7692	.4236
13	Social Studies education inculcates positive	Urban	8	74	17	-	2.9091	.4967

	attitude & appropriate values of honesty, integrity, hard work, fairness, justice & togetherness for the development of the nation through girl/child education	Rural	19	70	1	1	3.1758	.4851
14	Social Studies curriculum does not have a role to play in achieving girl/child education	Urban	-	7	76	16	1.9091	.4757
		Rural	-	4	87	-	2.0440	.2061
15	Social Studies cannot ensure proper girl/child education in secondary schools	Urban	-	8	75	16	1.9192	.4881
		Rural	-	3	85	3	2.0000	.2582
16	Social Studies education has not made girl/child/women to participate fully in all their affairs of their nation & to be at centre of unsustainable development	Urban	-	-	82	17	1.8283	.3790
		Rural	-	2	72	17	1.8352	.4285
17	Despite the teaching of Social Studies in sec schools, there is increase in disparity btw male and girl/child education in Kano Central Senatorial Zone	Urban	-	7	43	49	1.5758	.6241
		Rural	-	4	87	-	2.0440	.2061

The table above revealed the Perception of Urban and Rural Social Studies teachers on Girl/Child education in Kano Central Senatorial Zone. According to the Urban social studies teachers, Social Studies is an instrument which create an increasing awareness and understanding of girl/child education in Kano Central Senatorial Zone as this attracted their highest mean response of 3.1414 with details showing that 17 of them were in strong agreement while 80 agreed with this view while 1 disagreed and the remaining 1 strongly disagreed. On the other hand the rural Social Studies teachers believe that Social Studies education inculcates positive attitude & appropriate values of honesty, integrity, hard work, fairness, justice & togetherness for the development of the nation through Girl/Child education as this view attracted their highest mean response of 3.1758 with details of response showing that while 19 of them were in strong

agreement, 70 agreed while 1 each disagreed and strongly disagreed with this view.

4.3 Testing of Research Hypotheses

Hypothesis 1: The null hypothesis states that there is no significant difference between the mean perception of specialized and non-specialized Social Studies teachers towards the impact of Social Studies education on the Girl/Child education in Kano Central Senatorial Zone, Kano state.

Justification for statistical technique: The Independent t-test sample statistics is used to test this hypothesis because the computed test quantitative variable of perception of Social Studies teachers towards the impact of Social Studies education on the girl/child education in Kano Central Senatorial Zone, Kano state (dependent variable) is being answered by two different groups of respondents of specialized and non-specialized teachers.

Table 4.3.1: Independent t-test sample statistics on the mean perception of specialized and non-specialized social studies teachers on the girl/child education in Kano Central Senatorial Zone, Kano state.

Variable	Status of teacher	N	Mean	std.dev	std.err	Df	t Calculated	t critical	Sig (p)
impact of social studies education on the girl/child education in Kano Central Senatorial Zone, Kano state	Specialized	170	50.0588	3.72852	.28596	**188**	3.354	1.96	0. 001
	Non-specialized	20	47.2500	.71635	.16018				

Calculated p < 0.05, calculated t >1.96 at df 188

The outcome of the Independent sample t-statistics above revealed that significant difference exist between specialized and non-specialized respondents in their perception of Social Studies teachers on the Girl/Child education in Kano Central Senatorial Zone, Kano state. Reason being that the calculated significance (P) value of 0.001 is less than the 0.05 alpha level of significance while the calculated t value of 3.354 is greater than the 1.96 critical t value at df 188. Their calculated mean perceptions were 50.0588 and 47.2500 by all the specialized and non-specialized Social Studies teachers respectively. Therefore, the null hypothesis which state

that there is no significant difference in the perception of specialized and non-specialized social studies teachers respondents perception on the *perception of social* studies teachers on the girl/child education in Kano Central Senatorial Zone, Kano state, is hereby rejected.

Hypothesis 2: The null hypothesis state that There is no significant difference between the mean perception of Male and Female Social Studies teachers towards the impact of Social Studies education on the girl/child education in Kano Central Senatorial Zone, Kano state.

Justification for statistical technique: The Independent t-test sample statistics is used to test this hypothesis because the computed test quantitative variable of perception of Social Studies teachers on the Girl/Child education in Kano Central Senatorial Zone, Kano state (dependent variable) is being answered by two different groups of respondents of male and female teachers.

Table 4.3.2: Independent t-test sample statistics on the mean perception of male and female Social Studies teachers' perception on the Girl/Child education in Kano Central Senatorial Zone, Kano state.

Variable	gender of teacher	N	Mean	std.dev	std.err	Df	t Calculated	t critical	Sig (p)
impact of social studies education on the girl/child education in Kano Central Senatorial Zone, Kano state	Male	132	49.6515	3.62768	.31575				
	Female	58	50.0172	3.67777	.48292	**188**	0.637	1.96	0.525

Calculated p > 0.05, calculated t <1.96 at df 188

The result emanating from the above Independent sample t-statistics showed that there is no significant differences between male and female

Social Studies teachers in their mean perception on the Girl/Child education in Kano Central Senatorial Zone, Kano state. This is due to the fact that the calculated significance (P) value of 0.525 is higher than the 0.05 alpha level of significance while the calculated t value of 0.637 is lower than the 1.96 critical t value at df 188. Their calculated mean perceptions were 49.6515 and 50.0172 by all the male and female Social Studies teachers respectively. Therefore, the null hypothesis which state that there is no significant difference in the perception of male and female Social Studies teachers respondents perception on the Girl/Child education in Kano Central Senatorial Zone, Kano state, is hereby retained and accepted.

Hypothesis 3: The null hypothesis state that there is no significant difference between the mean perception of Urban and Rural Social Studies teachers on the Girl/Child education in Kano Central Senatorial Zone, Kano state.

Justification for statistical technique: The Independent t-test sample statistics is used to test this hypothesis because the computed test quantitative variable of perception of Social studies teachers on the girl/child education in Kano Central Senatorial Zone, Kano state (dependent variable) is being answered by two different groups of respondents of Urban and Rural teachers.

Table 4.3.3: Independent t-test sample statistics on the mean perception of Urban and Rural Social Studies teachers on the Girl/Child education in Kano Central Senatorial Zone, Kano state.

Variable	Location of teacher	N	Mean	std.dev	std.err	Df	t Calculated	t critical	Sig (p)
impact of social studies education on the girl/child education in Kano Central Senatorial Zone, Kano state	Urban	99	49.3636	3.88733	.39069				
	Rural	91	50.1978	3.31066	.34705	**188**	1.586	1.96	0.115

Calculated p > 0.05, calculated t <1.96 at df 188

The result emanating from the above Independent sample t-statistics showed that there is no significant differences between Urban and Rural Social Studies teachers in their mean perception on Social Studies teachers on the Girl/Child education in Kano Central Senatorial Zone, Kano state. This is due to the fact that the calculated significance (P) value of 0.115 is higher than the 0.05 alpha level of significance while the calculated t value of 1.586 is lower than the 1.96 critical t value at df 188. Their calculated mean perceptions were 49.3636 and 50.1978 by all the Urban and Rural Social Studies teachers respectively. Therefore, the null hypothesis which state that there is no significant difference in the perception of Urban and Rural Social Studies teachers respondents perception on the impact of Social Studies education on the Girl/Child education in Kano Central Senatorial Zone, Kano state, is hereby retained and accepted.

4.4 Discussions on Findings

The following discussions are made in regards to the findings from the Study specifically from the results obtained from the three research questions and hypotheses.

Hypothesis One: Result of this hypothesis revealed significant relationship between specialized and non specialized Social Studies teachers on the Girl/Child education in Kano Central Senatorial Zone, Kano. In fact their recorded mean perceptions were 50.0588 and 47.2500 by all the specialized and non-specialized Social Studies teachers respectively, showed that the specialized Social Studies teachers had better and broader knowledge and exposure to the impact of Social Studies education on the girl/child education in Kano Central Senatorial Zone. This is not surprising if not completely expected. The trained specialized Social Studies teachers had undergone academic and professional training in Social Studies and are therefore abreast of its impact towards Girl/Child education than their non-specialized, untrained Social Studies teachers who are forced to teach the subjects due to some exigencies like non availability of trained social studies teachers. Several literatures support this position, among who is Yunusa (2005) who opined that Social Studies education de-emphasize gender biasness in content and teaching and learning process. This is why majority of the specialized Social Studies teachers believe very strongly

that Social Studies is an instrument which create an increasing awareness and understanding of Girl/Child education in Kano Central Senatorial Zone.

Hypothesis Two: Result of this hypothesis revealed no significant relationship between male and female social studies teachers on the Girl/Child education in Kano Central Senatorial Zone, Kano. Their mean perception in this regard was not significantly different. This goes to show that irrespective of sex difference among the teachers, they have almost the same views regarding the Girl/Child education in Kano Central Senatorial Zone, Kano. It is not sex of the teacher that determines his or her knowledge of how Social Studies education can impact on Girl Child education, but other variables such as specialization in the subject. Both male and female teachers had high belief that Social Studies education develops in Girl/Child positive spirit of togetherness with comradeship and cooperation towards healthy nation. According to Abdullahi, (2007) a good Social Studies teacher, he/she must be someone who is sound and knowledgeable in his area of study.

Hypothesis three: Outcome of this hypothesis also showed that location of the Social Studies teachers does not significantly affect their perception Social Studies teachers on the Girl/Child education in Kano Central Senatorial Zone, Nigeria. This showed that whether the teacher is located in

the urban or rural locations. The most important thing is the effectiveness and skill applies in teaching and learning of social studies in the class room and skill acquired in the area of study.

4.5 Summary of Major Findings

- Specialized Social Studies had better and broader knowledge and exposure to the impact of Social Studies education on Girl/Child education.

- Sex of the Social Studies teachers has nothing to do with their perception of Social Studies on their impact on Girl/Child education, but the sound knowledge on the field. More emphasis should be lead on inculcating positive attitude and appropriate values of honesty, integrity, hard work, fairness, justice and togetherness for the development of the nation through research.

- Location of Social Studies teachers has nothing to do with its perception on the impact of Social Studies towards Girl/Child education, but its effectiveness and skills apply in teaching and learning in the classroom.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Introduction

This chapter gives the summary of the work, in addition it presents conclusion drawn from the study. The chapter finally presents some workable recommendations arising from the findings for subsequent contributions of Social Studies education on Girl/Child in Kano State in particular and Nigeria at large. Suggestions for further studies are equally provided in this concluding chapter.

5.2 Summary

The purpose of this is to assess the perception of Social Studies teachers on the Girl Child education in Kano Central Senatorial Zone, Nigeria. The study analyzed 196 respondents comprising 132 male and 64 female Social Studies teachers in Kano Central Senatorial Zone. It was found out that the perception of specialized Social Studies teachers are higher on impact of Social Studies education on Girl Child education also sex of Social Studies teachers has nothing to do on their perception, but their specialization on the area of study, location of Social Studies teachers does not affect their perception on the impact of Social Studies teachers, but their effectiveness and skill apply in teaching and learning of girl child education.

5.3 Recommendations

These are the recommendations based from the findings of this study:

- Only specialized Social Studies teachers be allowed to teach the subject in the Junior Secondary schools, Kano
- The curriculum of Social Studies should be reviewed to include emphasis inculcating positive attitude & appropriate values of honesty, integrity, hard work, fairness, justice & togetherness for the development of the nation through research.
- Social Studies teachers should stress the equality of Girl Child and the boy child to foster and create an increasing awareness and understanding of Girl/Child education, despite the location of their schools.

5.4 Suggestions

The researcher hereby suggest that similar studies be carried out in all states of federation so that ideas can be compared and holistic action be taken by the government and curriculum planners in order to realize full and proper impact of Social Studies education on Girl-Child education in all junior secondary schools in` Nigeria.

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Appendix A

Social Studies Section,
Department of Education,
Ahmadu Bello
Universality,
Zaria.

Dear Respondents,

This research is designed to examine Perception of Social Studies Teachers' towards the Impact of Social Studies Education on the Girl-child Education in Kano Central Senatorial zone in Kano State, Nigeria.

This study is being carried out as a procedure for partial fulfillment of the requirement for the award of M.ED degree in Social Studies education of Ahmadu Bello University Zaria.

The study will place social studies education curriculum in a better position to know whether its impact is been felt in the achievement of girl/child education objective in Kano Central Senatorial zone in Kano State. Your responses are basically for research purposes as you are requested to participate in this study and whatever information provided will be treated in strict confidence.

You are therefore kindly requested to honestly provide the required information to the best of your ability.

Thank you

Beatrice Hauwa Ali
M.ED Student

Appendix B

Respondents Questionnaire

Perception of Social Studies Teachers towards the Impact of Girl/Child Education (SSTPIGE (D)

Please tick (√) fill or indicate as appropriate

Section A: Personal Data

1. Name of school: _____
2. Status: _____
3. Gender: Male ( ) (b) Female ( )
4. Qualifications: (a) Grade II, NCE, B.Ed, M.Ed or

a. Grade II in social studies ( )
   NCE in Social Studies ( )
   B.Ed in Social Studies ( )
   M.Ed in Social Studies ( )
   Ph.D in Social Studies ( )

b. Others : History ( ) Geography ( ) Economics ( ) Sociology ( )
   Political Science ( ) e.t.c

5. Working experience: for how long have you been teaching
   a. 5 – 9years
   b. 10 – years and above

6. Location: Urban ( ) Rural ( )

Appendix C

PERCEPTION OF SOCIAL STUDIES TEACHERS' TOWARDS THE IMPACT OF SOCIAL STUDIES EDUCATION ON GIRL/CHILD EDUCATION IN KANO CENTRAL SENATORIAL ZONE, KANO STATE

Please indicate your degree of agreement with the statements below. Circle the appropriate option: SA = Strongly Agree, A = Agree, D= Disagree and SD = Strongly Disagree.

		SA	A	D	SD
1.	Social studies is an instrument which create an increasing awareness and understanding of girl/child education in Kano Central Senatorial zone.				
2.	Social studies education develops in girl/child positive spirit of togetherness with comradeship and cooperation towards healthy nation.				
3.	Social studies inculcate in the girl/child the acquisition of relevant knowledge and information which is an essential prerequisite of personal development as well as to a betterment of mankind.				
4.	Teaching of social studies enhances the girl/child education in Kano Central Senatorial Zone.				
5.	Social studies education has contributed much				

	in ensuring girl/child education objective in Kano Senatorial Zones.				
6.	Social studies education is helping girl/child in knowing their right to education.				
7.	Social studies education has helped in creating awareness on significance of girl/child education in the Kano Central Senatorial Zones.				
8.	Girl/child has no access to education in my schools around Kano Central Senatorial Zone.				
9.	The strategies and programme put in place Kano Central Senatorial school authorities zone where effective for both male and female social studies teachers towards contributing to girl/child education.				
10.	Both male and female social studies teachers are involved in encouraging girl/child education in Kano Central Senatorial Zone.				
11.	Social studies education is a tool which can be used to eliminate economy and social exploitation of girl/child as well as child labours and protect young girls in Kano Central Senatorial Zone.				
12.	Social studies education being a problem solver has helped girls/women to fight their fears and feelings of inadequacy or inferiority in my				

	schools in Kano Central Senatorial Zone.				
13.	Social studies education inculcates positive attitude and appropriate values of honesty, integrity, hard work, fairness, justice and togetherness for the development of the nation through girl/child education.				
14.	Social studies curriculum does not have a role to play in girl/child education.				
15.	Social studies cannot ensure proper girl/child education objective in secondary schools.				
16.	Social studies education has not make girl/child/women to participate fully in all their affairs of their nation and to be at centre of sustainable development.				
17.	Despite the teaching of social studies in secondary schools, there is increase in disparity between male and girl/child education in Kano Central Senatorial Zone.				

	Item I: Perception of specialized and non specialized social studies teacher	**SA**	**A**	**D**	**SD**
1.	Social studies education is an instrument which creates an increasing awareness and understanding girl/child education.				
2.	Social studies education develops in girl/child				

	positive spirit of togetherness with comradeship and cooperation towards health nation.				
3.	Social studies inculcate in the girl/child the acquisition of relevant knowledge and information which is essential prerequisite to personal development as well as to a betterment of mankind.				
4.	Social studies education inculcates positive attitude and appropriate values of honesty, integrity, hard work, fairness, justice and togetherness for the development of the nation.				
5.	Social studies education is a tool which can be used to eliminate economy and social exploitation of girl/child as well as child labour.				
6.	Social studies education is helping girl/child in knowing their right to education.				

Item II: Perception of mal and female social studies teachers					
1.	The strategies and programmes put in place in Kano central senatorial school authorities where effective for both male and female				
2.	Both male and female social studies teachers are involved in encouraging girl/child education.				
3.	Social studies education being a problem solver has helped girl/child to fight their fears and feelings of inadequacy or inferiority.				
4.	Despite the teaching of social studies in secondary schools, there is increase in disparity between male and girl/child education.				
Item III: Perception of urban and rural social studies teachers					
1.	Social studies education has contributed much in ensuring girl/child education.				
2.	Social studies education has helped in creating awareness on significance of girl/child education.				
3.	Teaching of social studies enhances girl/child education.				

4.	Girl/child has no access to education in my school.				
5.	Social studies curriculum does not have a role to play on girl/child education.				
6.	Social studies education has not make girl/child/women to participate fully in all their affairs of their nation and to be at centre of sustainable development.				
7.	Social studies education cannot ensure proper girl/child education.				
Item 2: Perception of male and female social studies teachers					
1.	The strategies and programmes put in place in Kano central senatorial school authorities where effective for both male and female				
2.	Both male and female social studies teachers are involved in encouraging girl/child education.				
3.	Social studies education being a problem solver has helped girl/child to fight their fears and feelings of inadequacy or inferiority.				
4.	Despite the teaching of social studies in secondary schools, there is increase in disparity between male and girl/child education.				

Item III: Perception of Urban and Rural social studies teachers					
1.	Social studies education has contributed much in ensuring girl/child education.				
2.	Social studies education has helped in creating awareness on significance of girl/child education.				
3.	Teaching of social studies enhances girl/child education.				
4.	Girl/child has no access to education in schools around Kano Central Senatorial zone.				
5.	Social studies curriculum does not have a role to play on girl/child education.				
6.	Social studies education has not make girl/child/women to participate fully in all their affairs of their nation and to be at centre of sustainable development.				
7.	Social studies education cannot ensure proper girl/child education.				

Thank you for your cooperation

APPENDIX "D"

SOCIAL STUDIES TEACHERS PERCEPTION TOWARDS THE IMPACT OF SOCIAL STUDIES ON GIRL-CHILD EDUCATION IN JSS KANO CENTRAL SENATORIAL ZONE, KANO
RELIABILITY

Item Statistics

	Mean	Std. Deviation	N
Social Studies is an instrument which create an increasing awareness and understanding of the achievement of girl/child education objectives in kano central Senatorial Zone	3.6333	.66868	30
Social Studies education develops in gir/child positive spirit of togetherness with comradeship and cooperation towards healthy nation	3.5667	.50401	30
Social Studies inculcate in on the girl/child the acquisition of relevant knowledge and information which is an essential prerequisite of personal development as well as to a betterment of mankind	3.4667	.68145	30
Teaching of Social Studies enhances the achievement of girl/child education objective in kano central Senatorial Zone	3.5333	.57135	30
Social Studies education has contributed much in ensuring the achievement of girl/child education objective in kano central Senatorial Zone	3.4667	.73030	30

Social Studies education is helping girl/child in knowing their right to education	3.5333	.68145	30
Social Studies education has helped in creating awareness on significance of girl/child education objectives in kano central Senatorial Zone	3.5333	.57135	30
girl/child has no access to education in my schools around kano central Senatorial Zone	3.5667	.56832	30
The strategies & program put in place in kano central Senatorial Zone were effective for both male and female Social Studies teachers toward contributing to the achievement of girl/child educational objectives	3.5667	.56832	30
Both male and female Social Studies teachers are involved in encouraging girl/child education objectives in kano central Senatorial Zone	3.4667	.68145	30
Social Studies education is a tool which can be used to eliminate economy and social exploitation of gir/child as well as child labour & protect young girls in kano central Senatorial Zone	3.5000	.62972	30
Social Studies education being a problem solver has helped girls/women to fight their fears & feelings of inadequacy or inferiority in my schools in kano central Senatorial Zone	3.5333	.57135	30

Social Studies education inculcates positive attitude & appropriate values of honesty, integrity, hard work, fairness, justice & togetherness for the development of the nation through girl/child education	3.4333	.77385	30
Social Studies curriculum does not have a role to play in achieving of girl/child education objectives	3.1000	1.06188	30
Social Studies cannot ensure proper achievement of girl/child objectives in secondary schools	3.1000	1.09387	30
Social Studies education has not made girl/child/women to participate fully in all their affairs of their nation & to be at centre of sustainable development	3.1000	1.09387	30
Despite the teaching of Social Studies in sec schools, there is increase in disparity btw male and girl/child education in Kano central Senatorial Zone	3.0667	1.11211	30