

**SURVEY ON EFFICACY OF SOCIAL STUDIES EDUCATION IN TEACHING
CONFLICT RESOLUTION AMONG NCE STUDENTS IN KANO STATE-NIGERIA**

BY

**DANMARI, Abdullahi Yusuf Nuruddeen
NCE, B.ED (SOCIAL STUDIES)
M.ED/EDUC/44522/2012-2013**

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

NOVEMBER, 2016

**SURVEY ON EFFICACY OF SOCIAL STUDIES EDUCATION IN TEACHING
CONFLICT RESOLUTION AMONG NCE STUDENTS IN KANO STATE-NIGERIA**

BY

**DANMARI, Abdullahi Yusuf Nuruddeen
NCE, B.ED (SOCIAL STUDIES)
M.ED/EDUC/44522/2012-2013**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
AHMADU BELLO UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER'S DEGREE IN SOCIAL STUDIES
EDUCATION**

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

NOVEMBER, 2016

DECLARATION

I hereby declare that this study entitled “Survey on Efficacy of Social Studies Education in Teaching Conflict Resolution among NCE Students in Kano State, Nigeria” has been carried by me in the Department of Arts and Social Science Education under the supervision of Dr I.D. Abubakar and Dr. H.I. Bayero. The information derived from the literature to the best of my knowledge has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree at any university. I am liable for any mistake(s) in this work.

.....

DANMARI, Abdullahi Yusuf Nuruddeen

.....

Date

CERTIFICATION

This dissertation titled “Survey on Efficacy of Social Studies Education in Teaching Conflict Resolution among NCE Students in Kano State, Nigeria” by DANMARI, Abdullahi Yusuf Nuruddeen meets the regulations governing the award of the degree of masters of Education in Social Studies of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

.....
Dr. I.D. Abubakar
Chairman Supervisory Committee

.....
Date

.....
Dr. H.I. Bayero
Member Supervisory Committee

.....
Date

.....
Dr. A. Dalhatu
Head, Department, Arts and Social Science Education

.....
Date

.....
Prof. K. Bala
Dean, School of Post Graduate Studies

.....
Date

DEDICATION

This dissertation is dedicated to my beloved grand parents Late Alhaji Abdullahi Labaran, Fatima Abdullahi Labaran, my lovely parents; Alhaji Yusuf Usman Danmari, Larai Abdullahi Labaran and my beloved wife Halima Abdullahi Umar and my lovely children; Abdullah Nuruddeen Danmari (Ameer), Khadija Nuruddeen Danmari (Ihsaan) and Afaf Nuruddeen Danmari for their understanding, caring and support throughout this programme

ACKNOWLEDGEMENTS

My profound gratitude goes to Almighty Allah (S.W.T) in His infinite mercies for making this research work and the entire programme a great success. My sincere gratitude goes to my major supervisor and Head of Section Dr. I.D. Abubakar and also my minor supervisor Dr. H.I. Bayero who took their time to critically go through my work and offered useful suggestions, which made this dissertation a reality. Thank you and May Almighty Allah continue to shower His blessings upon you all (Ameen).

My appreciation also goes to my lecturers in Social Studies Section, Department of Arts and Social Science, A.B.U, Zaria such as; Prof. M.C. Ubah and other lecturers in the Faculty of Education for their efforts in inculcating positive skills, values, attitudes and knowledge to me during my programme.

When Seneca said “let him who will be grateful think of repaying a kindness even whilst it, I wonder if he had never thought that certain favours can never be paid back no matter how much this explains the case between those who contributed to the success of my study and life generally, are my beloved father (ALHAJI YUSUF USMAN DANMARI) and mother (Maryam Abdullahi Labaran) for their moral, spiritual and financial support towards my success in academic programmes and life as a whole.

My sincere and special gratitude goes to my brothers and sisters Late Surajo Salisu, Magaji Y. Danmari, Yakubu Y. Danmari, Sadiq Y. Danmari, Abba Yusuf, Fatima Y. Danmari, Hauwa Yusuf, Samira Abdullahi Magaji, Aminu Y. Danmari, Aminu Yusuf, etc for their support and encouragement.

My sincere and special gratitude goes to my friends, Zakari Iliyasu, ASP. Mohammed Suleiman, Jamilu J. Salihu, Mansir Hashim, Zuwaira Aadmu, Mohammed Ibrahim, Hibbatu Adamu, Faisal Ahmed Imam, Nasa'i Mohammed, Nuruddeen Sambo Nuruddeen, Fatima, Muas Ibrahim Iyayi, (etc) and my entire classmates for their support towards the success of my programme and life in general. I pray May Almighty Allah bless and reward you abundantly (Amen).

My sincere gratitude specially goes to Federal College of Education, Kano and Sa'adatu Rimi College of Education, Kumbotso, Kano as well as Malam Aminu Kano College Legal and Islamic Studies, Kano as my pilot study area and to my research assistants for their cooperation and encouragement.

I wish to extend my gratitude and appreciation to my able and dynamic lecturers; Dr. S.U El-Yakub, Prof. S. Kajuru, Dr. Kaita, Dr.(Mrs) Bawa, Dr. Mustapha, Dr. (Mrs), H.O. Yusuf, Dr. Maina, Dr. Guga, Prof. Sani Sambo, etc and Internal Examiners for their contributions, support and encouragement throughout my programme.

I also wish to extend my appreciation to the entire management of Federal College of Education, Zaria for their support throughout my Postgraduate programme in Ahmadu Bello University, Zaria.

May Almighty Allah will be above you to bless you, below you to support you, before you to guide you, behind you to protect you, beside you to comfort you and inside you to sustain you (Amin).

ABSTRACT

The study is titled “Survey on Efficacy of Social Studies Education in Teaching Conflict Resolution among NCE Students in Kano State, Nigeria”. The study used survey research design and 372 out of total of 6244 Social Studies students of NCE from Federal College of Education, Kano and Sa’adatu Rimi College of Education-Kumbotso, Kano participated as sample in the study. Purposive sampling technique was used to select the sample. The study used structured questionnaire titled “Conflict Resolution through Social Studies Education Questionnaire (CRESSEQ). The instrument was duly validated. The reliability coefficient obtained after pilot testing is 0.847. The arithmetic mean and standard deviation are used in answering the questions raised by the study while t-test independent sample was used in testing the null hypotheses at 0.05 level of significance. The study discovered that there is no significant difference between the views of NCEII and NCEIII students on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria; it was also discovered that there is no significant difference between the views of male and female students on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria. The study also found out that there is no significant difference between the views of SRCOE and FCEK students on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria. The study in the light of the above recommends that the curriculum of social studies in Colleges of Education should be subjected to periodic review in order to take care of the emerging issues of national importance and make it more relevant to the socio-political, economic and educational need of contemporary Nigeria as demanded by the National Policy on Education and that Social studies education teachers should endeavour to attend seminars, workshops, conferences and in-service training.

LIST OF TABLES

	Page
Table 1: Population of the study	41
Table 2: Sample size table	42
Table 3: Distribution of respondents by gender	45
Table 4: Distribution of respondents by study level	46
Table 5: Distribution of respondents by ownership	46
Table 6: Opinions of NCEII and NCEIII students in Teaching Conflict Resolution	47
Table 7: Opinions of male and female students in Teaching Conflict Resolution	48
Table 8: Opinions of FCEK and SRCOE students in Teaching Conflict Resolution	49
Table 9: Mean difference on NCEII and NCEIII students in Teaching Conflict Resolution	50
Table 10: Difference between male and female Students in Teaching Conflict Resolution	51
Table 11: Difference between FCEK and SRCOE in Teaching Conflict Resolution	52

LIST OF ABBREVIATIONS

ABU: Ahmadu Bello University

AIDS: Acquired Immune Deficiency Syndrome

ANC: African National Congress

AU: African Union

ASESP: Africa Social and Environmental Studies Programme

CESAC: Comparative Education Study and Adaptation Centre

CRESSEQ: Conflict Resolution through Social Studies Education Questionnaire

CSGs: Civil Society Groups

FCEK: Federal College of Education, Kano

HIV: Human Immune-deficiency Virus

JCC: Joint Consultative Committee

LGAs: Local Government Areas

NCE: Nigerian Certificate in Education

NCSS: National Council of Social Studies

NERC: Nigeria Educational Research Council

NGOs: Non-Governmental Organizations

NNTEP: Northern Nigeria Teachers Education Project

NOA: National Orientation Agency

OPC: Oodua Peoples' Congress

SOSAN: Social Studies Association of Nigeria

SOSCEAN: Social Studies and Civic Educators Association of Nigeria

SPSS: Statistical Package for the Social Sciences

SRCOE: Sa'adatu Rimi College of Education

STD: Sexually Transmitted Disease

USAID: United States Agency for International Development

UN: United Nations

TABLE OF CONTENTS

	<i>Page</i>
TITLE PAGE	I
DECLARATION	III
CERTIFICATION	IV
DEDICATION	V
ACKNOWLEDGEMENTS	VI
ABSTRACT	VIII
LIST OF TABLES	IX
LIST OF ABBREVIATIONS	X
LIST OF APPENDICES	XIV

CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	1
1.2	Statement of the Problem	3
1.3	Objectives of the Study	4
1.4	Research Questions	5
1.5	Research Hypotheses	5
1.6	Significance of the Study	6
1.7	Scope of the Study	7

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.01	Introduction	9
2.02	Theoretical Framework	9
2.03	Concept of Social Studies Education	11
2.04	General Objectives of Social Studies Education	13
2.05	Nature and Scope of Social Studies Education	15
2.06	Historical Development of Social Studies Education in Nigeria	17
2.07	Justifications for the Introduction of Social Studies Programme in Nigeria	21
2.08	Concepts of Conflict and Conflict Resolution	22
2.8.1	Concept of Conflict	22
2.8.2	Concept of Conflict Resolution	23
2.09	Nature and Extent of Conflicts in Nigeria	24
2.10	Causes and Types of Conflicts in Nigeria	26
2.11	Implications of Conflicts	30
2.12	Review of Related Empirical Studies	32
	Summary	38

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	40
3.2	Research Design	40
3.3	Population of the Study	41

3.4	Sample and Sampling Procedure	41
3.5	Instrumentation	42
3.5.1	Validity of the Instrument	43
3.5.2	Reliability of the Instrument	43
3.6	Data Collection Procedure	43
3.7	Statistical Analysis Procedure	44

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1	Introduction	45
4.2	Presentation of Bio-Data Variables	45
4.3	Answering Research questions	46
4.4	Test of Hypotheses	50
4.5	Summary of major Findings	52
4.6	Discussion of Results	53

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Introduction	57
5.2	Summary	57
5.3	Conclusions	59
5.4	Contribution to Knowledge	60
5.5	Recommendations	60
5.6	Suggestions for Further Studies	61
	References	62
	Appendix A: Questionnaire	67
	Appendix B: Tables of students opinions	71

Appendix C: SPSS statistical output	81
Appendix D: reliability coefficient test	86
Appendix E: Research Advisors Table of Sample Selection	91
Appendix F: Introductory Letter	93

CHAPTER ONE INTRODUCTION

1.1 Background to the Study

The ultimate objective of social studies is the training of reasonable, responsible, productive and well behaved citizens. Thus Social Studies Education, seeks to equip its products with requisite knowledge, skills, values and attitudes to confront the problems of their environment and to enable them live together in peace and harmony and to contribute to the development of their society. However, social relationships and other forms of social interaction among human beings are prone to a swing from harmony to conflict, which makes it easy to surmise that conflict is inherent part to human existence. Durby, (1995) further states that, “Conflict is neither good nor bad, but intrinsic in every social relationship from marriage to international diplomacy. Whenever two or more people are gathered, there is conflict or potential conflict. The real issue is not the existence of conflict but how it is handled”.

As stated above, conflict is inevitable in human and organizational relationships and will naturally occur with the passage of time. In some cases, and if it occurs at its optimum level, conflict will stimulate changes and improvements in the decision making process as well as the operations of the organization. Conflict, from another but supportive angle, is a process exhibiting two parts; a desirable positive aspect (dialectician) which breaks conservatism and ensures social progress and an avoidable negative aspect leading to destruction, if not contain or reconstructed. This negative aspect is violent behaviour which is the job of both the AU and UN to contain or reconstruct, or both. Conflict resolution is therefore a necessity here. Conflict resolution is primarily addressed at regaining or sustaining, developed ways of life,

or both. The most destructive form of conflict is war and “violence caused by the power of the gun in Africa has been the most violating power on the continent, it continues to cause famine and the mass displacement of people. It causes mass migration and traumatizes young and old, women and men and the impersonal environment”. Conflict prevention therefore describes a whole range of development and crisis intervention efforts (such as undertaken by the AU and UN) to reconcile parties and groups with incompatible interest and to prevent the pursuit of divergent goals from degenerating into armed violence (Francis, 2005).

Conflicts in Africa breach the peace of the continent and disrupt the social order and development. Although this trend is global, conflict in Africa has been most frequent, intensive and destructive. The two clear examples of this are the Rwanda genocide and that of Darfur crisis in the Sudan theaters of war, as in reference to Morocco, Sierra Leone, Liberia, Guinea-Bissau, Cote D’voire, Mali, Chad, Congo, Burundi, Angola, Namibia, Zimbabwe, South Africa, Somalia, Zaire, Ethiopia, Eritrea, etc among others are clear examples of Africa’s dilemma, i.e. peace and development. In fact, there is a superfluity of inter-state and intra-state conflicts as well as inter-communal clashes all over the continent (Galadima, 2005). Conflict prevention avoids conflict together or evades the re-engagement of conflicts, it is the conflict resolution procedure in conflict prevention that actually serves to deflate ensuring conflicts, conflict resolution has therefore made necessary the allied processes of peace-keeping (halting wars) peace-making (containing hostilities) and peace-building (preventing further hostilities or recurrence of war).

Nigeria, like other nations of the world has experienced and continues to experience conflicts with serious consequences on the people. Since independence to the present moment, Nigeria has witnessed numerous conflicts (civil war and civil disturbances) during which many lives

and valuable assets were lost. As the nation is moving towards democratization, more conflicts have been witnessed and are expected, what is required is high sense of maturity and patriotism in managing emerging conflicts. It is against this background that the researcher intends to find out the Survey on the Efficacy of Social Studies Education in Teaching Conflict resolution among NCE Students in Kano state-Nigeria.

1.2 Statement of the Problem

Conflict among people and in all societies is normal and there may never be a conflict free society. However, educationists, more especially social studies experts, get concerned when and where conflicts become widespread and recurrent. They become more concerned when and where the conflict is violent resulting in the loss of lives and properties. Any conflict that affects the stability peace, harmony and continued existence of society must be averted. Whenever a conflict erupts, there are many victims which include children, women, old people, students, disables and other innocent people that may have no direct connection with the conflict. Victims of conflict may loose their property, health, prestige or even lives.

It is desirable to ask; what are the direct consequences of conflicts that social studies experts must identify, study and offer policy-related recommendations for possible remedies? It is argued that besides the well known loss of lives and properties in conflicts, the other negative consequences emanating from conflict are equally traumatic and deserving of attention.

Therefore, the occurrence of conflicts has to be avoided if society is to progress. Conflict resolution is the process by which the parties involved in a conflict agree to discuss the problem and negotiate a solution. Conflict resolution can be done with the help of a neutral person.

In this regard, the researcher attempts to find out the efficacy of social studies education in teaching conflict resolution skills among NCE students in colleges of education, Kano State running social studies courses. Social studies education contents are drawn to help students to develop the ability to make reflective decisions in order to be able to solve individual and social problems and to participate intelligently in social actions. The problem of this study therefore hinges on the efficacy of social studies education in teaching conflict resolution based on the views of NCE students in Kano state, Nigeria. Whether the views also vary according to gender, colleges and level of class are other matters of focus.

1.3 Objectives of the Study

The main objective of this study is to examine the views on efficacy of Social Studies Education in conflict resolution among NCE Students in Kano state-Nigeria. To accomplish the aforementioned, the specific objectives of the study are to:

- i. Find out how NCE II and III students view the efficacy of social studies education in promoting conflict resolution in Kano state-Nigeria;
- ii. Find out if there is difference between the views of male and female students on the efficacy of social studies education in conflict resolution among NCE students in Kano state-Nigeria;
- iii. Determine if there is difference between the views of students of FCE, Kano and SRCOE, Kumbotso on the efficacy of social studies education in conflict resolution among NCE students in Kano state-Nigeria;

1.4 Research Questions

The following research questions have been advanced for this study:

- i. How do NCEII and NCEIII students express the efficacy of social studies education in promoting conflict resolution in Kano state-Nigeria?
- ii. To what extent is the difference between the views of male and female students on the efficacy of social studies education in conflict resolution among NCE students in Kano state-Nigeria?
- iii. To what extent do the views of students of FCE, Kano and SRCOE, Kumbotso differ on the efficacy of social studies education in conflict resolution among NCE students in Kano state-Nigeria?

1.5 Research Hypotheses

Based on the research questions stated above the following null hypotheses are hereby formulated and shall be tested at 0.05 levels of significance for this study:

- H₀₁: There is no significant difference between the views of NCEII and NCEIII students on the efficacy of social studies education in conflict resolution in Kano state-Nigeria;
- H₀₂: There is no significant difference between the views of male and female students on the efficacy of social studies education in conflict resolution among NCE students in Kano state- Nigeria;
- H₀₃: There is no significant difference between the views of students of FCE, Kano and SRCOE, Kumbotso on the efficacy of social studies education in conflict resolution among NCE students in Kano state-Nigeria.

1.6 Significance of the Study

It is important to note that the outcome of the research will be useful to teachers and educational institutions as a source of inspiration and knowledge of managing conflict, as the study will expose and explain the relevance of social studies education as it helps in promoting peace and national integration by resolving conflict in Nigeria as a whole, with particular reference to Kano State.

The study will be of great benefit to social studies students as it will enlighten them about their role in preventing, managing and resolving conflicts in their communities and country in general. It will therefore create awareness in them on the need to promote unity and peaceful co-existence in order to prevent conflict in the society.

To the education policy makers and curriculum planners, the study will assist them in providing adequate action plans that will boost the teaching and learning of social studies education even beyond the junior secondary school level. It will also assist education policy makers' especially the curriculum developers in enhancing the contents and objectives of social studies education to widely tackle conflict resolution skills to avoid unnecessary conflicts amongst its adherents and beyond.

In the same vein, the study will further serve as a wake-up call to the government on the need to give priority attention to the teaching of social studies beyond junior secondary schools. This will help in promoting conflict resolution skills among Nigerians. Similarly, the study will assist in clearing the doubts of social studies education who viewed it as a mere repetition of what other social science subjects and humanities were out to treat.

The study will be of importance to Non-Governmental Organizations (NGOs), National Orientation Agency (NOA), Civil Society Groups (CSGs) and Religious bodies as it will serve as a source of information on their role towards conflict management and resolution in the country with particular reference to Kano State, through which their efforts can be sustained and intensified for the achievement peace and unity, growth and development in the nation at large.

Furthermore, this study will provide a valid research-based for researchers and publishers who want to embark on a similar research, as the study will explain Social Studies Education as it helps in promoting peace by resolving conflict in Nigeria as a whole, with particular reference to Kano State. Moreover, the study will assist law enforcement agencies with valuable and time-tested strategies for effective conflict resolutions, negotiations and conciliations among disputing parties especially during litigations.

1.7 Scope of the Study

This study is aimed at investigating the efficacy of Social Studies education in teaching conflict resolution among NCE students in Kano state, Nigeria. The scope of this research will cover Colleges of Education offering Social Studies education as a course at NCE level. The study will be restricted to efficacy of social studies education in teaching conflict resolution among NCE students in Kano state-Nigeria. The Colleges of Education that offer social studies education as a course in the study area are Sa'adatu Rimi College of Education, Kumbotso and Federal College of Education, Kano. The study furthermore is interested in

NCEII and NCEIII students in the two (2) Colleges of Education because of the conviction that they have undergone courses related to conflict resolution.

CHAPTER TWO REVIEW OF RELATED LITERATURE

2.01 Introduction

This chapter attempted discussing relevant related studies to the research under the following sub-headings:-

- Theoretical framework
- Concept of Social Studies Education
- Objectives of Social Studies Education
- Nature and Scope of Social Studies Education
- Historical Background of Social Studies Education in Nigeria
- Justification for the Introduction of Social Studies Education in Nigeria
- Concept of Conflict and Conflict Resolution
- Brief Nature and Extent of Conflicts in Nigeria
- Causes and types of Conflicts in Nigeria
- Implications of Conflict to National Development
- Review of Related Empirical Studies
- Summary

2.02 Theoretical Framework

This study employed conflict theory to serve as a “plank” upon which the study rests. Folger (1995) defines conflict as “the interaction of interdependent people who perceived incompatible goals and interference from each other in achieving those goals”. Theories and other extensive discussions of conflict as a means of explaining the dynamics of society can

be traced to the contributions of Marx (1844) especially his treatise on social relations and class conflict. These resume that conflict is the prime moving force in society and in history. He argues that society is in a state of constant conflict between groups and classes. Conflict is a constraint struggle for power and income involving classes, races, sexes and nationalities.

Conflict theorists posit that conflict is the basis of social life and manifests itself in the interrelationships between groups of varying interests. It is also significant in resolving differences and achieving a certain level of unity in consistency with maxim “if you want peace, prepare for war”. Coser (1956) argued that conflict benefits the group structure or not depending on the issues involved and the social structure within which the conflict occurs. On the whole, conflict theorists are of the opinion that societies are held together not by consensus but by constraints not by universal agreements but by the coercion of some by other. These constraints and coercion generate conflict, which brings about change in the groups or society as such whenever there is social life then conflict is an inherent part. According to Dahrendorf (1959), if there is any integration then it is often generated through the conflict within the group. It is usual for a society to have groups with certain interests which may be latent or manifest.

Lockwood (1990) argues that the scarcity of resources in society makes competition for these resources inevitable which manifests itself in a conflict of interests that often sparks off conflict. According to him, conflict should not be seen as an indication of the absence of value consensus but is actually an integral part of the social system. While, in Collins’ perception (1975), irrespective of the type of structure, the entire fabric of social life consists of a struggle for power and status between groups and between individuals. This struggle tends to produce latent conflict in all social relations at individual or groups levels. However,

in a later treatise, Colins (1992) points out that the power of those at the higher end of the power ladder is not absolute, it is often restricted in a number of important ways, which enable those at the lower end of the power ladder some freedom of action.

The implication of the theory to the study is that conflict is a permanent reality than peace and as per as human beings co-exist, there is bound to be conflict. The only visible reality is to find workable and long lasting measures to resolve these conflicts. Social Studies education as a course of study equip its adherents through its teachings and advocacies with skills and competencies to amicably resolve all sorts of conflicts be it socio-cultural, political, religious etc. both between individuals and among groups and countries.

2.03 Concept of Social Studies Education

Social studies has been variously defined as the study of man and his physical and social environment with a view of breeding effective citizenry. Dubey and Barth (1980) viewed social studies as a subject that studies man, his activities in relation to his social, economic, political, cultural and physical environment for personal and social development. Ololobou (1989) described social studies as an organized integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing of effective citizens. Nielson (2000) defined social studies as, “the study of human culture and social interaction in time and space for the purpose of enhancing citizenships participation”.

Kissock as cited in Okojie (2007) depicts social studies as a programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with each other, their world and

themselves. Okam (2006) viewed social studies as; “a complex but organized process through which individuals acquire worthy knowledge, attitudes, values, skills and competence that are vital; for self fulfillment and effective contribution to the survival and continuity of the society”.

Another definition of social studies as provided by the African Social Studies Environmental Studies Programmes in Ololobou (2010) 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. According to Ololobou (2010), 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. The essence of studying social studies is to make out of learners, persons who are responsive and responsible citizens".

According to Omooba, Obi and Olabode (2008), social studies "is a programme of study which a social studies teacher uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with one another, their world and themselves". According to Mezieobi, Fubara and Mezieobi (2008), social studies may be simply defined as an "integrative field of study which probes man's symbiotic relationships with his environments endows man with the reflective or contemplative capacities, intellectual, affective, social and work skills, to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society."

According to Okonkwo (2000), social studies is "The study of man and his physical and social environments and of how man interacts with others". However to Onipe (2004), social studies is an integrated study that critically looks at man and his complex relationships within his socio-physical environments. Ogundare (2000), 'Social studies is a study of problems of survival in an environment and how to find solutions to them. It is a multi-disciplinary study of topic, a problem, an issue, a concern or an aspiration'. Furthermore, according to Ololobou (2004), social studies is seen as: An organized integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills, and desirable attitudes and actions for the purposes of producing an effective citizenry.

From the above definition, it could be deduced that social studies is the integration and interdisciplinary approach used in inculcating the right types of values, attitudes, patriotism and national unity for sustainable growth and development in the country.

2.04 General Objectives of Social Studies Education

The general objectives of social studies education have been seen and categorized in various ways depending on the use in which the objectives is being employed. Therefore, Social studies objectives were coined out from the four national educational aims and objectives as outline in the NPE (2013) which are as follows:

- i. The inculcation of national conscious and national unity.
- ii. The inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society.
- iii. The training of the mind in the understanding of the world and;

- iv. The acquisition of appropriate skills abilities and competence both mental and physical as equipments for the individual to live and contribute to the development of the society.

The following objectives of social studies are viewed and endorsed by Fadeiye (1981) and Ajiboye (1999).

- i. To develop a capacity to learn and acquire basic skills including those of listening speaking, reading, writing, calculation, together with those of observation, analysis and inference which are essential to the forming of sound socio-economic and political judgment.
- ii. To ensure the acquisition of that relevant body of knowledge and information, which is an essential prerequisite of personal development and to the making of a positive personal contribution to the betterment of the society as a whole.
- iii. To create an awareness and understanding of our evolving social and physical environment, its natural, man-made, cultural and spiritual resources together with the rational use and conservation of these resources for national development.
- iv. To develop a systematic appreciation of the diversity and inter-dependence of all members of the local community, and the wider national and international community.
- v. To develop in student positive attitudes of togetherness, comradeship and towards a healthy nation, the inculcation of appropriate values of honesty, integrity, hard work, fairness and justice at work and play as one's contribution to the development of the nation.

2.5.1 Nature and Scope of Social Studies Education

The nature of social studies education refers to the important features which differentiate social studies from other social sciences or subject areas. Therefore, Olojoba (2010) describe the nature of social studies education to include:

- i. It is a study of man as he interacts with the environment. Man is the central or core concern as he relates with the various aspects of the environment.
- ii. It is integrated knowledge and information drawn from a wide variety of sources used to study man comprehensively. Social studies therefore portrays the oneness and indivisibility of knowledge and the reality of man's interaction with the environment.
- iii. Social studies is value based. All three domains of learning such as cognitive, affective and psychomotor are emphasized. However, the affective aspect of learning is given high importance because social studies is interested in modifying the behavior of learners to get integrated into their various cultural areas.
- iv. Social studies is a problem-oriented area of study. It is a response to the problems of society with a view to seeking rational solutions to the identified problems.
- v. Inquiry is the core of all teaching approaches in social studies. Learners are expected to go into the environment to investigate, collect, analyze data to make inferences and conclusions on social issues and phenomenon.
- vi. Social studies is citizenship education. It is a study that exposes learners to the basic tenets of citizenship, which emphasizes rights and obligations, human dignity and worth, dignity in labour, moral and spiritual principles in interpersonal relations to make them socially responsible citizens.

According to Mezieobi, Fubara and Mezieobi (2013) 'scope' of social studies education can be referred to as the content or subject matter, skills, values, attitudes and beliefs that have been or can be included in the social studies programme. It is the content coverage of the social studies syllabus, curriculum or programme. The scope of social studies is vast or broad and ordinarily limitless. The scope of social studies, however extensive, covers the following;

- i. Content is tailored specifically to a particular society like Nigeria. Nonetheless, content can be drawn from anywhere in the universe to enrich or complement the local content.
- ii. The content focuses largely on what is on ground, i.e., the present with an eye on what is should be in the future. The past is never ignored as there are experiences that may be drawn to enrich the present or future content of social studies.
- iii. The content of social studies programme is drawn from the social sciences, the humanities, oral history, contemporary issues, mass media, personal or group experiences of learners, teachers, parents and from resource persons and places, ideas, past activities and thoughts etc.
- iv. The syllabus or curriculum of social studies is flexible and accommodates new trends or changes, problems or aspirations in the world or in a society that bear relevance to social studies teaching as the classrooms must reflect the goings-on in the society (Mezieobi, Fubara and Mezieobi 2013).

2.06 Historical Development of Social Studies Education in Nigeria

The African Social and Environmental Studies Programme (ASESP, 1994), related the purpose and content of social studies as a school subject which are closely related to African traditional citizenship education. From the perspective of this view; the developmental trend of social studies education in Nigeria can be traced back to the African traditional education, colonial, post-colonial and the integrated approach.

Irrespective of the claims of some scholars that social studies was imported to Nigeria from Britain or the United States of Americas, Mezieobi (1992; 1993) has concertedly noted that social studies has been in Nigeria right from its inception in the Nigerian traditional time. He further observed that what was borrowed was the concept 'social studies' and the inclusion of social studies as a discrete subject in the curricula of primary schools among others.

This tradition education was basically citizenship education. Nigeria like other African nations had a system of education that integrated the young members into the society through the inculcation of cultural practices, values and beliefs. The goals of this system of education was to make individuals functional and productive members of the society (Ololobou 2010).

According to Mezieobi (2013), social studies in the formal school setting can be traced to the arrival of the Christian missionaries in 1842 and the consequent establishment of the first primary school at Badagry, Nigeria. The colonial curriculum at the time contained aspects of social studies. For example, social studies was subsumed in manner such as morals, religious curriculum. Social studies was also taught in the canopy of general knowledge, general studies and civics education. History and geography were also part of the curriculum in the

colonial primary schools. These provided the 'social studies' content which then had a foreign outlook.

Mezieobi (2013), also said; the period between 1960 and 1981 was a landmark in the educational revolution in Nigeria. It was an era of critical re-appraisal of the entire educational system and its curricula. The criticisms that challenged the irrelevance of all the school curricula, including colonial social studies, led to the first muting of the introduction of social studies as a discrete subject and its acceptance by the 1969 national curriculum conference of 8th-12th September. After due considerations of what Nigeria stands to gain from social studies, adopted it as a discrete subject for Nigerian schools.

Before the Mombassa conference of 1968, there were some other efforts in social studies education. Perhaps, the beginning of a truly indigenous social studies programme in Nigeria was the Aiyetoro experiment known as the "Ohio project", which was a programme of educational partnership between the government of the then western region of Nigeria and the University of Ohio in the United States of America (Makinde, 1979). This led to the teaching of social studies to teachers and the subsequent production of a social studies syllabus and a textbook. In August, 1963, at the Comprehensive High School, Aiyetoro, Egbado, the joint effort between the then western region and the United States Agency for International Development (USAID) saw the development of the first Nigerian social studies curriculum and its appearance as a school subject in the school curriculum.

While, the Northern Nigeria Teachers Education Project (NNTEP) in 1964 encouraged the teaching of social studies and produced textbooks on methodology in Northern Nigeria. The institution of education, A.B.U. Zaria was very instrumental in organizing activities that

promoted the teachings of social studies. It organized workshops that produced curriculum materials especially at primary level and sponsored frequent social studies in-service courses for teachers at all levels (Ololobou, 2010).

However, the landmark in social studies education nationally was the 1969 national curriculum conference which sought to make education relevant to the needs of the child and the nation. Prior to this conference in January, 1969, the Social Studies Association of Nigeria (SOSAN) had been launched at the Cooperative College, Ibadan to promote the effective teaching of social studies in Nigeria. However, with the national curriculum conference on education, the Nigeria Educational Research Council (NERC) was formed in 1970. This agency with the Comparative Education Study and Adaptation Centre (CESAC) organized series of seminars and workshops, which led to the production of social studies curriculum materials for primary, junior secondary, secondary and teacher education programmes in Nigeria. Degree and post-graduate programme in Social Studies according to Salihu (2015) are now being offered in more than ten universities in Nigeria. The skepticism on the nature, scope and philosophy of Social Studies has been over to some extent. It is now a compulsory subject in the first nine years of a Nigerian child's education courtesy of the new 9-year Basic Education Curriculum launched in 2007.

By 1980, the discipline of Social Studies was offered at all levels of our educational system and the National Policy on Education made it a core subject in primary and junior secondary schools. In 1981, the NERC now Nigerian Educational Research and Development Council (NERDC), thought it wise to review the National Primary Social Studies Curriculum Guide which was produced in 1971. The revised guide was published by the Federal Ministry of Education in 1983. However, 1981 and 1984

witnessed another rapid development because many more universities started post-graduate degree programmes in Social Studies. Typical example of such institutions included: Ife, Ibadan, Ilorin, Lagos, Nsukka and Jos. The Joint Consultative Committee (JCC) also approved the Junior Secondary School Social Studies Syllabus (Udoh, 1989). The National Teacher's Institute did not only produce the Grade II Social Studies Syllabus and texts, it also went ahead to write course books on Social Studies for NCE for Distance Learning System, the distribution of which started in January 1990. Almost all colleges of education now offer Social Studies in their current programmes. Degree and post-graduate programme in Social Studies are now being offered in more than ten universities in Nigeria.

In a related development, there is an ongoing effort by stakeholders in the field of social studies education to pursue the review and full implementation of social studies education curriculum for senior secondary schools in Nigeria. The curriculum was developed some years back, but its implementation is yet to be realized, this will serve as a measure boost to the subject. However, the merger of Social Studies teachers association and that of Civic Education teachers association under one umbrella in 2012 as Social Studies and Civic Educators Association of Nigeria (SOSCEAN) is another good step in the right direction especially when it comes to pursuing common goals and promoting and protecting their interests; their voices will be louder and their words will have weight (Salihu 2015).

2.07 Justifications for the Introduction of Social Studies Programme in Nigeria

There are numbers of reasons for the introduction of social studies education programme in Nigeria. The following reasons are given by Mezieobi (2013):

Nigeria's positive response to the curriculum reform trends in the world community whereby Russia's launching into space of sputnik on October 4th, 1957 and America's realization of the techno-human education that will enhance human progress encouraged Nigeria to sue for that education via social studies that will improve human life. The identified inadequacies and irrelevance of Nigeria's education up to independence, which did not reflect Nigeria's needs, problems and aspirations, made Nigeria to look out elsewhere.

Nigerians were disenchanted with the dichotomization or fragmentation of disciplines of social sciences and the humanities which in their distinctiveness presented a false view of the real world. However, social studies with its integrated approach to learning was seen as being capable of cutting across artificial subject divisions and presenting knowledge as an integral whole. Amid the pervasiveness of a multitude of negatives values, poor attitude to work, disrespect to constituted authority and absence of a sense of patriotism, the introduction of social studies is a value laden subject which was thought to provide a value re-orientation platform to inculcate socio-civic and affective competence in our people. The introduction of social studies in Nigerian schools was an implementation response of the decisions of African counties at Mombassa, Kenya's conference in 1968 to the effect that all African countries should attune its integrated social studies programme to suit its peculiar needs and aspirations.

2.08 Concepts of Conflict and Conflict Resolution

2.08.1 The Concept of Conflict

The meaning of conflict has a wider acceptability among scholars. Its conception contains some identifiable variable that distinguish it from other concepts such as instability, violence and crisis. Oyeshola (2005:101) proposes that there is conflict,

When there is a sharp disagreement or clash for instance, between divergent ideas, interests or people and nations. Conflict is universal yet distinct in every culture. It is common to all persons yet experienced uniquely by every individual. It is a visible sign of human energy and often the result of competitive scribing for the same goals, rights and resources.

Spangler and Burgess (2005) noted that “conflict involves deep-rooted moral or value differences, high stake distributional question, such as who dominates whom. Fundamental human psychological needs for identify, security and recognition are often at issue as well”.

Schmidt and Kochan (1972) define it as a perceived condition that exists between parties (individuals, groups, societies, nations etc) in which one or more of the parties perceive goal incompatibility and some opportunity for interfering with the goal accomplishment of others. Similarly, Robbins and Coulter (2000) refer conflict as perceived incompatibles differences that result in interference or opposition.

Radda (2006) viewed conflict in political terms as an ongoing state of hostility between two or more groups of people. As taught in the social sciences, conflict is seen as a situation when two or more parties, with perceived incompatible goals, seek to undermine each other’s goal-seeking capability. Therefore, it can be said that conflicts refer to the existence of clash of interests, values, actions or directions. Conflict is a situation in which people, groups or

countries are involved in serious disagreement or argument. Conflict varies regarding causes, nature and magnitude (Mohammed, 2004: 72).

Conflict is defined as misunderstanding, disagreement or clash between people as a result of different ideas, interests, principles or opinions in the society. Moreover, conflict is the state of disagreement between two or more people or groups of people, which is sometimes characterized by physical violence that leads to lost of lives and properties in the society.

2.08.2 The Concept of Conflict Resolution

Conflict resolution is a skill that can be taught in the schools in order to improve inter group relations (Deutsch, 1993). Learning to resolve conflicts involves understanding their origins, which might include disputes over resources (e.g. power and resources), differences in values, beliefs and norms or inability to meet basic human needs (e.g. respects, security, affirmation). Student should also learn how to avoid conflicts by using techniques of de-escalation such as negotiation, bargaining, making concessions, or giving apologies or explanations.

Conflict resolution also referred to as ‘dispute resolution’, usually implies the process of resolving a dispute or conflict permanently. It is done by providing each side with appropriate terms of bargaining. It is predicated on the belief that a good conflict resolution begins by identifying the problems and demands of each party involved in conflict and then by adequately addressing the interest of each; it is expected that a lasting peace can be restored. Olise (2009) observes that it is a problem solving process whereby direct and indirect contact are made with the parties involved in a conflict for attainment of self goals and achievement of common interests.

According to Oberg (1996), conflict needs to be identified, recognized for what it is and resolved so as to free all parties for the exploration of mutual development opportunities. He considers conflict resolution as engaging in a voluntary arrangement that identifies and treats the root causes of a dispute and distributes the disputed values or interests in a satisfactory manner so that the conflict will not re-appear either in its latent or manifest form. According to him, solving conflict efficiently opens the road to development while locking and suppressing conflict is a recipe for the eventual outbreak of violence. Conflict resolution is also seen by Yagcioglu (1996) as a peaceful and mutually satisfactory way to end or significantly and hopefully permanently, de-escalate a conflict. In Braimah's (1998) view, to resolve conflict "is to turn opposed positions- the claim and its rejection into a single outcome" with the objective of removing the fundamental cause of the crisis even if the conflict is not terminated.

2.09 Nature and Extent of Conflict in Nigeria

As mention earlier, conflict is a more permanent reality than peace as much as human beings co-exist. These conflicts can be political, religious, ethnic, racial, economic and multi-dimensional. Radda (2006) described the nature as the kinds of conflicts that have engulfed Nigeria over the years, especially with the return to civil rule in 1999, have been more violent than non-violent. Unfortunately, the conflicts have been taking ethno-religious character resulting in the loss of lives and properties; and they have threatened peace, security and corporate existence of the country. The nature of the conflicts is national. This is why nearly all parts of the country are bedeviled by numerous social ills; violent crimes; armed robbery; assault; murder; hired assassination; etc.

While, the extent of conflicts in Nigeria in the recent past Nigeria has had its more than fair share of conflicts and the inception of the Fourth Republic made the problem more alarming. In the last two decades, many conflicts were recorded: Kafanchan crises (1987 and 2000); Tafawa Balewa crisis (1991, 1995 and 2001); Zango Kataf crisis (1992); Kaduna crisis (2000 and 2002); Jos crises (2001) Tiv-Jukun crisis (mid. 80s-date); Nassarawa crisis (2001); Ife Modakeke (from the 1990s); Lagos and Shagamu (2000); Ijaw-Itsekiri (intermittent), Ijaws-Ilaris (intermittent), Umuleri-Uguleri (intermittent), OPC attacks; and more recently, the Plateau crisis to cite but a few. In Kano State, which is one of the major flash points of conflicts in the North, conflicts includes those of 1991, 1995, 2000 and 2004 which were all reactions to events in other parts of the country.

Abdullahi (2004) summarized the causes of conflicts in Nigeria as follows;

- Serious economic hardship resulting in mass unemployment and poverty.
- General insecurity in the country and the ill-preparedness of the security agencies to offer effective security.
- Erosion of the religious, moral and social values.
- Pervasiveness of corruptions and corrupt criminal justice system.
- Mutual suspicion and prejudice leading to unfounded hatred and aggression.
- Political manipulation by the elite.
- Ineffective national cohesion programmes capable of promoting patriotism and harmony.

2.10 Causes and Types of Conflicts in Nigeria

The eruptions of conflicts in Nigeria stem from a wide number of causes. The major causes of conflicts and crises according to Obaje (2011) citing Albert (2000) in Aderemi (2006), is competition for resources. Resources in this context refer to all forms of human possessions such as land, money, power and influence that is often in limited supply. Other factors associated with these conflicts were diagnosed to include among others, poor governance, poverty, high level of unemployment among the youth, ethno-religious differences, and lack of adequate government plan to promote peace. Broadly these sources of conflicts could be grouped into four. They are:

- Ethno-religious conflicts
- Marginalization
- Inter-ethnic and intra-ethnic conflicts
- Electoral related violence

2.10.1 Ethno-Religious Conflicts: These are conflicts due to ethnic or religious identities. The classification of “indigene “and “settler”, “Christian” and “Muslim” have become the main causes of ethno-religious conflicts in Nigeria. Religion according to Etta (2006), constitute a major cause of conflicts between antithetical groups (i.e. groups with differences in their religion, culture, and political views). For instance, conflicts in India between Hindus and Muslims, conflicts in Iraq between Shiites and Sunni Muslims, conflicts in northern Nigeria between Christians and Muslims, etc. are few such conflicts due to differences in religious beliefs.

While the violence in the south of Nigeria, according to Forest (2012), is mainly secular and driven by grievances associated with resource and environmental damage, the north has seen far more ethnic and religious violence, often manipulated by political elites for political gains and advantage. The manipulation of religion by the political elites according to Igbuzor (2011), has posed a lot of challenges to governance and security in Nigeria. Best (2001), citing Usman (1987) defines manipulation of religion as a situations in which people are being used in the name of religion without realizing that they are being used. Other scholars, Otite and Nnoli as cited in Igbuzor (2011) have commented on the politics and manipulation of ethnic and religious identities in Nigeria for selfish ends. The manipulation of religion in Nigeria has been aggravated by the failure of good governance at the federal, state and local levels. Danjibo (2010), citing Usman (1987), refused to accept that it was fanaticism that drove the “Maitatsina sect” into violent demonstration, rather it was economic hardship triggered by bad governance. His claim was repeated in the reports of the commission of inquiry on the “Maitatsine” riot in the 1980s which stated that the economic situation of the country that time left millions of people, especially the youths without jobs or means of decent living. In the same vein, former United State Secretary of States, Hillary Clinton during her visit to Nigeria in August, 2009 opined that the level of poverty, failure of good governance and lack of transparency of the government contributed to the rise of militia groups that reject the authority of the state (Danjibo, 2010).

Forest (2012) observed that over the last decade an increasing number of Fulani herdsmen migrated southward of Nigeria because of desert encroachment, bringing with them cattle that are encroaching on more fertile lands, historically owned by other ethnic groups. As a result the indigenous groups have been prone to challenge the encroaching Fulanis. The

resulting conflicts have sometimes been portrayed as being Muslims versus Christian while in fact that genesis is land issues, and indigene versus settler rights. An example of such is the crisis in Tafawa Balewa between Muslim Hausa/Fulani and mainly Christian Sayawa people over a trivial issue, which quickly turned into a religious conflict (Best, 2001). Yusuf (2002) in Obaje (2011) identified other ethnic and communal conflicts to include the Jos ethnic and religious crises between Muslim Hausa/Fulani and Christians indigenes, the massacre at Doko Nahawa village in March, 2010; Kaduna Mayhem between Muslims and Christian extremists over the proposed introduction of “sharia” law, and so forth. Linking such clashes to religion always attracts sympathizers from the same faith and thereby tends to escalate the magnitude of the conflicts.

2.10.2 Marginalization: This could take the form of one group being favoured at the expense of the other group, politically or economically. The repeated marginalization of a particular persons or groups is a major cause of conflict. Marginalization provides a fertile ground for contending parties to cause individuals or groups to engage in extreme actions and at the same time mobilize others to act as perpetrators (World Youth Report, 2003). The increased stress and feelings of hopelessness by any marginalized group that are directly or indirectly linked to poverty, low education attainment and poor governance constitute part of the causes to armed conflicts. For example, during the minority white regime in South Africa, the African National Congress (ANC), a political wing of the marginalized majority blacks engaged in violent struggle for freedom from oppression. Similarly the Niger Delta vigilante groups rose to challenge the government against economic marginalization and environmental degradation. In the view of Igbuzor (2011),

The Niger Delta slipped into crisis as a result of the political economy of oil characterized by destruction of the environment, crisis of governance, unjust revenue allocation formula, infrastructural decay, poor regulation of the oil and gas sector with its attendant vulnerability and human suffering.

2.10.3 Inter-ethnic and intra-ethnic conflicts: This is typical of most developing societies.

The causes of inter-ethnic and intra-ethnic conflicts in Nigeria include:

- a. Land and boundary disputes: The claim of ownership of land by individuals, group of persons or societies in Nigeria is a common place. Examples of such disputes emerged between the Ijaws and the Itshekiris in the Delta region; the Modakeke Ife crisis, the Aguleri and Umuleri Igbos in Anambra state (Yisa, 2005), the Jukun Tiv conflict in Wukari and Takum, 1990-1992 (Obaje, 2011).
- b. The struggle for supremacy: This is a struggle between two established groups in which one group tries to assert supremacy over the other group. At international level, it is typical with the Hutus and the Tutsis in Rwanda. According to Yisa (2005), the conflicts between the Berom and the Hausa/Fulani in Plateau state; the Zangon Kataf crisis in Kaduna state in 1992; Azara in Nassarawa state, Tiv and Fulani conflicts in Guma and Gwer West Local Government Areas (LGAs) in Benue state, 2012, etc are some of the numerous examples in which one group considered itself indigenous being superior to the other group, the settler.
- c. Prejudice: this is the discrimination of one ethnic group against another due to certain cultural, social and religious inclination. Prejudice may lead to segregation and oppression of minority groups in whatever form. Examples of such discrimination in Nigeria include the attacks directed on the Hausas and other northern people in 1999

by the Oodua peoples' congress as a reprisal attack; the recent attacks directed on churches and their attendants in the northern part of Nigeria by Islamist fundamentalist sect who in most cases claim responsibility, 2009 date; the reprisal attack by some Christian groups following such attacks in Kaduna on Muslims, 2012, and so forth.

2.10.4 Electoral related violence: The manifestation of electoral corruption in Nigeria includes rigging of elections, says Obajes (2011) citing Tanbiyi (1994). Use of thugs and force to disrupt political meetings or voting at polling stations has become the order of the day in Nigerian politics. All political groups or parties have been deeply involved in such acts. It is only the loser in such dirty game that will cry against foul play. It is one of the multifarious causes of conflicts in Nigeria. It is very common in politics and electioneering moments. Olise (2009) writes that “ riggings of election and the use of political thuggery have caused many conflicts in Nigeria”. No doubt, the style of using local youths during elections becomes very common among our politicians in Nigeria. They use them under many disguise or umbrellas only to perpetuate conflicts in the country. Sometimes, such conflicts get spread continuously even after the elections.

2.11 Implications of Conflicts

The destructive effects of conflict cannot be genuinely quantified. It can only be partially described. But one thing is certain; its effects can be seen on the destructions it caused to humans and valuable properties.

According to Areo and Romanus (2008), some of the negative effects of conflict include the following:

- i. There is massive destruction of lives. Many innocent lives are lost in conflicts; some of whom are good potentials for the development of the country.
- ii. Lost of properties. Properties worth billions of naira are destroyed during various conflicts. Some were burnt and other looted.
- iii. Lost of man hour: A lot of useful man hours is lost due to fear and uncertainty associated with crisis. People will not be able to attend to their businesses and other needs.
- iv. Social problem: some innocent young girls may be raped during the crisis and it may result to contact of sexually transmitted diseases (S.T.D), such as HIV/AIDS virus or unwanted pregnancy. This may remain with them throughout their life time.
- v. It retards development as the resources that could have been channeled into developmental projects are used in rehabilitating the vandalized equipments, thereby leaving other developmental areas without adequate fund.
- vi. Psychological problem: fear and anxiety could bring about serious health problems like blood pressure, stroke and even heart failure.
- vii. Infringement on people's rights. When there is any civil disorder or unrest, fundamental human rights of people are put to test as the government may impose curfew in the area, restricting people's movement and other activities.
- viii. Such crisis also gives the country a bad name and image before the international community. Victims of crisis who feel 'injured' may not only hold back the

situations in their minds, but keep an ‘eagle eye’ on the closest opportunity to revenge, thereby distancing every avenue of a peaceful co-existence within the society.

2.12 Review of Related Empirical Studies

The researcher has not come across a significant number of empirical studies on this topic of study. Most of the researchers are on methodology at both secondary and tertiary levels of education and also on perception of teachers and students towards social studies education.

Yahaya (2004), conducted a research titled “Ethno-religious conflict and political stability in Kaduna state: A study of February 21, 2000 Kaduna metropolitan conflict”. The aims and objectives of the study were among others to:

- i. Identify the motive behind the eruption of the February 21st, 2000 and find out the groups/interest behind the conflict.

The act by the elite/petty bourgeoisies was partly aided by government’s indecisive action over the years to deal with those responsible for tormenting conflicts in the state largely because the state itself has been sucked in such conflict. However, connected to this, is the failure of the welfare state project envisaged by the Nigerian founding fathers on the eve of colonial departure. This collapse creates a veritable ground for social unrest. It has been observed that consequent upon the withdrawal of the various support mechanism by the state, installed by the prolonged economic crisis that the Nigerian states has been passing through, made worse by a variety of vicious anti-people economic reforms programmes embarked upon by the preceding government, the Nigerian state becomes increasingly “meaningless” to most people. In essence the state simply becomes disconnected from the rest of the society in

terms of performing its basic economic functions. In the specific case of Kaduna metropolis this prolonged economic crisis and its consequences coupled with the cosmopolitan nature of the town combined, to not only heighten ethnic consciousness and religious sensitivity which were sparked up by the slightest provocation, it also polarized people along religious contours especially because the ethnic composition of the indigenous people was coterminous with religious boundaries.

Yahaya's work is similar to this research because they are both academic oriented and also seek to address salient factors responsible for conflict and shows ways of resolving conflict in Nigeria. Both researches were tailored towards the survey design format for the purpose of obtaining data for the study while making use of the questionnaire as an instrument for data gathering. Another difference lies in the area each research is focused on. The former is concerned with conflict and political stability while the later deals with conflict resolution in Nigeria.

In another development, Ahmed (2015) conducted a study to survey the efficacy of Social Studies Education in curbing delinquency amongst Junior Secondary School Students in Niger State. The study used survey research design and 383 male and female students of JSSII and JSSIII were selected from six junior secondary schools. Two schools were used as representative of a geopolitical zone in the state. Simple random sampling technique was used to select students' samples. The study used social studies education delinquency questionnaire (SOSEDEQ) as data collection instrument. The study answered three (3) research questions and tested three (3) null hypotheses. The data analysis tools were independent t-test sample, mean and standard deviation. All the null hypotheses tested at 0.05 alpha were retained. The study revealed that there was no significant difference on account of

gender, geographical locations and study level among the respondents on addressing the problems of delinquency through social studies education among JSS students in Niger state. The study revealed that the students have positive views on the ability of social studies education as a core course offered by all students at junior secondary school in Nigeria to address the problems of delinquency among students. In the light of the above findings the study recommended in-service training for social studies teachers to refurbish their knowledge, the need for adequate time for social studies lessons in the school time's table, the need for recruitment of well motivated and qualified social studies teacher and sending social studies teachers to seminar and workshops among others.

Ahmed's work is similar to this research because they are both academic oriented and also seek to survey the efficacy of Social Studies Education on students. Both studies were tailored towards the survey design format for the purpose of obtaining data for the study while making use of the questionnaire as an instrument for data gathering. But the previous research used JSS II and JSS III male and female students as the target population while, the current study will use NCE II and NCE III male and female students and social studies teachers. Another difference lies in the area each research is focused on. The former is concerned with the survey of the Efficacy of Social Studies Education in Curbing Delinquency amongst Junior Secondary School Students in Niger State.while the later deals with the Efficacy of Social Studies Education towards conflict resolution among NCE students in Kano State-Nigeria.

Similarly, Bashir, (2012) carried out a research titled "impact of social studies education in the eradication of ethno religious conflict among junior secondary school students in Jos North and South local government area, Plateau state". The target population was about 3582

students from Jos North and 1526 student, Jos South respectively out of which only 713 students, Jos North and 305 students, Jos South were randomly selected to form the sample by the use of simple random sampling technique. Three null hypotheses were stated using frequency and standard deviation, all three null hypotheses were accepted. The results showed that about 70% of the junior secondary school students in Jos North and South respectively were denied formal ways of discipline and as such encouraged the students to involved themselves in conflict.

The present study is similar to the previous since all the researchers are interested on the eradication or resolving conflict in Nigeria, though the two study differed in subject areas: the previous study was in the field of ethno-religious conflict while the present study is on the “The Efficacy of social studies education towards conflict resolution among NCE students in Kano state-Nigeria”. Three null hypotheses were tested stated in the present research study which was in all tested using the independent t-test statistics at 5% level of significance compared to the three null hypotheses stated in the past study. The present study is located in colleges of education in Kano state, Nigeria, while the previous study was conducted in Plateau state, Nigeria.

In the same vein, Ibrahim (2015) surveyed the perception of junior secondary school students on social studies education as an instrument for developing positive attitudes in Yobe state-Nigeria. The study used survey research design and 383 male and female students of JSSII and JSSIII of selected from six junior secondary schools in both rural and urban areas. Two schools were used as representative of a geopolitical zone in the state. Purposive sampling technique was used to select students’ samples. The study used social studies education questionnaire on positive attitudes development (SOSEQPAD) as data collection instrument.

The study answered three (3) research questions and tested three (3) null hypotheses. The data analysis tools were percentage and frequency table, independent t-test sample, mean and standard deviation. All the null hypotheses tested at 0.05 alpha were retained. The study revealed that there was no significant difference on account of gender, geographical locations and study level among the respondents on their perception on social studies education as an instrument for developing positive attitudes in Yobe state-Nigeria. In the light of the above findings the study recommended that the Curriculum of Social Studies at Junior Secondary schools should be subjected to periodic review in order to take care of the inadequacies and make it more relevant to the socio-political need of contemporary Nigeria as demanded by the National Policy on Education. There is the need for social studies education teachers to attend seminars, workshops, conferences and in-service training organized by Social Studies and Civic Educators Association of Nigeria (SOSCEAN), Universities and NERC, the government and other relevant bodies. This will enable them attain professional qualification needed for efficient functioning in the social studies classroom. Further, authorities concerned should release them on that regard with some financial assistance and moral support. There is the need for the government to facilitate the commencement of the teaching of social studies education at senior secondary school level. This will help in extending the goodies of subject beyond the boundaries of Junior Secondary Schools. Adequate and qualified and well-motivated Social Studies teachers should be used in the teaching of social studies education in order to ensure its effective teaching.

The present study is similar to the previous since all the researchers are interested on the survey design as a data collection instrument through questionnaire, though the two study differed in subject areas, the previous study was in the perception of junior secondary school

students on social studies education as an instrument for developing positive attitudes in Yobe state-Nigeria while the present study is on the “The Efficacy of social studies education towards conflict resolution among NCE students in Kano state-Nigeria”. Three null hypotheses were tested stated in the present research study which was in all tested using the independent t-test statistics at 5% level of significance compared to the three null hypotheses stated in the past study.

Moreover, Abdullahi (2015) conducted a study titled “Impact of Social Studies Education in Minimizing of Bribery and Corruption among Junior Secondary School Students in Zaria and Sabon Gari Local Government Areas, Kaduna State” as the case study. The study opened up with a general overview of the topic, statement of the problems, objective of the study, research questions, and hypotheses to provide the framework of the study for the investigation to be carried out. The significance of the study were outline, the scope of the study clearly specified. The review of various related and relevant literatures made following objective, research questions and hypotheses of the study. Review centered on concepts, problems bribery and corruption, causes of bribery and corruption, impact of bribery and corruption and the measures for controlling bribery and corruption among junior secondary school students in Zaria and Sabon Gari Local Government Areas, Kaduna State such as good teaching of social studies concepts, good learning, good behavior and fear of God. All were intended to provide theoretical basis for the methodology to be used for the study. The research type which is a survey research, the population, population sample and sampling techniques, the instrument to be used, validation and reliability, administration of instrument and processes for data analysis, result and interpretation, findings, conclusion and recommendations.

By means of Likert four points (4) scale, the researchers prepared a questionnaire for collection of data. The responses of the two variables in the study which are students and teachers were collected and analyzed using various method of research like descriptive analysis and statistically tools like mean, standard deviation and t-test independent sample. The researcher found out that one of the objectives of teaching social studies is to develop in the students a positive attitude towards citizenship role and a desire in them to make a positive personal contribution to the creation of a united Nigeria to achieve this, social studies need to be recognized by the appropriate authorities as a core subject to perform this task at all school levels especially at the senior secondary school levels. A biased attitude by the authorities concerned should be eradicated for the interest and progress of the Nigeria society. It's also found out that the most effective weapon that can be used in the eradication of bribery and corruption is nothing but education with social studies programmes as one of the most appropriate vehicles.

The present study is similar to the previous both researchers are interested on the survey of social studies education towards social studies students, they also used questionnaire for gathering data. The present study is located in colleges of education in Kano state, Nigeria, while the previous study was conducted in Kaduna State-Nigeria.

Summary

Conflict is inevitable in any human society while peace is not the absences of war, but the presence of justice and adequate provision of basic human needs to the citizens. In order to create enabling environment for Nigerians, through social studies education, effective conflict resolution strategies should be institutionalized. Social Studies Education contribute

positive towards equipping individual with necessary knowledge, attitudes, skills, norms and values to be able to resolve conflicts in Nigeria, but the way it does this by objectives and contents has not been investigated.

This chapter therefore reviewed relevant literatures that are concerned with Social Studies Education; the concept of Social Studies Education, the objectives of Social Studies Education, the nature and scope of Social Studies Education, the historical background of Social Studies Education as well as the justification for the introduction of Social Studies Education in Nigeria. In addition, the concepts of Conflict and Conflict Resolution was reviewed, the nature and extent of conflicts in Nigeria, causes and types of conflict, as well as the implications of conflict in Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology, that is, the operational blueprint, which the researcher will employ in accomplish the objectives of the study. These include;

- Research Design,
- Population of the study,
- Sample and Sampling Procedure,
- Instrumentation,
- Validity of the Instrument,
- Reliability of the Instrument,
- Data collection Procedure,
- Statistical Analysis Procedure.

3.2 Research Design

The design for this study is survey design. According to Olayiwola (2010) this research design permits the gathering of information through the use of questionnaires and interviews, from a population based on appropriate sampling techniques. In a related development, Kennedy (2011) stated that "survey design studied large and small population by selecting samples drawn from the population to discover the idealistic incidence, distribution and inter-relations on sociological and psychological variables of the study. The design corresponded with objectives of this study which seeks to find out the

respondents views on the efficacy of social studies education in conflict resolution among NCE students in Kano state-Nigeria.

3.3 Population of the Study

The population of the study consists of all NCE II and NCEIII students and Colleges of Education running Social Studies courses in Kano State in the 2014/2015 academic session with a population of 3625 and 3999 respectively. The reason for this purposive decision is because it is at this level that students are expected to be exposed to Social Studies Education concepts that promote Conflict Resolution according to the provisions of the curriculum.

Table 1: Population of the Study

S/N	Institution	NCEII		NCEIII		Total
		Male	Female	Male	Female	
1	SRCOE	1220	830	908	667	3625
2	FCE Kano	1140	697	1297	865	3999
	Total	2360	1527	2205	1532	7624

Source: FCEK & SRCOE Academic Offices, 2014/2015

3.4 Sample and Sampling Procedure

The study used 372 students in the two (2) colleges of education offering social studies in Kano State as sample size. The study utilized 95 percent confidence level and margin error of 5 percent in sample size determination using sample size table by Research Advisors (2006) as a guide. The study used simple random sampling technique to select respondents for the study (Students). According to Olayiwola (2007), simple random sampling is a process in

which participants or individuals are chosen in such a way that everybody has equal chance of being selected. The study also used proportionate sample in determining the number of respondents to be included in the study sample from each College. Proportionate sampling is a sampling strategy (a method for gathering participants for a study) used when the population is composed of several subgroups that are vastly different in number.

Table 2: Sample size for the Study by gender and status

S/N	Status	Population (Male & Female)	Sample Size
1.	NCEII	3887	$3887/7624*372=190$
2.	NCEIII	3737	$3737/7624*372=182$
TOTAL		7624	372

3.5 Instrumentation

This study used structured Questionnaire titled “Conflict Resolution through Social Studies Education Questionnaire (CRESSEQ), as a means of data collection. The technique of data collection provides vital information on how a researcher obtains the needed details on which the results and conclusions from the study are based (Olayiwola, 2010). A questionnaire is a “survey, self-report research method used to present highly structured items or questions in writing” (Olayiwola).

The questionnaire was designed based on four-point modified Likert scale in which respondents were required to respond to each item in terms of degrees of agreements and disagreement and there were Thirty (30) items. The respondents are expected to react to

each item on a four point scale ranging from Strongly Agree (SA) 4, Agree (A) 3, Strongly Disagree (SD) 2 and Disagree (DA) 1.

3.5.1 Validity of the Instrument

In order to ascertain the validity of the instrument after development, the researcher consulted experts in Social Studies, Language specialists, educational researchers, statistician and supervisors to help establish the content validity of the instrument for the research by making constructive criticisms. This assisted in the modification and reframing of the items on the questionnaire. Having effected all the corrections and suggestions made, the instrument was adjudged to have face and content validity.

3.5.2 Reliability of the Instrument

The pilot study was carried out on thirty (30) NCE students of Social Studies Education in Malam Aminu Kano College of Legal and Islamic Studies, Kano. The data collected from the pilot study were statistically analyzed to determine the reliability coefficient using Cronbach alpha formular for determining reliability co-efficient. The computed r-value for the correlation coefficient reliability of the instrument was 0.847. This reliability coefficient was considered appreciable for the internal consistencies of the measuring instrument. This is supported by Danjuma and Muhammad (2011) who assert that an instrument is considered reliable if its reliability co-efficient is between 0.64 and 1.

3.6 Procedure for Data Collection

The researcher obtained an introductory letter from the Department of Arts and Social Science Education, Ahmadu Bello University, Zaria. The letter was presented to the

authorities of Federal College of Education, Kano and Sa'adatu Rimi College of Education, Kumbotso, Kano. This enabled the researcher to be provided with useful information for the study. The letter is also meant to solicit official support needed to carry out the study in their respective Colleges.

The researcher and three (3) research assistants assisted in the administration of the questionnaires in the two Colleges of Education on the same day in order to avoid loss of questionnaires. The study strictly complied with research ethics and other guidelines which were set by the two institutions. However, 372 questionnaires were administered to respondents in the proportion identified in the sample above. The data collected from the survey were subjected to appropriate statistical analysis procedure.

3.7 Statistical Analysis Procedure

Descriptive and inferential statistical techniques were used in the analysis of the data. Descriptive statistics involves the use of frequencies and percentages, which were used to compute the bio-data variable of the respondents. The study used Mean and standard deviation to answer the research questions raised by the study. In addition, t-test statistic was used to test the null hypotheses. This is because Independent t-test is good in establishing whether differences exist between two variables. According to Ekeh (2003), t-test was used for determining the significant differences between two means. The hypotheses were tested at 0.05 alpha level of significance and 95 percent confidence level.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents the data analysis including its discussion of results. The data was gotten from NCE social studies students of Federal College of Education, Kano and Sa'adatu Rimi College of Education, Kumbotso, Kano on the Efficacy of Social Studies Education in teaching Conflict Resolution among NCE students in Kano state-Nigeria. A total of 372 students responded to the instrument. The analysis of the data collected was done using Statistical Package for the Social Sciences (SPSS) 20th Edition. The first section of this chapter presents the frequency and percentages of the bio data variables of the respondents. The second section presents the answers to research questions using comparative mean and standard deviations. The third section presents and interprets the three null research hypotheses structured along the research objectives by means of inferential statistical technique of Independent t-test to determine presence or absence of significant differences. All hypotheses were tested based on 0.05 level of significance. The fourth section outlined the major findings of the study and the last section discusses the findings of the study in detail.

4.2 Bio data variables presentation, analysis and discussions

Table 3: Frequency Distribution of respondents by Gender

Gender	Frequency	Percent
Male	219	58.9
Female	153	41.1
Total	372	100.0

The table 3 presents the distribution of respondents based on gender. Out of the 372 respondents, 219 representing 58.9% are males while 153 representing 41.1% are females.

Table 4: Frequency Distribution of respondents by Study level

Level	Frequency	Percent
NCEII	190	51.1
NCEIII	182	48.9
TOTAL	372	100.0

Details from table 4 reveals that in relation to study level of the students, 190 respondents representing 51.1% are NCEII students while 182 representing 48.9% are NCEIII social studies students.

Table 5: Frequency Distribution of respondents by ownership

Ownership	Frequency	Percent
SRCOE, Kano	244	65.6
FCE, Kano	128	34.4
Total	372	100.0

According to the table 5, 244 respondents representing 65.6% are from Sa'adatu Rimi College of Education (SRCOE) students while 128 respondents, representing 34.4% are students from Federal College of Education, Kano (FCEK).

4.3 Answering Research Questions

Presented below are quantitative and qualitative answers provided for the questions raised by the study. The frequency counts, mean and standard deviation are used as statistical tools to answer the questions raised by the study.

Research Question 1: What are the differences between the views of NCEII and NCEIII students on the efficacy of social studies education in teaching conflict resolution among NCE students in Kano state-Nigeria?

To answer this research question all the 30 items on Efficacy of Social Studies Education in Teaching Conflict Resolution among NCE students in Kano state-Nigeria as answered by NCEII and NCEIII students are tabulated indicating their frequencies of response of Strongly Agree, Agree, Disagree and Strongly Disagree including their mean responses and Standard deviations.

Table 6: Difference between NCEII & NCEIII students on Teaching Conflict Resolution

Variable	Level	N	Mean	Mean diff.	Std.Dev	Std. Dev diff.
Efficacy of Social Studies Education in promoting Conflict Resolution among NCE students in Kano state-Nigeria	NCEII	190	86.7368		6.53474	
	NCEIII	182	86.2363	0.5005	5.32628	1.20846
	TOTAL	372				

Details of descriptive statistic in table 6 shows the cumulative mean views of students on the efficacy of Social Studies Education in teaching Conflict Resolution among NCE students in Kano state-Nigeria in relation to study level. The cumulative mean view of the respondents are 86.7368 and 86.2363 for NCEII and NCEIII students respectively. The respective standard deviations are 6.53474 and 5.32628 for NCEII and NCEIII student respondents. Therefore, to answer the questions on the difference between the mean views of NCEII and NCEIII students on the efficacy of social studies education in conflict resolution among NCE students in Kano state-Nigeria, it can be said that the mean and standard deviation

differences are 0.5005 and 1.20846 respectively, which are very small in value and negligible.

Research Question 2: To what extent is the difference between the views of male and female students on the efficacy of social studies education in teaching conflict resolution among NCE students in Kano state-Nigeria?

To answer this research question all the 30 items on the efficacy of social studies education in conflict resolution among NCE students in Kano state-Nigeria as answered by male and female students are tabulated indicating their frequencies of response of Strongly Agree, Agree, Disagree and Strongly Disagree including their mean responses and Standard deviations.

Table 7: Difference between male & female students in Teaching Conflict Resolution

Variable	Gender	N	Mean	Mean diff.	Std.Dev	Std. Dev diff.
Efficacy of Social Studies Education in Teaching Conflict Resolution among NCE students in Kano state-Nigeria	MALE	219	85.7215		6.1308	
	FEMALE	153	87.5948	1.8733	5.5718	0.559
	TOTAL	372				

Details of descriptive statistic in table 7 shows the cumulative mean views of students on the efficacy of Social Studies Education in teaching Conflict Resolution among NCE students in Kano state-Nigeria in relation to gender. The cumulative mean views of the respondents are 85.7215 and 87.5948 for male and female students respectively. The respective standard deviations are 6.1308 and 5.5718 for male and female student respondents. Therefore, to answer the questions on the extent is the difference between the views of male and female students on the efficacy of social studies education in conflict resolution among NCE

students in Kano state-Nigeria, it can be said that the extent of the difference is seen in mean and standard deviation which are 1.8733 and 0.559 respectively, which are negligible.

Research Question 3: To what extent do the views of students of FCE, Kano and SRCOE, Kumbotso differ on the efficacy of social studies education in teaching conflict resolution among NCE students in Kano state-Nigeria?

To answer this research question all the 30 items on the efficacy of social studies education in teaching conflict resolution among NCE students in Kano state-Nigeria as answered by FCE and SRCOE students are tabulated indicating their frequencies of response of Strongly Agree, Agree, Disagree and Strongly Disagree including their mean responses and Standard deviations.

Table 8: Difference between SRCOE & FCEK students in Teaching Conflict Resolution

Variable	Ownership	N	Mean	Mean diff.	Std.Dev	Std. Dev diff.
Efficacy of Social Studies Education in Teaching Conflict Resolution among NCE students in Kano state-Nigeria	SRCOE	244	85.7008		6.2007	
	FCEZ	128	85.0000	0.7008	6.2059	-0.0052
	TOTAL	372				

Results of descriptive statistic in table 8 shows the cumulative mean views of students on the efficacy of Social Studies Education in teaching Conflict Resolution among NCE students in Kano state-Nigeria in relation to College ownership. The cumulative mean views of the respondents are 85.7008 and 85.0000 for SRCOE and FCEK students respectively. The respective standard deviations are 6.2007 and 6.2059 for SRCOE and FCEK students. Therefore, to answer the question on the extent of the views of students of FCE, Kano and SRCOE, Kumbotso differ on the efficacy of social studies education in teaching conflict

resolution among NCE students in Kano state-Nigeria, it can be said that the extent of the difference in mean and standard deviation are 0.7008 and -0.0052 respectively, which are negligible.

4.4 Test of Null Hypotheses

Hypothesis One: There is no significant difference between the views of NCEII and NCEIII students on the efficacy of social studies education in teaching conflict resolution among NCE students in Kano state-Nigeria;

Table 9: Mean difference between NCEII&NCEIII students in teaching conflict resolution

Variable	Level	N	Mean	Std.dev	Df	t-cal	t-crit	Sig (p)	Decision
Efficacy of Social Studies Education in Teaching Conflict Resolution among NCE students in Kano state-Nigeria	NCEII	190	86.7368	6.53474	370	0.808	1.96	0.420	H0 ₂
	NCEIII	182	86.2363	5.32628					Retained

Calculated t < 1.96, calculated p > 0.05

Results of the independent t-test statistics in table 9 showed that there is no significant difference between the views of NCEII and NCEIII students on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria. The calculated p value of 0.420 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.808 is less than the t-critical value of 1.96, at Df 370. Consequently the null hypothesis which states that there is no significant difference between the views of NCEII and NCEIII students on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria is hereby accepted and retained.

Hypothesis Two: There is no significant difference between the views of male and female students on the efficacy of social studies education in conflict resolution among NCE students in Kano, state-Nigeria;

Table 10: Difference between male and female students in teaching conflict resolution

Variable	Gender	N	Mean	Std.dev	Df	t-cal	t-crit	Sig (p)	Decision
Efficacy of Social Studies Education in Teaching Conflict Resolution among NCE students in Kano state-Nigeria	Male	219	85.7215	6.1308	370	0.612	1.96	0.073	H ₀
	Female	153	87.5948	5.5718					Retained

Calculated $t < 1.96$, calculated $p > 0.05$

Results of the independent t-test statistics showed that there is no significant difference between the views of male and female students on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano, state-Nigeria. Reason being that the calculated p value of 0.073 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.612 is less than the t-critical value of 1.96 at Df 370. Consequently the null hypothesis which states that there is no significant difference between the views of male and female students on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano, state-Nigeria is hereby accepted and retained.

Hypothesis Three: There is no significant difference between the views of students of FCE, Kano and SRCOE, Kumbotso on the efficacy of social studies education in conflict resolution, among NCE students in Kano state-Nigeria.

Table 11: Difference between SRCOE & FCEK students in teaching conflict resolution

Variable	Ownership	N	Mean	Std.dev	Df	t-cal	t-crit	Sig (p)	Decision
Efficacy of Social Studies Education in Teaching Conflict Resolution among NCE students in Kano state-Nigeria	SRCOE	244	85.7008	6.2007					H0 ₃
	FCEK	128	85.0000	6.2059	370	0.584	1.96	0.070	Retained

Calculated $t < 1.96$, calculated $p > 0.05$

Results of the independent t-test statistics in table 4.4.3 shows that there is no significant difference between the views of students of FCE, Kano and SRCOE, Kumbotso on the efficacy of Social Studies Education in teaching conflict resolution, among NCE students in Kano state-Nigeria. This is due to the fact that the calculated p value of 0.070 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.584 is lower than the t-critical value of 1.96 at Df 370. Consequently the null hypothesis which states that there is no significant difference between the views of students of FCE, Kano and SRCOE, Kumbotso on the efficacy of Social Studies Education in teaching conflict resolution, among NCE students in Kano state-Nigeria is hereby accepted and retained.

4.5 Summary of the major findings

The following are the summary of major findings of the study, regarding the respondents view on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state, Nigeria:

1. The findings revealed that that there is no significant difference between the views of NCEII and NCEIII students on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria. By implication, the

NCE students regardless of study level affirmed efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria;

2. The results of the study revealed that there is no significant difference between the views of male and female students on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria. By implication, the NCE students regardless of gender had positive view on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria;
3. The findings discovered that that there is no significant difference between the views of SRCOE and FCEK students on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria. By implication, the NCE students regardless of College ownership (State and Federal) affirmed efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria.

4.6 Discussions of Results

The discussions on findings are presented in relation to the outcome of the research hypotheses and questions. The findings made by the study are backed-up by authorities and similar researches. The findings revealed that that there is no significant difference between the views of NCEII and NCEIII students on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria. By implication, the

NCE students regardless of study level affirmed efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria.

The results of the study also revealed that there is no significant difference between the views of male and female students on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria. By implication, the NCE students regardless of gender had positive view on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria. The findings further discovered that there is no significant difference between the views of SRCOE and FCEK students on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria. By implication, the NCE students regardless of College ownership (State and Federal) affirmed efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria.

According to Ololobou (2010), among the general aims of social studies education is the development of an understanding of the environment in the learners. Further, Okonkwo (2004) opined that social studies education develops in the learners the demonstration of flexibility and a willingness to accept necessary changes within a system... for the good of all. In a related development, Aibangbe (2004) stated that social studies education develops in the learners the ability to adapt to their changing environment.

Social studies education, through its objectives and curriculum contents promote social awareness and critical judgment as well as constructive effective thinking in learners. This view is buttressed further by Okonkwo (2004). He opined that social studies education exposes learners to the problems in the society and equip them with necessary skills needed

for their survival. In a related development, Aibangbe (2004) asserts that social studies education raises a generation of individuals, who can think critically for themselves, respect the views and feelings of others and appreciate all those values specified under the nation's broad national objectives. Mezieobi, Fubara and Mezieobi (2008) identified; reflective thinking goal development of critical thinking, enlightened patriotism, which directly supports the afore stated.

This idea is further buttressed by Mezieobi, Fubara and Mezieobi (2008) who opined that effective learning of social studies focus on learning the virtues of co-operation, perseverance or endurance, self-control or self-discipline, truthfulness, loyalty, patience, obedience, courage, bravery, kindness, dedication to duty, hard-work or diligence, tolerance, love for others mutual harmony and co-existence, and the recognition and pursuance of one's rights, all which support conflict resolution. Outlining the aims of social studies education Aina's (1981) point deserves mention. He stated that among the aims of social studies education is the development useful skills (manipulative, human relations, etc) and abilities which enable learners to deal with and manage the forces of the world around them.

In a related development, Ololobou (2010) stressed that 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. She opined that 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. Social studies education is value based. All three domains of learning cognitive, affective and psychomotor are emphasized. However affective aspect of learning opined Ololobou (ibid) is given prime importance

because social studies is interested in modifying the behaviour of learners to get them integrated into their various cultural areas. Social studies education is a problem oriented area of study. It is a response to the problems of society with a view to seeking rational and pragmatic solutions to the identified problems.

Moreover, contemporary public issues which are increasingly affecting the well-being of man are also built into the scope of social studies education to equip the learners with survival skills to make valuable contributions for the upliftment of society. Issues like population education, peace education, drug education, HIV/AIDs education, Human-rights education, family-life education among others are included. Learners get to understand themselves through the quality of content coverage. Therefore, based on the above and other distinguishing features and goodness of social studies, education, it can be said that the role of social studies education in controlling restiveness and moral decadence cannot be over-emphasized.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter treats summary of the research, conclusions on the basis of the findings of the research. Also some practical recommendations are put forward to enhance effective use of social studies in teaching conflict resolution among NCE students in Colleges of Education in Kano state, Nigeria.

5.2 Summary

The study surveyed the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Colleges of Education in Kano state, Nigeria. The chapter one of the work gives background information on the problem of violent ways used in conflict resolution and the impact and cases of conflicts in Nigeria. It thereafter linked social studies education as a subject and a way of life in its attempt to inculcate moral uprightness among its adherents aimed at breeding responsive and responsible citizenry. The chapter also identified the specific objectives of the study which includes:

- iv. Investigate whether there is difference between the views of NCEII and NCEIII students on the efficacy of social studies education in teaching conflict resolution among NCE students in Kano state-Nigeria;
- v. Find out if there is difference between the views of male and female students on the efficacy of social studies education in teaching conflict resolution among NCE students in Kano state-Nigeria;

- vi. Determine if there is difference between the views of students of FCE, Kano and SRCOE, Kumbotso on the efficacy of social studies education in teaching conflict resolution among NCE students in Kano state-Nigeria;

Based on the above research specific objectives the study raised 3 research questions and hypotheses are tested at 0.05 level of significance. The significance of the study and its scope are also stated. Furthermore, the chapter two aspect of the work titled “Review of Related literature” enabled the study to identify and review some important related literature. Some of the aspects reviewed include;

Theoretical framework, Concept of Social Studies Education, Objectives of Social Studies Education, Nature and Scope of Social Studies Education, Historical Background of Social Studies Education in Nigeria, Justification for the Introduction of Social Studies Education in Nigeria, Concept of Conflict and Conflict Resolution, Brief Nature and Extent of Conflicts in Nigeria, Causes and types of Conflicts in, Nigeria, Implications of Conflict to National Development, Review of Related Empirical Studies and Summary.

The chapter also reviews some empirical studies conducted which are related to the current study. Their commonalties and distinguishing features with the current study were highlighted.

The study also discussed the method in chapter three. It employed cross-sectional survey research design and utilized 372 student respondents out of the total number of 7624 NCE students reading Social Studies, basing the decision on the Research Advisors (2006) and Krejcie and Morgan table (1970) sample size table. The study piloted its questionnaire at Federal College of Education; Zaria using 30 NCEII students and the reliability co-efficient

of 0.847 was obtained making the instrument to be reliable. Further, arithmetic mean, standard deviation and t-test independent sample statistics are used to answer the three (3) questions raised and test the hypotheses raised by the study.

Moreover, the chapter four, presents the data, analyzed it and discussed it. The statistical procedure adopted were percentage and frequency counts for the analysis of respondents' bio-data. The mean, standard deviations are used to answer the questions raised by the study using the decision mean of 2.50. The hypotheses are also tested at 0.05. The snapshots of the major findings are; the NCE students regardless of study level affirmed efficacy of Social Studies Education in promoting conflict resolution in Kano state-Nigeria, the NCE students regardless of gender had positive view on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano state-Nigeria. The fifth chapter, therefore gives the synopsis of the study, offered recommendations based on the study's findings, discussed its limitations and suggestions for future research and the study's contribution to knowledge.

5.3 Conclusions

Based on the findings of this research it concludes that the NCE Social Studies students in Kano state affirmed the potentiality of social studies education in teaching conflict resolutions. Also, it has been established that social studies education is still a subject to reckon with when it comes to promoting peaceful conflict resolution skills among its adherents regardless of study level, gender and college type (ownership). The affirmation is based on the fact that Social Studies focused on the following objectives and contents which directly promote conflict resolution; The inculcation of national conscious and national unity,

the inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society, the training of the mind in the understanding of the world and acquisition of appropriate skills abilities and competence both mental and physical as equipments for the individual to live and contribute to the development of the society.

5.4. Contribution to knowledge

This work has originally contributed to the existing knowledge in the following areas

1. The study established that there is no significant difference between the views of NCEII and NCEIII students through the following objectives and contents, Social Studies Education has efficacy of promoting conflict resolutions in Kano state-Nigeria.
2. The study revealed that regardless of students gender, it was viewed that Social Studies Education is efficacious in teaching conflict resolution skills among NCE students in Kano State-Nigeria;
3. Status of college has no bearing in the view on the efficacy of Social Studies Education in teaching conflict resolution skills among NCE students in Kano State-Nigeria.

5.5 Recommendations

Judging from the findings of the study, it is recommended thus;

1. The teachers should pay attention to Social Studies objectives and contents that relate to conflict resolution whether or not their locality is involved in violence.
2. Social studies education teachers should endeavour to attend seminars, workshops, conferences and in-service training in conflict resolution. This will enable them attain

professional qualification needed for efficient functioning in the social studies classroom.

3. Students (male and female) should be trained to know and have proper understanding of the Nigerian social studies objectives in order to uphold and promote these objectives in their lives for a productive and useful citizenry.

5.6 Suggestions for Further Studies

Further studies should expand the scope of the current study by examining the efficacy of Social Studies Education in teaching conflict resolution in other Colleges of Education in Nigeria for comparison.

References

- Abdullahi, S.(2004), “*Control of Violent Crimes and Illegal Weapons*” being a Report of the Committee for the Presentation of Paper of the Kano State Government at the Public Sitting of the Presidential Action Committee on the Control of Violent Crimes and Illegal Weapons, Submitted to the Directorate of Research and Documentation, Office of the Governor, Government House, Kano.
- Abdullahi, M.B (2015). Impact of Social Studies Education in Minimizing of Bribery and Corruption Among Junior Secondary School Students in Zaria and Sabon Gari Local Government Areas, Kaduna State. Unpublished M.ed Thesis, Faculty of Education, Ahmadu Bello University, Zaria.
- Africa Social and Environmental Studies Programme (1994). *Social Studies Curriculum and Teaching Resources Book for Africa*. Kenya, Africa. Kenya: African Social Studies and Environmental Programme.
- Africa Social and Environmental Studies Programme (1994). *Welcome to the Third International Social Studies: Being Programme of Events at the 3rd International Social Studies Conference*, Nairobi, Kenya 27-29 June.
- Ahmed, S.I (2015). Survey the Efficacy of Social Studies Education in Curbing Delinquency amongst Junior Secondary School Students in Niger State. Unpublished M.ed Thesis, Faculty of Education, Ahmadu Bello University, Zaria.
- Aibangbe, M.O. (2004). “*The Role of Social Studies in Ensuring Good Citizenship Education*”. A Paper Presented At The 3rd National Conference of Social Studies Teachers Association of Nigeria FCE, Osiele, Abeokuta.
- Aina, N.E, (1981). *Social Studies. A Book on Methodology*, Ibadan: Evans Brothers.
- Ajiboye, O. (1999) “Social Studies Curriculum” in Dada (2007), *The Teacher and the Curriculum*. Ibadan: Tejama General Enterprises.
- Bashir, M (2012). Impact of Social Studies Education in the Eradication of Ethno-Religious Conflict Among Junior Secondary School Students in Jos North and South Local Government Area, Plateau State. Unpublished M.ed Thesis, Faculty of Education, Ahmadu Bello University, Zaria.
- Best, S.G. (2001). Religion and Religious Conflicts in Northern Nigeria. University of Jos. *Journal of Political Science*, Vol. 2, No.3.
- Braimah, A. (1998), “Culture and Tradition in Conflict Resolution”, in Garuba, C.A. (ed.) *Capacity Building for Crisis Management in Africa*, Gamubo Publishing Co. Ltd.
- Collins, R. (1975), *Conflict Sociology*, New York: Academic Press.
- Collins, R. (1992), *Sociology Insight*, New York: Oxford University Press.

- Coser, L. (1956), *The functions of social conflict*, Illinois: Glencoe Free Press.
- Dahrendorf, R (1959), *Class and Class Conflict in Industrial Society*, Berkeley: University of California Press.
- Danjibo, N.D.(2010).Islamic Fundamentalism and Sectarian Violence: The “Maitatsine” and “Boko Haram” Crises in Northern Nigeria. <http://www.ifranigeria.org/MGpdf>,
- Danjuma, A.M. and Muhammad, I. (2011). *Statistics in Educational Research*. Zaria: A.B.U. Press Limited.
- Darby, J. (1991), *What’s Wrong with Conflict? Coleraine*: University of Ulster.
- Deutsch, D. M. (1993), “Globalization and War Economies: Prooting Order or the Return of History?” Fletcher Forum of *World Affairs*, 23 (2).
- Dubey, D.L & Bath, J.L (1980). *Social Studies in Nigeria: The Inquiry Approach*. Lagos: Thomas Walson and Sons Ltd.
- Ekeh, F.I. (2003). *Research Methodology and Statistics in Education*. Abakaliki: Madol Press Ltd.
- Federal Republic of Nigeria, (2013). *National Policy on Education*. Lagos, NERDC Press.
- Folger, J.P.(1995), “Conflict and Interaction” in *Bridges not Walls*, Steward J. (ed.), 6th edition, New York: McGraw-Hill.
- Forest, J.J.F. (2012). *Confronting the Terrorism of Boko Haram in Nigeria*; in Joint Special Operations University, Florida.
- Francis, J.D. (2005),”Peace and Conflict Studies: An African Overview of Basic Concepts”, in Shedrack Gaya Best (ed.) *Introduction to Peace and Conflict Studies in West Africa: A Reader*, Ibadan: Spectrum Books Limited.
- Galadima, H.S. (2005); “Peace Support and Operations in Africa”, in Best S.G (ed.) *Introduction to Peace and Conflict Studies in West Africa: A Reader*, Ibadan: Spectrum Books Ltd.
- Ibrahim, A (2015). The Perception of Junior Secondary School Students on Social Studies Education as an Instrument for Developing Positive Attitudes in Yobe State-Nigeria. Unpublished M.ed Thesis, Faculty of Education, Ahmadu Bello University, Zaria.
- Igbuzor, O. (2011). Peace and Security Education: A Critical Factor for Sustainable Peace and National Development. *International Journal of Peace and Development Studies*. Vol. 2, NO. 1, pp 17.
- Kissock, C. (1981). *Curriculum Planning for Social Studies Teaching*. New York: John Wiley and Sons.
- Lockwood, D. (1970), “Some Remarks on the Social System”, in Worsley, P. (ed.), *Modern Sociology: introductory Readings*, Harmond worth: Penguin.

- Makinde, M.A (1979). *Integrated Social Studies: A Hand Book of Social Studies for Teachers*. Oxford: Oxford University Press.
- Mezieobi, K.A, Fubara, V.R & Mezieobi, S.A. (2008). *Social Studies in Nigeria: Teaching Methods, Instructional Materials and Resources*. Owerri: Acadapeak Publishers.
- Mezieobi, K.A, Fubara, V.R & Mezieobi, S.A. (2013). *Social Studies in Nigeria: Teaching Methods, Instructional Materials and Resources*. Owerri: Acadapeak Publishers.
- Mezieobi, A.K. (1992) “*Themes in Social Studies Education*” Nigeria Owerri: Whyte and Whyte Publishers.
- Mohammed, R.J (2004). “Contemporary Public Issues.” In: Y.P. S. Ololobou, (ed) *Social Studies for Effective Citizenship*. Kano: The Kano-Zaria Social Studies Collective.
- Nielson, H.T (2000). *Competitive Branding*. Chichester: John Wiley & Sons.
- Obaje, A.F. (2011). “Conflict Management, Panacea to Solving Ethnic, Tribal, Religious and Corruptive Sentimental”. *International Journal on Social Science Research and National Development*. Vol. 2.
- Oberg, J., (1996) “*Responses by the Civil Society to Humanitarian Emergencies*”, Paper for the United Nations University/WIDER Project on “The Political Economy of Humanitarian Emergencies.”
- Ogundare, S.F (2000). *Foundation of Social Studies*. Social Studies Association of Nigeria (SOSAN). Western Zone, University of Ibadan.
- Okam, C.C (1998). *Teaching Issues, Insights and Problems in the Social Studies education in Nigeria*. Jos: Deka Publishers.
- Okwonkwo, M.E (2000). “Foundation of Social Studies” In: Y.P. S. Ololobou, (ed) *Social Studies for Effective Citizenship*. Kano: The Kano-Zaria Social Studies Collective.
- Olayiwola, A.O. (2007). *Procedures in Education Research*, Kaduna: Hanijam Publications.
- Olayiwola, A.O. (2010). *Procedures in Educational Research*, Kaduna: Kingo Nigeria Ltd.
- Olise, F.P. (2009). *Communication and Conflict Management in Nigeria: the Drama option*. *Journal of Communication Approaches to Peace Building in Nigeria*. Eket: BSM Resources Nigeria Ltd.
- Ololobou, C.O (2010). *Methodological Approaches in Social Studies Education*. Kano: Jayelemi Graphics and General Enterprises.
- Ololobou, Y.P.S (2004). *Social Studies for Effective Citizenship*. Kano: The Kano-Zaria Social Studies Collective.
- Ololobou, Y.P.S (1989). Social Studies: The search for a definition in Nigerian. *Journal of Social Studies* 1(1 & 2).

- Omooba, B.T., Obi, G.E. and Olabode, J.A.(2008). *Topical Issues on Contemporary Social Studies Education* (1st ed). Kaura-Namoda: Kaura-Namoda Educational Associates.
- Onipe, D.A. (2002). Social Studies and Patterns of Nation-Building in Ololobou, Y.P.S. (ed). *Social Studies for Effective Citizenship*. Kano. Kano-Zaria Social Studies Collective.
- Oyeshola, D.O.P (2005), *Conflict and Context of Conflict Resolution*, Ile-Ife: Obafemi Awolowo University Press Ltd.
- Radda, R.S (2006): Conflict in Society: Consequences and Strategies for Management in Mohammed H. (Eds) *Concepts and Issues in Peace Studies and Conflict Resolution*. Kano. General Studies Unit, Bayero University Kano.
- Robbins S.P & Coulter, M. (2000): *Management, 5th edition*, New Delhi: Prentice-Hall of India Private Limited.
- Samaila, S.J (2008) in Areo, P.A. and Romanus, C.O, (2008) *Social Studies for Nation Building in Nigeria*. Kaduna: HEMO & CO. Ventures.
- Schmidit, S. M. and Kochan, T. A. (1972). "Conflict Toward Conceptual Clarity", *Administrative Science Quarterly*, Vol. 17.
- Spangler B. and Burgess H. (2005), 'Conflicts and Disputes',@ <http://www.org>.
- Spradley, J.P & MCCurdy, D.W. (1971), *Conformity and Conflict; Readings in Anthropology*, Canada: Little Brown & Co.
- The Research Advisor (2006). Sample Size Table. <http://research-advisors.com>.Wikipedia , The Free Encyclopedia, 2006.
- Udoh, E.N.E. (1989). Social Studies Association of Nigeria and Development of Social Studies Education in Nigeria. *Nigerian Journal of Social Studies*, 1(1& 2) Jan. 23-24.
- Yagcioglu, D. (1996a), "Psychological Explanations of Conflict between Ethno-cultural Minorities and Majorities" <http://www.geocities.com/athens/8945/sycho.html>.
- Yahaya, I.A (2004). Ethno-Religious Conflict and Political Stability in Kaduna State. A Study of February, 21st ,2000 Kaduna Metropolitan Conflict. Unpublished M.ed Thesis, Faculty of Education, Ahmadu Bello University, Zaria.
- Yagcioglu, D. (1996b), "A Brief Introduction to Conflict Analysis and Resolution" <http://www.geocities.com/athens/8945/conf.html>.
- Yisa, S.B. (2005). Settler Vs Indigene Issue in the Context of Peace Education for Meeting the Challenges of Nigerian Nationhood. A Paper Presented at the National Conference on Peace Education. The Challenges Nigerian Nationhood. 22nd-26th June, 2005.

“Youth and Conflict” (2006) World Youth Report 2003. Information Available:
<http://www.un.org/esa/solder/unyin/documents/ch.14.pdf>, accessed on Monday,
August 21.

**CONFLICT RESOLUTION THROUGH SOCIAL STUDIES EDUCATION
QUESTIONNAIRE (CRESSEQ)**

Department of Arts and Social Science
Education,
Faculty of Education,
Ahmadu Bello University, Zaria.
Date:-----

Dear Sir/Ma,

QUESTIONNAIRE

The researcher from the above named institution designed this questionnaire for academic purpose carrying out a research work titled “**Survey On Efficacy of Social Studies Education in Teaching Conflict Resolution Among NCE Students in Kano State-Nigeria**”.

Please, the items below are designed to provide appropriate information on the study which will be treated with confidentiality and will not have any implication on the respondents. Kindly respond to the questionnaire items below objectively to the best of your knowledge.

Yours faithfully,
SIGNED

**DANMARI, Abdullahi Yusuf Nuruddeen
M.ED/EDUC/44522/2012-2013**

Please tick (✓) where necessary.

SECTION A: PERSONAL DATA/BIO-DATA

1. Gender:(a) Male (), (b) Female ()
2. Level:(a) NCE II () (b) NCE III ()
3. Status: (a) FCE, Kano () (b) SRCOE, Kumbotso ()

SECTION B:

Instruction: Please tick (✓) as appropriate.

SECTION:-Survey On Efficacy of Social Studies Education in Teaching Conflict Resolution Among NCE Students.

Key: **Strongly Agree (SA); Agree (A); Strongly Disagree (SD) and Disagree (D).**

S/N	ITEMS STATEMENT	SA	A	SD	D
1.	Social Studies Education Curriculum at NCE level encourage students to seek legal redress to perceived injustice melted against them.				
2.	Social Studies Education at NCE level encourage students to take law into their own hands for perceived injustice in the society.				
3.	Social Studies Education Curriculum contents at NCE level equip its adherents with necessary skills for dialogue as a viable means of conflict resolution.				
4.	Social Studies Education at NCE level promote violent confrontation as a viable tool in resolving discrepancies between individuals and groups.				
5.	Social Studies students at NCE level are taught to imbibe the spirit of brotherhood, patience, perseverance and to respect one another.				
6	Social Studies students at NCE level are taught to be intolerant and disrespectful to one another.				
7	Social Studies Education objectives at NCE level is geared towards inculcating in the students a habit to forgive and overlooked the failing of those who have wronged them.				
8	Social Studies Education objectives at NCE level is geared towards inculcating in the students a habit to engaged in conflict with those who have wronged them.				

9	Social Studies Education at NCE level promote in the students critical judgment and objectivity in resolving conflict among individuals and groups.				
10	Social Studies Education at NCE level promote in the students critical judgment and objectivity in spreading conflict among individuals and groups.				
11	Social Studies Education at NCE level aimed at educating citizens to become nationalistic in outlook, patriotic in nature and broad-minded in thinking and perception.				
12	Social Studies Education at NCE level aimed at educating citizens to become non-judgmental and disloyal in the society.				
13	Social Studies Education at NCE level assists students acquired desirable attitudes towards morality and obedience.				
14	Social Studies Education at NCE level raises a generation of individuals who can think rationally, respect the views and feelings of others.				
15	Social Studies Education at NCE level corrects the inadequacies of the individual and society and strives to instill in students social attitudes and values to conflict resolution.				
16	Social Studies Education at NCE level equips individuals with the right types of attitudes and values that will enable them towards the improvement of resolving conflict and maintenance of peace across the world.				
17	Social Studies Education at NCE level raise a generation of individuals who can display tolerance and co-operation while working with others in the society.				
18	Social Studies Education at NCE level develops in the students an open mind and be willing accept and give constructive criticism.				
19	Social Studies Education at NCE level promote in the students social awareness critical judgment, as well as constructive effective thinking towards conflict resolution.				
20	Social Studies Education contents at NCE level are designed to help an individual to develop total adjustment especially during conflict as one of the strategies of conflict resolution.				
21	Social Studies Education at NCE level lead to overall development of sense of responsibility, patriotism and effective citizenship towards conflict resolution.				

22	Social Studies Education contents at NCE level are designed to develop intellectual, manipulative skills and positive attitudes such as values of honesty, dignity of labour, co-operation, justice, national unity and love for the country towards resolving conflict.				
23	Social Studies Education contents at NCE level are designed to enable individual to appreciate cultural diversity and interdependency and the need for national co-operation in order to prevent conflict in the country.				
24	Social Studies Education curriculum at NCE level is geared towards enabling students to acquire necessary skills in maximizing knowledge, assimilation and effective utilization for better understanding of the modern world and conflicting social, economical, political pressures and demands.				
25	Social Studies Education at NCE level promotes application of knowledge of various steps towards an inquiry process for problem solving.				
26	Social Studies Education at NCE level promotes application of knowledge of various steps towards an inquiry process for creating problems in the society.				
27	Social Studies Education at NCE level uses scientific approach towards effective teaching and learning for the students to develop self-esteem, self-confidence and good moral values in order to prevent conflict in the society.				
28	Social Studies Education at NCE level is aimed at producing Nigerians who are not only human but also loyal to central unit and constituted authorities respectively rather than tribal groups.				
29	Social Studies Education contents at NCE level promotes and inculcate into the minds of Nigerian citizens necessary skills effective human relations in order to ensure peace and co-operation.				
30	Social Studies Education at NCE level is aimed at producing Nigerians who are not only human but also disloyal to central unit and constituted authorities and give loyalty to their tribal groups.				

Table 12: Opinion students' on efficacy of Social Studies Education in Teaching Conflict Resolution among NCE Students in Kano state, Nigeria due to study level

S/NO	ITEMS	STUDY LEVEL	Response categories				Mean	Std.dev
			SA	A	D	SD		
1	Social Studies Education Curriculum at NCE level encourages students to seek legal redress to perceived injustice melted against them.	NCEII	65	59	34	32	2.8263	1.0820
		NCEIII	62	57	32	31	2.8842	1.0832
2	Social Studies Education at NCE level encourages students to take law into their own hands for perceived injustice in the society.	NCEII	27	27	104	32	2.2579	.9037
		NCEIII	39	30	93	20	2.4835	.9502
3	Social Studies Education Curriculum contents at NCE level equip its adherents with necessary skills for dialogue as a viable means of conflict resolution.	NCEII	78	44	24	44	2.8211	1.1994
		NCEIII	45	60	25	52	2.5385	1.1496
4	Social Studies Education at NCE level promotes violent confrontation as a viable tool in resolving discrepancies between individuals and groups.	NCEII	64	14	53	69	2.4368	1.2442
		NCEIII	62	16	45	59	2.4451	1.2591
5	Social Studies students at NCE level are taught to imbibe the spirit of brotherhood, patience, perseverance and to respect one another.	NCEII	80	49	39	22	2.9842	1.0464
		NCEIII	81	49	33	19	3.0549	1.0230
6	Social Studies students at NCE level are taught to be intolerant and disrespectful to one another.	NCEII	46	68	48	28	2.6947	.9981
		NCEIII	38	67	48	29	2.6264	.9877
7	Social Studies Education objectives at NCE level is geared towards inculcating in the students a habit to forgive and overlooked the failing of those who have wronged them.	NCEII	47	65	38	40	2.6263	1.0757
		NCEIII	43	59	39	41	2.5714	1.0837
8	Social Studies Education objectives at NCE level is geared towards inculcating in the students a habit to engage in conflict with those who have wronged them.	NCEII	94	29	50	17	3.0526	1.0577
		NCEIII	89	28	49	16	3.0440	1.0555
9	Social Studies Education at NCE level promote in the students critical judgment and objectivity in resolving conflict among individuals and groups.	NCEII	79	57	31	23	3.0105	1.0337
		NCEIII	72	60	32	8	3.0220	.9858
10	Social Studies Education at NCE level promote in the students critical judgment and objectivity in spreading conflict among individuals and groups.	NCEII	175	4	7	4	3.8421	.5785
		NCEIII	167	5	6	4	3.8407	.5775

11	Social Studies Education at NCE level aimed at educating citizens to become nationalistic in outlook, patriotic in nature and broad-minded in thinking and perception.	NCEII	114	35	26	15	3.3053	.9821
		NCEIII	108	35	24	15	3.2967	.9860
12	Social Studies Education at NCE level aimed at educating citizens to become non-judgmental and disloyal in the society.	NCEII	73	16	93	8	2.8105	1.0057
		NCEIII	67	16	91	8	2.7802	1.0005
13	Social Studies Education at NCE level assists students acquired desirable attitudes towards morality and obedience.	NCEII	31	84	45	30	2.6105	.9405
		NCEIII	31	82	45	24	2.6593	.9130
14	Social Studies Education at NCE level raises a generation of individuals who can think rationally, respect the views and feelings of others.	NCEII	27	27	104	32	2.2579	.9037
		NCEIII	25	25	100	32	2.2363	.9007
15	Social Studies Education at NCE level corrects the inadequacies of the individual and society and strives to instill in students social attitudes and values to conflict resolution.	NCEII	76	17	63	34	2.7105	1.1708
		NCEIII	74	17	59	32	2.7309	1.1700
16	Social Studies Education at NCE level equips individuals with the right types of attitudes and values that will enable them towards the improvement of resolving conflict and maintenance of peace across the world.	NCEII	85	46	34	35	3.0053	1.0764
		NCEIII	83	40	34	25	2.9945	1.0949
17	Social Studies Education at NCE level raise a generation of individuals who can display tolerance and co-operation while working with others in the society.	NCEII	101	48	14	27	3.1737	1.0721
		NCEIII	98	42	14	28	3.1538	1.1011
18	Social Studies Education at NCE level develops in the students an open mind and be willing accept and give constructive criticism.	NCEII	71	24	80	15	2.7947	1.0363
		NCEIII	110	15	47	10	3.2363	1.0160
19	Social Studies Education at NCE level promote in the students social awareness critical judgment, as well as constructive effective thinking towards conflict resolution.	NCEII	83	24	50	33	2.8263	1.1713
		NCEIII	77	24	49	32	2.8022	1.1678
20	Social Studies Education contents at NCE level are designed to help an individual to develop total adjustment especially during conflict as one of the strategies of conflict resolution.	NCEII	159	8	15	8	3.6737	.7960
		NCEIII	151	8	15	8	3.6593	.8104
21	Social Studies Education at NCE level lead to overall development of sense of responsibility, patriotism and effective citizenship towards conflict resolution.	NCEII	50	65	36	39	2.6632	1.0799
		NCEIII	50	62	35	35	2.6978	1.0729
22	Social Studies Education contents at NCE level are designed to develop intellectual, manipulative skills and positive attitudes such as values of honesty, dignity of labour, co-operation, justice, national unity and love for the country towards resolving conflict.	NCEII	94	29	52	15	3.0632	1.0420
		NCEIII	85	27	54	16	2.9945	1.0590

23	Social Studies Education contents at NCE level are designed to enable individual to appreciate cultural diversity and interdependency and the need for national co-operation in order to prevent conflict in the country.	NCEII	79	59	30	22	3.0263	1.0206
		NCEIII	81	52	28	21	3.0604	1.0308
24	Social Studies Education curriculum at NCE level is geared towards enabling students to acquire necessary skills in maximizing knowledge, assimilation and effective utilization for better understanding of the modern world and conflicting social, economical, political pressures and demands.	NCEII	178	4	5	3	3.8789	.5050
		NCEIII	168	4	6	4	3.8462	.5742
25	Social Studies Education at NCE level promotes application of knowledge of various steps towards an inquiry process for problem solving.	NCEII	115	35	26	14	3.3211	.9688
		NCEIII	102	33	25	22	3.1813	1.0746
26	Social Studies Education at NCE level promotes application of knowledge of various steps towards an inquiry process for creating problems in the society.	NCEII	69	17	96	8	2.7737	.9954
		NCEIII	51	21	69	41	2.4505	1.1249
27	Social Studies Education at NCE level uses scientific approach towards effective teaching and learning for the students to develop self-esteem, self-confidence and good moral values in order to prevent conflict in the society.	NCEII	27	71	36	56	2.3632	1.0539
		NCEIII	39	62	28	53	2.4780	1.1258
28	Social Studies Education at NCE level is aimed at producing Nigerians who are not only human but also loyal to central unit and constituted authorities respectively rather than tribal groups.	NCEII	23	23	85	59	2.0526	.9580
		NCEIII	21	21	75	65	1.9890	.9690
29	Social Studies Education contents at NCE level promotes and inculcate into the minds of Nigerian citizens necessary skills effective human relations in order to ensure peace and co-operation.	NCEII	64	14	53	69	2.4368	1.2442
		NCEIII	62	16	45	59	2.4451	1.2591
30	Social Studies Education at NCE level is aimed at producing Nigerians who are not only human but also disloyal to central unit and constituted authorities and give loyalty to their tribal groups.	NCEII	69	38	31	52	2.6526	1.2284
		NCEIII	60	39	30	53	2.5824	1.2219

Table 13: Opinion students' on efficacy of Social Studies Education in Teaching Conflict Resolution among NCE Students in Kano state, Nigeria due to gender

S/NO	Item Statements	Gender	Response categories				Mean	Std.dev
			SA	A	D	SD		
1	Social Studies Education Curriculum at NCE level encourages students to seek legal redress to perceived injustice melted against them.	Males	77	68	38	36	2.8493	1.0794
		Females	50	48	28	27	2.7908	1.0861
2	Social Studies Education at NCE level encourages students to take law into their own hands for perceived injustice in the society.	Males	53	34	109	23	2.5342	.97323
		Females	34	24	79	16	2.4967	.9536
3	Social Studies Education Curriculum contents at NCE level equip its adherents with necessary skills for dialogue as a viable means of conflict resolution.	Males	51	69	33	66	2.4795	1.1507
		Females	72	35	16	30	2.9739	1.1695
4	Social Studies Education at NCE level promotes violent confrontation as a viable tool in resolving discrepancies between individuals and groups.	Males	113	16	61	29	2.9726	1.1530
		Females	74	11	46	22	2.8954	1.1650
5	Social Studies students at NCE level are taught to imbibe the spirit of brotherhood, patience, perseverance and to respect one another.	Males	93	58	44	24	3.0046	1.0338
		Females	68	40	28	17	3.0392	1.0374
6	Social Studies students at NCE level are taught to be intolerant and disrespectful to one another.	Males	46	82	58	33	2.6438	.9773
		Females	38	53	38	24	2.6863	1.0161
7	Social Studies Education objectives at NCE level is geared towards inculcating in the students a habit to forgive and overlooked the failing of those who have wronged them.	Males	51	77	45	46	2.6073	1.0627
		Females	39	47	32	35	2.5882	1.1034
8	Social Studies Education objectives at NCE level is geared towards inculcating in the students a habit to engage in conflict with those who have wronged them.	Males	112	33	56	18	3.0613	1.0452
		Females	71	24	43	15	2.9869	1.0698
9	Social Studies Education at NCE level promote in the students critical judgment and objectivity in resolving conflict among individuals and groups.	Males	92	69	36	22	3.0548	.9935
		Females	59	48	27	19	2.9608	1.0316
10	Social Studies Education at NCE level promote in the students critical judgment and objectivity in spreading conflict among individuals and groups.	Males	204	55	6	4	3.8676	.5296
		Females	138	4	7	4	3.8039	.6392

11	Social Studies Education at NCE level aimed at educating citizens to become nationalistic in outlook, patriotic in nature and broad-minded in thinking and perception.	Males	131	42	30	16	3.3151	.9656
		Females	91	28	20	14	3.2810	1.0095
12	Social Studies Education at NCE level aimed at educating citizens to become non-judgmental and disloyal in the society.	Males	81	18	111	9	2.7808	.9988
		Females	59	14	73	7	2.8170	1.0094
13	Social Studies Education at NCE level assists students acquired desirable attitudes towards morality and obedience.	Males	34	100	55	30	2.6301	.9062
		Females	28	66	35	24	2.6405	.9570
14	Social Studies Education at NCE level raises a generation of individuals who can think rationally, respect the views and feelings of others.	Males	31	30	122	36	2.2557	.8977
		Females	21	22	82	28	2.2353	.9087
15	Social Studies Education at NCE level corrects the inadequacies of the individual and society and strives to instill in students social attitudes and values to conflict resolution.	Males	89	20	72	38	2.7306	1.1674
		Females	61	14	50	28	2.7059	1.1247
16	Social Studies Education at NCE level equips individuals with the right types of attitudes and values that will enable them towards the improvement of resolving conflict and maintenance of peace across the world.	Males	101	48	40	30	3.0046	1.0941
		Females	67	38	28	20	2.9935	1.0729
17	Social Studies Education at NCE level raise a generation of individuals who can display tolerance and co-operation while working with others in the society.	Males	118	54	16	31	3.1826	1.0723
		Females	81	36	12	24	3.1373	1.1065
18	Social Studies Education at NCE level develops in the students an open mind and be willing accept and give constructive criticism.	Males	123	20	65	11	3.1644	1.0183
		Females	58	19	62	14	2.7903	1.0550
19	Social Studies Education at NCE level promote in the students social awareness critical judgment, as well as constructive effective thinking towards conflict resolution.	Males	94	28	59	38	2.8128	1.1678
		Females	66	20	40	27	2.8170	1.1722
20	Social Studies Education contents at NCE level are designed to help an individual to develop total adjustment especially during conflict as one of the strategies of conflict resolution.	Males	185	9	16	9	3.6895	.7807
		Females	125	7	14	7	3.6340	.8331
21	Social Studies Education at NCE level lead to overall development of sense of responsibility, patriotism and effective citizenship towards conflict resolution.	Males	50	77	46	46	2.5982	1.0593
		Females	50	50	25	28	2.7974	1.0903

22	Social Studies Education contents at NCE level are designed to develop intellectual, manipulative skills and positive attitudes such as values of honesty, dignity of labour, co-operation, justice, national unity and love for the country towards resolving conflict.	Males	111	32	56	20	3.0685	1.0622
		Females	68	24	50	11	2.9739	1.0320
23	Social Studies Education contents at NCE level are designed to enable individual to appreciate cultural diversity and interdependency and the need for national co-operation in order to prevent conflict in the country.	Males	92	68	35	24	3.0411	1.0105
		Females	68	43	23	19	3.0458	1.0471
24	Social Studies Education curriculum at NCE level is geared towards enabling students to acquire necessary skills in maximizing knowledge, assimilation and effective utilization for better understanding of the modern world and conflicting social, economical, political pressures and demands.	Males	202	4	8	5	3.8402	.5881
		Females	144	4	3	2	3.8954	.4611
25	Social Studies Education at NCE level promotes application of knowledge of various steps towards an inquiry process for problem solving.	Males	130	40	30	19	3.2831	1.0010
		Females	87	28	21	17	3.2092	1.0554
26	Social Studies Education at NCE level promotes application of knowledge of various steps towards an inquiry process for creating problems in the society.	Males	70	17	92	40	2.5342	1.1221
		Females	50	21	73	9	2.7320	.9818
27	Social Studies Education at NCE level uses scientific approach towards effective teaching and learning for the students to develop self-esteem, self-confidence and good moral values in order to prevent conflict in the society.	Males	32	66	33	88	2.1918	1.1209
		Females	34	67	31	21	2.7451	.9518
28	Social Studies Education at NCE level is aimed at producing Nigerians who are not only human but also loyal to central unit and constituted authorities respectively rather than tribal groups.	Males	24	21	80	94	1.8858	.9771
		Females	20	23	80	30	2.2157	.9100
29	Social Studies Education contents at NCE level promotes and inculcate into the minds of Nigerian citizens necessary skills effective human relations in order to ensure peace and co-operation.	Males	62	14	52	91	2.2146	1.2541
		Females	64	16	46	27	2.7647	1.1740
30	Social Studies Education at NCE level is aimed at producing Nigerians who are not only human but also disloyal to central unit and constituted authorities and give loyalty to their tribal groups.	Males	64	41	31	83	2.3927	1.2602
		Females	65	36	30	22	2.9412	1.0956

Table 14: Opinion students' on efficacy of Social Studies Education in Teaching Conflict Resolution among NCE Students in Kano state, Nigeria due to college ownership type

S/No	Item Statements	Colleges	Response categories				Mean	Std.dev
			SA	A	D	SD		
1	Social Studies Education Curriculum at NCE level encourages students to seek legal redress to perceived injustice melted against them.	SRCOE	87	72	44	41	2.8402	1.0901
		FCEK	40	44	22	22	2.7969	1.0674
2	Social Studies Education at NCE level encourages students to take law into their own hands for perceived injustice in the society.	SRCOE	69	51	38	86	2.4221	1.2331
		FCEK	17	18	71	22	2.2344	.8916
3	Social Studies Education Curriculum contents at NCE level equip its adherents with necessary skills for dialogue as a viable means of conflict resolution.	SRCOE	60	82	36	66	2.5574	1.1334
		FCEK	63	22	13	30	2.9219	1.2398
4	Social Studies Education at NCE level promote violent confrontation as a viable tool in resolving discrepancies between individuals and groups.	SRCOE	40	72	38	94	2.2377	1.1335
		FCEK	18	18	71	21	2.2578	.8983
5	Social Studies students at NCE level are taught to imbibe the spirit of brotherhood, patience, perseverance and to respect one another.	SRCOE	104	66	48	26	3.0164	1.0262
		FCEK	57	32	24	15	3.0234	1.0534
6	Social Studies students at NCE level are taught to be intolerant and disrespectful to one another.	SRCOE	17	18	71	22	2.2344	.8916
		FCEK	17	18	71	22	2.2344	.8916
7	Social Studies Education objectives at NCE level is geared towards inculcating in the students a habit to forgive and overlooked the failing of those who have wronged them.	SRCOE	63	83	48	50	2.6516	1.0761
		FCEK	27	41	29	31	2.5000	1.0795
8	Social Studies Education objectives at NCE level is geared towards inculcating in the students a habit to engage in conflict with those who have wronged them.	SRCOE	27	26	89	102	1.9098	.9813
		FCEK	17	18	71	22	2.2344	.8916
9	Social Studies Education at NCE level promote in the students critical judgment and objectivity in resolving conflict among individuals and groups.	SRCOE	96	79	43	26	3.0041	.9999
		FCEK	55	38	20	15	3.0391	1.0302
10	Social Studies Education at NCE level promote in the students critical judgment and objectivity in spreading conflict among individuals and groups.	SRCOE	69	51	38	86	2.4221	1.2331
		FCEK	17	18	71	22	2.2344	.8916
11	Social Studies Education at NCE level aimed at educating citizens to become nationalistic in outlook, patriotic in nature and broad-minded in thinking and perception.	SRCOE	147	44	33	20	3.3033	.9884
		FCEK	75	26	17	10	3.2969	.9749

12	Social Studies Education at NCE level aimed at educating citizens to become non-judgmental and disloyal in the society.	SRCOE	40	72	38	94	2.2377	1.1335
		FCEK	18	18	71	21	2.2578	.8983
13	Social Studies Education at NCE level assists students acquired desirable attitudes towards morality and obedience.	SRCOE	42	110	56	36	2.6475	.9333
		FCEK	20	56	34	18	2.6094	.9156
14	Social Studies Education at NCE level raises a generation of individuals who can think rationally; respect the views and feelings of others.	SRCOE	124	61	20	39	3.1066	1.1059
		FCEK	18	18	71	21	2.2578	.8983
15	Social Studies Education at NCE level corrects the inadequacies of the individual and society and strives to instill in students social attitudes and values to conflict resolution.	SRCOE	99	22	80	43	2.7254	1.1699
		FCEK	51	12	42	23	2.7109	1.1715
16	Social Studies Education at NCE level equips individuals with the right types of attitudes and values that will enable them towards the improvement of resolving conflict and maintenance of peace across the world.	SRCOE	108	58	45	33	2.9877	1.0829
		FCEK	60	28	23	17	3.0234	1.0901
17	Social Studies Education at NCE level raises a generation of individuals who can display tolerance and co-operation while working with others in the society.	SRCOE	124	61	20	39	3.1066	1.1059
		FCEK	75	29	8	16	3.2734	1.0402
18	Social Studies Education at NCE level develops in the students an open mind and be willing accept and give constructive criticism.	SRCOE	132	22	75	15	3.1107	1.0423
		FCEK	49	17	52	10	2.8203	1.0381
19	Social Studies Education at NCE level promote in the students social awareness critical judgment, as well as constructive effective thinking towards conflict resolution.	SRCOE	103	33	66	42	2.8074	1.1617
		FCEK	57	15	33	23	2.8281	1.1846
20	Social Studies Education contents at NCE level is designed to help an individual to develop total adjustment especially during conflict as one of the strategies of conflict resolution.	SRCOE	202	11	20	11	3.6557	.8141
		FCEK	108	5	10	5	3.6875	.7811
21	Social Studies Education at NCE level lead to overall development of sense of responsibility, patriotism and effective citizenship towards conflict resolution.	SRCOE	60	83	51	50	2.6270	1.0677
		FCEK	40	44	20	24	2.7813	1.0863
22	Social Studies Education contents at NCE level is designed to develop intellectual, manipulative skills and positive attitudes such as values of honesty, dignity of labour, co-operation, justice, national unity and love for the country towards resolving conflict.	SRCOE	121	36	65	22	3.0492	1.0607
		FCEK	58	20	41	9	2.9922	1.0309

23	Social Studies Education contents at NCE level is designed to enable individual to appreciate cultural diversity and interdependency and the need for national co-operation in order to prevent conflict in the country.	SRCOE	103	76	38	27	3.0451	1.0112
		FCEK	57	35	20	16	3.0391	1.0529
24	Social Studies Education curriculum at NCE level is geared towards enabling students to acquire necessary skills in maximizing knowledge, assimilation and effective utilization for better understanding of the modern world and conflicting social, economical, political pressures and demands.	SRCOE	227	4	8	5	3.8566	.5591
		FCEK	119	4	3	2	3.8750	.5019
25	Social Studies Education at NCE level promotes application of knowledge of various steps towards an inquiry process for problem solving.	SRCOE	147	42	32	33	3.2828	1.0173
		FCEK	70	26	19	13	3.1953	1.0352
26	Social Studies Education at NCE level promotes application of knowledge of various steps towards an inquiry process for creating problems in the society.	SRCOE	40	72	38	94	2.2377	1.1335
		FCEK	17	18	71	22	2.2344	.8916
27	Social Studies Education at NCE level uses scientific approach towards effective teaching and learning for the students to develop self-esteem, self-confidence and good moral values in order to prevent conflict in the society.	SRCOE	40	72	38	94	2.2377	1.1335
		FCEK	26	61	26	15	2.7656	.9091
28	Social Studies Education at NCE level is aimed at producing Nigerians who are not only human but also loyal to central unit and constituted authorities respectively rather than tribal groups.	SRCOE	27	26	89	102	1.9098	.9813
		FCEK	17	18	71	22	2.2344	.8916
29	Social Studies Education contents at NCE level promotes and inculcate into the minds of Nigerian citizens necessary skills effective human relations in order to ensure peace and co-operation.	SRCOE	70	16	62	96	2.2459	1.2459
		FCEK	56	14	36	22	2.8125	1.1755
30	Social Studies Education at NCE level is aimed at producing Nigerians who are not only human but also disloyal to central unit and constituted authorities and give loyalty to their tribal groups.	SRCOE	69	51	38	86	2.4221	1.2331
		FCEK	17	18	71	22	2.2344	.8916

T-Test

Group Statistics

	location	N	Mean	Std. Deviation	Std. Error Mean
Efficacy of Social Studies in teaching conflict resolution	SRCOE	244	85.7008	6.20074	.39696
	FCEK	128	88.0000	5.20599	.46015

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Efficacy of Social Studies in teaching conflict resolution	Equal variances assumed	5.632	.018	-3.584	370	.000	-2.29918	.64154	-3.56070	-1.03766
	Equal variances not assumed			-3.783	299.637	.000	-2.29918	.60771	-3.49511	-1.10325

T-Test

Group Statistics

	level	N	Mean	Std. Deviation	Std. Error Mean
Efficacy of Social Studies in teaching conflict resolution	NCEII	190	86.7368	6.53474	.47408
	NCEIII	182	86.2363	5.32628	.39481

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Efficacy of Social Studies in teaching conflict resolution	Equal variances assumed	9.656	.002	.808	370	.420	.50058	.61964	-.71788	1.71903
	Equal variances not assumed			.811	360.835	.418	.50058	.61695	-.71269	1.71385

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Efficacy of Social Studies in teaching conflict resolution	Male	219	85.7215	6.13084	.41428
	Female	153	87.5948	5.57183	.45046

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Confidence Interval of the Difference	
									Lower	Upper
Efficacy of Social Studies in teaching conflict resolution	Equal variances assumed	1.325	.250	0.612	370	.073	-1.87331	.62246	-3.09732	-.64930
	Equal variances not assumed			-3.061	345.523	.002	-1.87331	.61200	-3.07702	-.66960

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	30	100.0
Cases	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.847	.845	30

Item Statistics			
Item Statements	Mean	Std. Deviation	N
Social Studies Education Curriculum at NCE level encourages students to seek legal redress to perceived injustice melted against them.	2.7333	1.04826	30
Social Studies Education at NCE level encourages students to take law into their own hands for perceived injustice in the society.	2.6333	1.03335	30
Social Studies Education Curriculum contents at NCE level equip its adherents with necessary skills for dialogue as a viable means of conflict resolution.	2.2667	1.17248	30
Social Studies Education at NCE level promotes violent confrontation as a viable tool in resolving discrepancies between individuals and groups.	3.1667	1.11675	30
Social Studies students at NCE level are taught to imbibe the spirit of brotherhood, patience, perseverance and to respect one another.	3.0000	1.01710	30
Social Studies students at NCE level are taught to be intolerant and disrespectful to one another.	2.6667	.95893	30
Social Studies Education objectives at NCE level is geared towards inculcating in the students a habit to forgive and overlooked the failing of those who have wronged them.	2.6667	.99424	30
Social Studies Education objectives at NCE level is geared towards inculcating in the students a habit to engaged in conflict with those who have wronged them.	3.3000	.98786	30
Social Studies Education at NCE level promote in the students critical judgment and objectivity in resolving conflict among individuals and groups.	3.2000	.99655	30

Social Studies Education at NCE level promote in the students critical judgment and objectivity in spreading conflict among individuals and groups.	3.5333	.93710	30
Social Studies Education at NCE level aimed at educating citizens to become nationalistic in outlook, patriotic in nature and broad-minded in thinking and perception.	3.5000	.82001	30
Social Studies Education at NCE level aimed at educating citizens to become non-judgmental and disloyal in the society.	2.9667	1.03335	30
Social Studies Education at NCE level assists students acquired desirable attitudes towards morality and obedience.	3.0333	1.27261	30
Social Studies Education at NCE level raises a generation of individuals who can think rationally; respect the views and feelings of others.	3.3000	1.02217	30
Social Studies Education at NCE level corrects the inadequacies of the individual and society and strives to instill in students social attitudes and values to conflict resolution.	3.1000	1.12495	30
Social Studies Education at NCE level equips individuals with the right types of attitudes and values that will enable them towards the improvement of resolving conflict and maintenance of peace across the world.	3.5333	.77608	30
Social Studies Education at NCE level raises a generation of individuals who can display tolerance and co-operation while working with others in the society.	3.5667	.62606	30
Social Studies Education at NCE level develops in the students an open mind and be willing accept and give constructive criticism.	3.7000	.74971	30
Social Studies Education at NCE level promote in the students social awareness critical judgment, as well as constructive effective thinking towards conflict resolution.	3.7667	.72793	30
Social Studies Education contents at NCE level are designed to help an individual to develop total adjustment especially during conflict as one of the strategies of conflict resolution.	3.8333	.64772	30
Social Studies Education at NCE level lead to overall development of sense of responsibility, patriotism and effective citizenship towards conflict resolution.	3.6333	.71840	30

Social Studies Education contents at NCE level are designed to develop intellectual, manipulative skills and positive attitudes such as values of honesty, dignity of labour, co-operation, justice, national unity and love for the country towards resolving conflict.	3.6333	.71840	30
Social Studies Education contents at NCE level are designed to enable individual to appreciate cultural diversity and interdependency and the need for national co-operation in order to prevent conflict in the country.	3.4667	1.04166	30
Social Studies Education curriculum at NCE level is geared towards enabling students to acquire necessary skills in maximizing knowledge, assimilation and effective utilization for better understanding of the modern world and conflicting social, economical, political pressures and demands.	3.8667	.43417	30
Social Studies Education at NCE level promotes application of knowledge of various steps towards an inquiry process for problem solving.	3.7667	.67891	30
Social Studies Education at NCE level promotes application of knowledge of various steps towards an inquiry process for creating problems in the society.	3.7000	.79438	30
Social Studies Education at NCE level uses scientific approach towards effective teaching and learning for the students to develop self-esteem, self-confidence and good moral values in order to prevent conflict in the society.	2.6000	1.52225	30
Social Studies Education at NCE level is aimed at producing Nigerians who are not only human but also loyal to central unit and constituted authorities respectively rather than tribal groups.	2.8000	1.44795	30
Social Studies Education contents at NCE level promotes and inculcate into the minds of Nigerian citizens necessary skills effective human relations in order to ensure peace and co-operation.	2.6667	1.47001	30
Social Studies Education at NCE level is aimed at producing Nigerians who are not only human but also disloyal to central unit and constituted authorities and give loyalty to their tribal groups.	2.8000	1.42393	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.213	2.267	3.867	1.600	1.706	.206	30