

**IMPACT OF TEACHERS' EXPERIENCE AND QUALIFICATION IN
IMPLEMENTING JUNIOR SECONDARY SCHOOL SOCIAL STUDIES
CURRICULUM IN KADUNA STATE, NIGERIA**

BY

**Musa Iyayi IBRAHIM
NCE (2007) B.Ed. (2010)
P14EDAS8062**

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

OCTOBER, 2018

**IMPACT OF TEACHERS' EXPERIENCE AND QUALIFICATION IN
IMPLEMENTING JUNIOR SECONDARY SCHOOL SOCIAL STUDIES
CURRICULUM IN KADUNA STATE, NIGERIA**

BY

**Musa Iyayi IBRAHIM
NCE (2007) B.Ed. (2010)
P14EDAS8062**

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

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

OCTOBER, 2018

DECLARATION

I Musa Iyayi IBRAHIM declare that this dissertation entitled “Impact of Teachers’ Experience and Qualification in Implementing Junior Secondary School Social Studies Curriculum in Kaduna State, Nigeria” has been carried out by me in the Department of Arts and Social Science Education. The information derived from the literature has been duly acknowledged and a list of references is provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

.....

Musa Iyayi IBRAHIM

.....

Date

CERTIFICATION

This dissertation titled “IMPACT OF TEACHERS’ EXPERIENCE AND QUALIFICATION IN IMPLEMENTING JUNIOR SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM IN KADUNA STATE, NIGERIA” by Musa Iyayi IBRAHIM meets the regulations governing the award of the Degree of Master in Social Studies Education of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

Dr. I.D. Abubakar	Date
Chairman Supervisory Committee	
Dr. Z.S Gaya	Date
Member Supervisory Committee	
Prof. Abdullahi Dalhatu	Date
Head, Department of Arts and Social Science Education	
Prof. S. Z. Abubakar	Date
Dean, School of Post-Graduate Studies	

DEDICATION

This research work is dedicated to my parents, family and friends and colleagues.

ACKNOWLEDGEMENTS

Glory is due to Allah, the All-seeing, the All-hearing, Master of the heaven and the earth Who has seen me through this academic programme. May His blessings be to our beloved prophet Muhammad (S.A.W.)

First and foremost I wish to express my profound gratitude to my supervisors Dr. I.D. Abubakar and Dr. Z.S. Gaya who despite the bulky work on their tables continually left their door open to me for vetting and constructive criticism which led to the completion of research work at the appropriate time scheduled. Also, my appreciate with thanks goes to the followings for their immense contribution toward the success of this work: late Prof. M.C. Ubah, Associate Prof. H.I. Bayero and Mallam Yahaya J. Shinkafi, Dr Ginga Umar, A.A Dada, Dr M. Sarkin-fada, and Mallam Nasa'i Muhammed for the guidance and support. I equally, appreciate the effort of my course work lecturers for their sound contribution to the success of my course work in the University. I also want to thank Dr Abdulfatah Olabode Jimoh (Eleju of Igbonla Kingdom) for his support. I am also indebted to authorities of Federal College of Education, Zaria for allowing me to proceed on work-study leave. Finally, appreciation goes to all my course mates of 2014–2015 session Social Studies and Civic Education Section, Department of Arts and Social Science Education, Faculty of Education, Ahmadu Bello University-Zaria.

My appreciation also goes to the authorities of Kaduna State Universal Basic Education Board (SUBEB) for providing me with much needed data and permission to undertake my study in schools under their jurisdictions. Also not forgetting Social Studies teachers who gave me the much needed support in responding to my questionnaires and returning them in good time. Moreover, I want to register my gratitude to Ibrahim Ahmad Hussain, Mallam Jamilu Salihu, Najib Abubakar, Sheriff Ubale and Shehu Garba Aliyu

(Makaman Sharifan Zazzau) for their support. Also not forgetting my immediate family members like my parent Mallam Ibrahim Iyayi, Mallama Hauwa'u Abubakar; my wife Rabiatu Zailani Isah and my children; Salaha Musa Iyayi and Maryam Musa Iyayi for their support and lots of encouragements.

ABSTRACT

The study focused on evaluating Teachers' Experience and Qualification in the Implementation of Junior Secondary School Social Studies Curriculum in Kaduna State, Nigeria. The study was guided by four objectives, four research questions and four null hypotheses. Survey research design was adopted. However, the population of the study was 2427 teachers of Social Studies selected from three educational zones of Kaduna State, Nigeria. The sample size used in the study was 332. The study used two sampling techniques namely; proportionate stratified sampling and simple random sampling. The study also used structured questionnaire titled "researcher made questionnaire Teachers' Experience and Qualification in the Implementation of Junior Secondary School Social Studies Curriculum (TEQIJSOSCQ) as data collection instrument. The instrument was duly validated by supervisors', language experts and statisticians for content and construct validity. The researcher pilot tested the instrument and 0.799 was realised. The independent samples t-test and ANOVA were used to test the study's null hypotheses and arithmetic mean, standard deviation to answer the research questions. Null hypotheses 1 and 2 were retained while null hypotheses 3 and 4 at 0.05 level of significance were rejected. The study discovered among other things that there was no significant difference in the mean opinion scores of respondents in relation to gender on the impact of teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria and that significant differences exist in the mean opinion scores of respondents in relation to qualification on the impact of teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria. Some of the recommendations include the need for Social Studies teachers to be conversant with the appropriate innovation in the implementation of social studies curriculum in junior secondary schools in Kaduna State, Nigeria.

TABLE OF CONTENTS

	Page
TITLE PAGE	ii
DECLARATION	iii
CERTIFICATION	iv
DEDICATION	v
ACKNOWLEDGMENTS	vi
ABSTRACT	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
LIST OF FIGURES	xiv
ABBREVIATIONS	xv
CHAPTER ONE: INTRODUCTION	
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	5
1.5 Null Hypotheses	5
1.6 Significance of the Study	6
1.7 Scope of the Study	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Introduction	9
2.2 Theoretical Framework	10

2.2.1	Post-modernity Theory	10
2.2.2	Functionalist or Equilibrium Theory	12
2.3	Concept of Social Studies Education	14
2.3.1	Philosophical Background of Social Studies Education	14
2.4	Aims and Objectives of Social Studies	15
2.5	History and Justification for the Introduction of Social Studies in Nigerian Schools	18
2.6	Nature and Scope of Social Studies	19
2.7	Social Studies and Nigerian National Policy on Education	26
2.7.1	Teaching in the Context of Social Studies	27
2.8	Problems of Teaching Social Studies Education	28
2.8.1	Government Factor	29
2.8.2	Human Factor	30
2.8.3	Teachers Factor	31
2.8.4	School Factor	33
2.8.5	Community Factor	34
2.9	The Separate Subject Approach	35
2.9.2	Interdisciplinary Approach	36
2.10	Goals of Social Studies Education	38
2.11	Scope of Social Studies	39
2.12	Curriculum Implementation in Social Studies	40
2.13	Materials for Curriculum Implementation	40
2.14	Basic Techniques and Strategies for Curriculum Implementation	42
2.15	Review of Empirical Related Studies	42

Summary

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	53
3.2	Research Design	53
3.3	Population of the Study	54
3.4	Sample and Sampling Procedure	55
3.5	Instrument for Data Collection	55
3.5.1	Validation of the Instrument	56
3.5.2	Reliability of the Instrument and Pilot Study	56
3.6	Data Collection Procedure	57
3.7	Statistical Analysis Procedure	57

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1	Introduction	58
4.2	Presentation of Bio-Data Variables	57
4.3	Answering Research Questions	61
4.4	Testing of Research Hypotheses	69
4.5	Summary of Major Findings	69
4.6	Discussion of Results	71

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction	72
5.2	Summary	72
5.3	Conclusions	73
5.4	Contributions to Knowledge	75
5.5	Recommendations	74

5.6	Suggestions for Further Studies	75
	<i>References</i>	76
	<i>Appendices</i>	

LIST OF TABLES

Tables	Page
1: Population of the Study	54
2: Sample Size for the Study by Gender and Geographical Location	55
3: Frequency Distribution of Respondents by Gender	58
4: Frequency Distribution of Respondents by Location	58
5: Frequency Distribution of Respondents by Qualification	59
6: Frequency Distribution of Respondents by Experiences	59
7: Descriptive Statistics on Research Question One	60
8: Descriptive Statistics on Research Question Two	61
9: Descriptive Statistics on Research Question Three	62
10: Descriptive Statistics on Research Question Four	62
11: Summary of t-test on Hypothesis One	63
12: Summary of t-test on Hypothesis Two	64
13: Summary of ANOVA on Hypothesis Three	65
14: Summary of ANOVA on Hypothesis Four	66

LIST OF FIGURES

Figures	Page
1: Elative Nature of System	9
2: Diagram showing Social Studies as an integrated subject	37

LIST OF APPENDICES

Appendix		Page
1:	Introduction Letter	82
2	Questionnaire Sample	83
3	Result of Computed Data	87

LIST OF ABBREVIATIONS

ASSEP:	African Social Studies and Environmental Programmes.
B.Ed:	Bachelor in Education
CESAC:	Comparative Education Study and Adaption Centre
JSS:	Junior Secondary School
M.Ed:	Masters in Education
NCE:	Nigeria Certificate in Education
NCSS:	National Council for Social Studies
NERDC:	Nigeria Educational Research and Development Council
NNTEP:	Northern Nigeria Teachers Education Project
RMQ:	Researcher Made Questionnaire
SOSAN:	Social Studies Association of Nigeria
SOSCEAN:	Social Studies and Civic Education Association of Nigeria
UBE:	Universal Basic Education
UPE:	Universal Primary Education
USAID:	United State of America for International Development
CON:	Curriculum Organization of Nigeria

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The purpose of education is to develop knowledge, skills and character of students. Thus education is the process of learning and knowing, which is not restricted to schools or textbooks. Education is very important for an individual's life. Education is a major aspect of development of any modern society. The importance of education is evident at every stage, whether at primary, Junior Secondary, Senior Secondary and in Higher institution (Salihu, 2015). No nation can develop without the provision of sound education to its teaming population, Nigeria inclusive. This entails entire educational system and its curriculum, including Social Studies, which 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, when social studies was introduced into schools; it was regarded as a combination of History, Geography, Civic etc. This conception gave rise to a lot of questions such as:

1. Why do we want to substitute new name for those subjects with us?
2. Why integrate disciplines which are already well defined without a clear reason? (Charity 2009).

To clarify the confusion that set in, a committee on primary Social Studies programme in Nigeria defined Social Studies as “those common learning of man's interaction with his social and physical environment... it is not only a study, but a way of life, of how man influences and is influenced by physical, social, political, economic and cultural environment”. Social Studies entails long-life education,

stressing on learning and acquiring of positive social economic, political values, attitudes and skills for judicious utilization of human and natural resources (Livingstone in Danladi, 2005; Agenes and Abdusalam, 20014).

Around the world there are many similarities and differences among teachers in the way they are trained and certified as professionals to teach in schools. In almost all countries teachers are educated in a university or college. Shiundu (1992) notes that teachers without proper academic and professional qualification fail to do justice to the subject. He further adds that an adequate qualification of the teacher instills self confidence in him and serves as an inspiration to the pupils. An experienced teacher has skills, values and positive attitudes to make the learner be curious, aroused and interested in learning. Therefore the researcher intends to investigate the relationship between teacher related factors that include teacher's attitudes and academic qualification in the implementation of social studies curriculum in junior secondary schools.

Shiundu and Omulando (1992) argued that to most teachers, implementation is their legitimate role in curriculum development. Their reference to the teacher and curriculum is that after a consensus is reached as to what will go into the curriculum of the educational system the next important step is to avail this curriculum package to the educational system, a process that is known as curriculum implementation. Various personnel are involved, but perhaps the one whose role is most important in seeing that programmes are successfully implemented is the teacher, who organizes the learning environment for the benefit of the pupils who must experience curriculum.

Education can be considered as a major tool for the systematic and sustainable human and material development of nations. It is a priority sector in every well-

meaning society. It can be considered as a process of acquiring knowledge, skills, attitudes, interests, abilities, competencies and the cultural norms of a society by transmitting them to the coming generations so as to enhance perpetual development of the society. To actualize the above mentioned educational benefits, curriculum is developed for every school subjects for various educational levels. Recognizing the role of teachers in the implementation of any educational policy, Ebiringa (2012) observed that education may unlock the door to modernization but it is the teacher who holds the key. It is the teacher who determines what happens in the classrooms especially in the social studies classroom. Successful implementation of any educational programme can only be assured through teachers who have acquired necessary competencies in terms of knowledge, skills, values and attitudes.

Despite the fact that Social Studies has become over willingly accepted into the Nigerian education system, it is yet to be taught and offered at junior secondary school level to its fullest minimum level like other subjects. This has to do with the fact that Social Studies has been wrongly perceived by some administrators at school level, whereby non-Social Studies specialists are given the course to handled. This hinders the proper implementation of Social Studies curriculum at J.S.S level. This point is in line with the perspectives of many social studies experts like Okam and Nedoso (2006), Mezieobi, Fubara and Mezieobi (2008) among others.

It is evident to say that Social Studies is all embracing, as such attention need to be given to its curriculum content, who is expected to handle the courses and the recipient of the knowledge i.e. students. Research has shown that, this important subject is suffering in hands of non-social studies specialists. It is against this background that the researcher becomes interested in evaluating the impact of

teachers' experience and qualification in the implementation of Junior Secondary School Social Studies Curriculum in Kaduna State.

1.2 Statement of the Problem

Given the high premium placed on Social Studies in the Nigerian Junior Secondary School curriculum, the need to evaluate the implementation of Junior Secondary School Social Studies curriculum becomes very significant. What is uncertain is getting the competent/proficient teachers' to handle the subject matter (Social Studies) at the junior secondary schools. In Kaduna state, inadequate equipment /materials, willingness to embrace effective use of curriculum, adoption of Social Studies teaching methods and insufficient release of fund from the government to curriculum specialist serves as the obstacles facing its proper implementation.

It is evident that teachers' experience and qualification have direct correlation with the implementation of J.S.S Social Studies curriculum; hence, experience has shown that, there exist differences in terms of effective implementation of Social Studies curriculum between trained Social Studies teachers and non-Social Studies experts. This could be seen in terms of wider coverage of the contents of curriculum as well as doing justice to the concepts viz-a-vi use of instructional materials during classroom interaction sessions. It is against this background that the researcher becomes interested in determining the impact of teachers' experience and qualification in implementing Junior Secondary School Social Studies Curriculum in Kaduna State, to confirm whether the experience and qualification of social studies teachers influence the level of implementation.

1.3 Objectives of the Study

The main objective of this study is to determine the impact of teachers' experience and qualification in implementing Junior Secondary School Social Studies

curriculum in Kaduna State, Nigeria. Therefore, the study was guided by the following specific objectives which are. To:

- i. examine the impact of respondents' gender on teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria;
- ii. Determine the impact of school location amongst respondents regarding teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria;
- iii. Find out the impact of respondents' qualifications regarding teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria; and
- iv. Determine the impact of respondents' teaching experience regarding teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria.

1.4 Research Questions

In the light of the stated objectives, the following research questions were formulated:

- i. What is the difference in the mean opinion scores of male and female respondents on teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria?
- ii. What is the difference in the mean opinion scores of urban and rural respondents on teachers' experience and qualification in implementing

Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria?

- iii. What is the difference in the mean opinion scores of respondents in respect of their qualification regarding teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria? and
- iv. What is the difference in the mean opinion scores of respondents in respect of their teaching experience regarding teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria?

1.5 Null Hypotheses

The following null hypotheses were postulated for the study and tested at 0.5 level of significance:

- i. There is no significant difference in the mean opinion scores of male and female respondents on teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria;
- ii. There is no significant difference in the mean opinion scores of urban and rural respondents on teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria;
- iii. There is no significant difference in the mean opinion scores of respondents in respect of their qualification regarding teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria; and

- iv. There is no significant difference in the mean opinion scores of respondents in respect of their teaching experience regarding teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria.

1.6 Significance of the Study

Man by nature is dynamics so also is the society. This circumstance and other challenges made to look for ways of overcoming these problems which led to the introduction of Social Studies education into the Nigerian school curriculum in 1969 curriculum conference to correct the ill of the society and produce a better, sound, vibrant, confident and disciplined Nigerians.

The study will aid government and educational planners by feeding there with information thereby, highlighting areas of weaknesses with records to teachers, attitude and glorification in the implementation of Social Studies to curriculum. This will pare wag in prospering solution to the problems at hand and plan ahead.

The study will as well be of importance to curriculum planners and developers by regrouping them with relevant information which could be used in developing curriculum that cater for the need and aspiration of our communities as well as that of the larger society.

To the curriculum development bodies like National Educational Research and Development Centre (NERDC), the study will assist them to identify areas of weaknesses which adequate attention and proper review which will assist in effective curriculum change.

Similarly, the study will also help Social Studies teachers' by exposing area of weaknesses as well as revealing practicable workable solution which will make them

change thereby improving themselves and their students. It is also hoped that this study will be of great relevance to stockholders i.e (parents/ community members) by equipping them with need of being involved in curriculum planning implementation.

It is also hoped that the study will serve as reference material to students undertaking research at various level in tertiary institutions. In addition to the above, the study will encourage other researchers to take up from where this study stopped and expand further frontiers.

1.7 Scope of the Study

This study evaluated teachers' experience and qualification in the implementation of J.S.S Social Studies curriculum in Kaduna State. The Scope of this study includes the three (3) educational zones in Kaduna State. However, the study selected six schools from each of the three educational zones namely:

- i. Zaria Educational Zone;
- ii. Zonkwa educational Zone; and
- iii. Giwa educational Zone.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

This chapter present the review of related literature focusing on:

- Theoretical Framework
- Concept of Social Studies
- Aims and Objectives of Social Studies
- Philosophical Background of Social Studies Education
- Characteristics of JSS Learners'
- Historical Justification for the Introduction of Social Studies in Nigerian Schools
- Social Studies and Nigerian National Policy on Education
- Teaching in the Context of Social Studies
- Problems of teaching Social Studies Education in Nigeria
- Nature and Scope of Social Studies
- Goals of Social Studies Education
- Curriculum Implementation in Social Studies
- Review of Empirical Related Studies
- Summary

2.02 Theoretical Framework

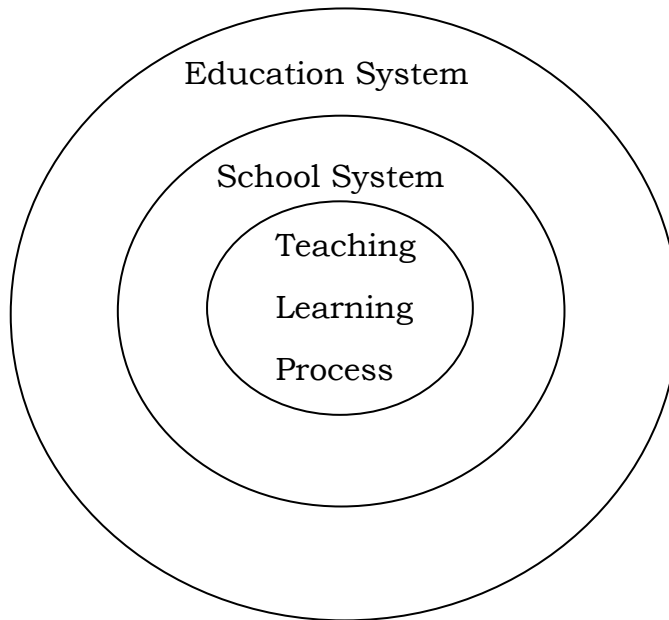
The research work adopted the functionalist theory which is known as equilibrium theory to serve as a plank on which the study rests..

2.2.1 Functionalist or Equilibrium Theory

The theory is an explanation, idea or opinion through observation and reasoning, which has been tested and confirmed as general principle explaining a large number of related facts (Yamah, 2009); for the purpose of this work, the functionalist theory was used. This theory is also known as equilibrium theory. The protagonists of this theory are Radeliff Brown, Malinoski and Emile Durkheim. This theory perceived society as an organism made up of different parts which work together for the benefit of whole. Likewise, Oladele (2001) posited that the functionalist believes that the society is like a human body with many parts, biologically work together to maintain the lives of individuals and that of the society. He maintained that, once there is disorder, the human and society become ill and non-functional. In any society, exist various components such as social, economic political, education, health, religion, security amongst others. Those components must work well and together to bring out the best of the society. As a matter of fact, the leaders (government) have a role to play just as the citizens (followers). In any situation, where any fail to function properly, the society suffers.

In relating this theory to the work, every system consists of subsystems. The diagram below illustrates the relative nature of a system.

Figure 1: Elative Nature of a System



A school is regarded as a system. This means that a school has several components parts, each components has specific roles it plays. All the roles are interrelated and complementary (Wheeler, 2007). This means that a problem in one part may affect what happens in the other parts. A major component of a school system deals with instruction, that is, how we teach and how students learn. There are ways to plan instruction in order to usher in good results from learners. One of such ways is adopting the systems approach to instruction.

2.03 Concept of Social Studies Education

Social Studies is a unique discipline. Trends of events are unfolding the fundamental of Social Studies education in Nigeria. Really, Social Studies is a field of study for everybody, irrespective of areas of specialization. It serves a as a good innovation into the nation's curriculum so as to correct anomalies in school system

and the society at large. Oshawe, (2009) succinctly describe Social Studies as learning how to live and participate in this world at a particular time and place.

Grea (2013) sees Social Studies as a discipline governed by the belief that it can positively influence, modify and change people's behaviour in the direction of accepted norms, values, beliefs, attitudes and practices of the Society. Kazi (2012) considers Social Studies as an academic discipline that touches so closely on all aspects of public and individual life that there is both implicit and explicit demand for it worldwide. Ugechukwu (2014) views Social Studies as an education that remains the core of national stability, security, and an instrument for political and economic growth and development. National Council for the Social Studies (NCSS 2011) defines Social Studies as "The integrated study of Science and Humanities to promote Civic Competence". Osakwe (2010) posited Social Studies, as a discipline concerned with the study of people in society, in space and time, how to relate to one another and to the group to which they belong.

Mezieobi, Fubara and Sam, (2013) view social studies as an integrative field of study which probes man's symbiotic relationships with his environments, endures 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.

Social Studies is seen as a programme of studies which a society uses to inculcate in students, the knowledge, skills, attitudes and activities it considers paramount concerning the relationship human beings have with each other, their world and themselves (Kissock, 1981; Agner and Abdus-Salma, 2014). Thompson

et,at in Philip – Ogoli (2013) describe Social Studies as a subject which encourages three very important ways of thinking in learners, which are:

- a. The awareness of the world
- b. Develop skills of looking at the world and of interpreting what we see;
and
- c. Develop attitudes toward fellow human beings in society

Social Studies is a general field of instruction with the overall aim of teaching students about society which may include history, geography, politics, civics, economics and psychology (Bellingham, 2001). Danladi, (2005) has the perception that Social Studies as a field which studies man along with his activities in relation to his social, economic, political cultural and physical environments for the purpose of understanding skills, attitudes and values which are necessary for individual and societal development. Ololobou’s (1989) conceptualization of Social Studies also deserves noting. To him, Social Studies is “an organized, integrated study of man and his environment, both physical and social emphasizing on cognition, functional skills and desirable attitudes and actions for the producing an effective citizenry”.

Social Studies is the study of man and his physical and social environments and how man interacts with others (Okoukwo, 2000). Cersac (1979) defined Social Studies as a relationship between man and his physical and social environment as well as his relationship between science and technology.

2.3.1 Philosophical Background of Social Studies Education

In Nigeria Social Studies came as an answer to specific national problems. In the late 1960s, most educators in Nigerian agreed that the schools must be Nigerian in

outlook that through Social Studies education, a love of the country would be developed in the Nigerian child in such a way that they would develop a strong attachment to their country and government. Furthermore to expose them to the problems in the society and equip them with the necessary skills needed for their survival, Social Studies was considered relevant.

There was a need which arose from the deficiencies of separate social science subjects (e.g. History, Geography, Political science and economics) as means of studying the entire society and its proper understanding could better be done through an integrated subject that would enlist various aspects of separate social science subjects and look at the realities of life in their interconnectedness. Thus, Social Studies was considered relevant (Ololobou, 2004). Argungu, (2009) posits that Social Studies was introduced in Nigerian schools as a core and compulsory subject at primary and junior secondary schools as a catalyst for the achievement of the national educational aims and objectives.

2.04 Aims and Objectives of Social Studies Education

(Aina; Ololobou, 2004) differentiated between aims and objectives. Aims are the general statements about what we hope to achieve through the whole syllabus by including the subject on the time table. The statement of aim is usually very broad, sometimes not clear, it reveals however, the philosophy behind the course itself.

Objectives on the other hand are much more limited and are usually more specific to what can be achieved within a lesson or a given time. Obameata, Agu, Laosebokan, (1981) and Argungu, (2009) and (2000), explained that the objectives of Social Studies in Nigeria naturally reflect the national objectives of education as a whole. This is based on the premises that Social Studies draws its own concepts

from all the basic subjects at the primary and secondary levels of education such as History, Government, Economics, religious studies among others, which includes hard work mutual cooperation, conformity to traditional social order.

2.4.2 Social Studies Objectives for Junior Secondary Education

The comparative education study and Adaption centre (CESAC) produced curriculum for secondary schools in 1981. Therein, the following objectives are stated:

- i. Develop the ability to learn and acquire basic skills such as listening, reading, speaking, writing and calculating, as well as observation analysis and inference which are requisite demand for information analysis.
- ii. Ensure the acquisition of necessary body of knowledge and information that is very important to personal development, and to the making of positive contribution to the betterment of the society as a whole.
- iii. Create an awareness and understanding of the physical environment and evolving social and cultural process.
- iv. Develop the capacity for a rational utilization of the Nigeria cultural, spiritual, national resources and their conservation for national development.
- v. Appreciate the diversity and interdependency of all members of the local and national communities and the need for co-operation for national unity and international understanding.

- vi. Inculcate positive attitudes and appreciate values such as honesty, integrity, hard-work, faintness, justice and togetherness for the development of the nation (Agness and Abdu –Salam, 2014).

Dubey and Barth (1980) stated the objectives of secondary education social studies thus:

- a. Provide an increasing member of primary schools pupils with the opportunity of a higher quality, irrespective of sex, social, religious or ethnic background.
- b. Diversify its environment to cater for differences, in talents, opportunities and roles open to students after their secondary schools course.
- c. Equip students to live effectively in our modern age of science and technology.
- d. Develop project Nigerian cultural, art and languages as well as the world's cultural heritage.
- e. Raise a generation of people who can think for others respect the dignity of about, appreciate those values specialized under on broad national aims and live as good citizens.
- f. Foster Nigerian unity with an emphasis on unity in diversity.
- g. Inspire its students with a desire for achievement and self-improvement both at school and in later life.

Ololobou, (2004) summed up the objectives for secondary education s follows:

- i Creation of awareness in the learners about their surroundings
- ii. Promotion of effective and active citizenship
- iii. Promotion of an understanding of the social problems and on Social Studies education.

2.4.1 Characteristic of JSS Learners

Junior Secondary School (JSS) learners are 12-15 years old children. They are young adolescents, and physically still fragile. Their growth rate is rapid. To them the world is expanding, and must be explored and discovered. They are active and restless waiting to play a lot of the time. Peers are important to them and there is increasing awareness of sex differences. They are cognitively alert, ready to associate and capable of abstract though (Ololobou, 2007). Ehiozuwa (2011), views that, JSS learners characterized with the following features; their body muscles grow larger and more pronounced, body strength increases due to muscle enlargement, hips grow, shoulder get broader, body begin to reassemble that of adults, skin get more oily hair grow on part of the body, voice changes deeper and hearses, grow taller, in size and weight and finally feet grow rapidly and feel clumsy. They copy and immedate a lot, and often see their tutors as role models. Work cooperatively in groups (team learning). They are capable of exploring their immediate environment and link it with day to day teaching and learning experiences. They have greater concern of their class mates, this can vividly be viewed in situations where death of either a parent or care-giver occur viz-a---viz falls sick.

2.05 History and Justification for the introduction of Social Studies in Nigerian Schools

It is difficult to say how old Social Studies is in Nigeria due to divergent views by some scholars. To ascertain how old Social Studies is will be viewed in two dimensions. If we are to respond in terms of subject matter alone, then the answer is that it has always been part of the curriculum in schools. But Social Studies has recently come to Nigeria with special commutations. It represents an integration of the social sciences and humanities. Social Studies also belong to the modern wave of good education practice which stressed the importance of the process of learning. Social Studies in this later sense was introduced into Nigeria in the early 1960s (Dubey and Barth, 1980).

Obi (1982) and Ezegebe (1988) agree with Dubey and Barth that Social Studies emerged in Nigerian schools in the early 1960s; but Osakwe and Itediere put it at the mid 60's. Mezieobi (2008) stated that Social Studies was introduced in Nigeria in the colonial era with the establishment of schools. According to him Social Studies which the colonial masters introduced was in then religious curriculum. According to Mezeiobi, (1990); 1992) Social Studies has been there right from the inception of Nigeria in the pre-colonial days, or rather in Nigeria indigenous time with peoples, contents, methodology and evaluative practices that met aspiration of the then Nigerians. According to him, what is new is the concept of Social Studies, which was really borrowed and which has become as a discrete subject in the Nigerian schools. Even today in Nigeria the Social Studies content is Nigerian specific as it focuses largely on the Nigerian environment and its lifestyle. Earlier in the 1960s effort had been made to introduce Social Studies as an integrated programme in Nigeria. Aiyetoro comprehensive secondary schools in western region develop a post

–primary programme in Social Studies, in a co-operatively worked but a syllabus and a book for teaching Social Studies.

Dubey and Barth (1980) gave a short history of Social Studies in Northern Nigeria. The Northern Nigeria Teacher Education project (NNTEP), who's members consisted of Americans and Nigerians, produced methods, books or the teachers colleges which are still being used by Social Studies teachers in a revised form. The institute of education, Ahmadu Bello University, along with the (teachers Colleges at Bauchi, Bida, Ilorin, Katsina, Maiduguri and Sokoto who were part of (NNTEP) continue to spearhead Social Studies. The first National Programme for Social Studies was produced as a result of the National curriculum Workshop sponsored by the institute in 1971. This institute continues to be actively involved in the development of curriculum and materials. It also sponsored frequent Social Studies in service courses for teachers at all levels and offers a post-graduate diploma in education for Social Studies teachers. The faculty of education ABU Zaria, has pioneered the first B.Ed programme in Social Studies and also offers post-graduate degrees in Social Studies. It is now possible to read up to Ph.D level in Social Studies in Nigeria.

Social Studies in Pre-Colonial Nigeria

Pre-colonial Nigeria was very rich in the social content area which predominantly constituted the then 'Social Studies' education and in fact indigenous education... some of Social Studies emphasized include:

1. The learning of the peoples local and family history myths, oral literature, proverbs and riddles and the geography of the community and the adjoining neighbourhood.

2. Respect to elders, honesty and truthfulness, fear of the gods goddesses, learning of family gods, goddesses and the people's Ikenga.
3. Character, values and virtues development and inculcation which traditional religion encourage and promote.
4. Instruction on loyalty to the community, recognition of one's right, obedience to elders, recognition of seniority, hospitality to people, cooperation in common task, respect for other (Mezeiobi, 1996).

Social Studies in Colonial Nigeria

Social Studies in formal school setting can be traced to the arrival of Christian missionaries in 1842 and the consequent establishment of the first primary school at Badagry Lagos Nigeria. Social Studies was also taught in the general knowledge, general studies and civics education. This provided the Social Studies constant than which had a foreign outlook.

Beginning of Social Studies in Nigeria Education System

According to Ezege (1988), NTI (2000) and Akiuola (2014), the idea of Social Studies in Nigeria was first initiated in 1956. It was tagged "the Ohio project" which was first experimented in the Northern Nigeria by a set of American educators trying to introduce comprehensive schools in Africa. But the Ohio project was short lived in the north. Soon after in 1958, western Nigeria participated in the Ohio project organized by the university of Ohio, United States of America. The project include Social Studies for Teacher Training College Curriculum. It aimed at training and upgrading Nigeria primary Schools Teachers. Again, the project could not continue.

Social Studies curriculum for Nigeria gathered momentum when it was introduced in 1963 at the Aiyetoro comprehensive school, Egbado, in the Western Region of Nigeria. In 1965, Ministry of education (Western Region) summoned a conference of Social Principals in the region. There was a unanimous agreement by the convention to outline the Social Studies syllabus for forms I and II. The Social Studies Department of Aiyetoro comprehensive High School was saddled with the responsibility assisted by other bodies – Ford Foundation and the Comparative Education Study and Adoption Centre (CESAC). By the year 1968, the department had made ready a textbook for forms I and II as being rightly directed.

A progressive development came for Social Studies curriculum in August 1967. The Ford Foundation programme in curriculum development for Nigeria assisted seven members of Social Studies Department to attend a week long Social Studies workshop in the University of Washington, Seattle, workshop in the University of Washington, Seattle, United States of America (Ogoh and Abdwl-Ghani, 2014).

The Social Studies curriculum experiment could not work well in eastern Nigeria for the singular reason of the civil war. But in the North, the story was different. In 1969, Social Studies department was created in the institute of Education, ABU-Zaria. A very important body whose contributions cannot be ignored is the NNTEP (Northern Nigeria Teacher Education Project). This body in collaboration with different foundations in the United States of America and the Northern Government introduced Social Studies at Teacher Training level. By 1964 to 1969, the subject was introduced in teachers' colleges Bida, Banchi, Ilorin, Katsina, Maiduguri and Sokoto, with staff made up of Nigerians and Americans from the University of Wisconsin (Abdusalam and Agnes, 2014).

To broaden awareness on Social Studies in Africa a curriculum conference was held in Jawaru, 1968 at Moubasa Kenga. It was attended by eleven African countries, Nigeria inclusive. One of the outcomes of the conference was the recommendation that Social Studies should be taught in all African primary schools and teacher training college. In a way, the conference also help to boost Social Studies development in Nigeria, thus, Africa Social Studies was born. Another crucial Social Studies seminar was staged in Ibadan in Januarg, 1969 of the Cooperative College, Elegele Ibadan. It lasted fourteen causative days, and was attended by teachers from various parts of the country. A remarkable outcome of the seminar was the formation of Social Studies association of (SOSAN). The renowned professor Babs Fafunwa emerged its first president and Dr. M.A. Makunde first secretary (Akinola, 2014; Abdus-Salam and Agnes; 2014).

The Social Studies Association of Nigeria (SOSAN) continuing in its role of seeing the continuous growth of the subject has been able to capture and enshrine civic education, which was recently disarticulated from Social Studies Curriculum under its new name SOSCEAN (Social Studies and Civic Educators Association of Nigeria) in 2012/2013. This is to ensure (as much as possible) that only trained professional Social Studies teachers are recognized personnel to teach or deliver Civic Education unit of lesson (in addition to Social Studies) in Nigeria's Classrooms.

It is worthy of note here the contributions of NERC (Nigeria Educational Research Council) now NERDC (Educational Research and Development Council) to the development of Social Studies in Nigeria. It was this agency of Government who sponsored the 1969 National Curriculum Conference that only saw to the inclusion of Social Studies in the sates' primary and post primary schools; they also facilitated its

core status. The NERDC also organized and sponsored seminars and workshops wherein theory and practice of Social Studies in Nigeria is demonstrated to participants. By 1976, the body has come up with a scheme of work on the subject which was presented at the conference. Not forgetting CESAC (Comparative Education Study and Adaptation Center) who through collaborative effort with Heineman Education Book, organized critique workshops directed at refining Social Studies textbook series one, two and three.

Furthermore in 1974, the Federal Government took over the control of primary schools and Teacher Training Colleges in the country. This was in readiness to implement Universal Primary Education (UPE), which was launched in 1976. Following this, in 1978, a Social Studies syllabus was produced for Nigeria secondary schools. This was quite laudable so far the general introduction of Social Studies into secondary school was concerned (Agnes and Abdus –Salam, 2014). By September 1982, the Universal Basic Education (UBE) 6-3-3-4 system was introduced and Social Studies was made as one of the core courses in Nigerian Junior Secondary Social Studies syllabus. By 1985 the curriculum for senior secondary was produced. With all these measures in place, Social Studies has become firmly rooted in primary schools, Junior Secondary Schools and Teacher Training College.

The period after 1980s witness many university and colleges of education in Nigeria take courses in Social Studies. It is also worthwhile to note that in the latest 9 –year universal Basic education programme, Ezegebe (1998) explains reasons adduced for introducing Social Studies as a new subject into the school curriculum in Nigeria educational system. Vital of these reasons are outlined below: Immediately after the Nigerian independence, a curricular review was imperative for adaption and

innovation. It was necessitated in response towards a goal oriented education; and also a reaction against the traditional system of education which reviewed to be unsustainable for Nigeria. For the traditional educational system was accused of being:

- a. teacher –centred
- b. Laying much emphasis on subject-based and content laden discipline;
- c. Emphasizing memorization; and
- d. Ignoring individual learning styles on uniform patterns.

A preferred modern system becomes mandatory having its merits for

- i. Being child –centred;
- ii. Recognizing learners, needs and capabilities. It stimulate curiosity, problem solving, exploration discovery, creativity and self expression (Ezegbe, 1998; Agness and Abdus –Salam, 2014).

Another reason is the desire to make education responsive to the needs of the society. Through integrated approach, education in social sciences will be more suitable in helping the learner to understand the society better, in terms of interrelatedness of social realities. The same way, such an integrated subject would enable learner solve his problems better. In the same vein, it is felt that a curriculum of education through integrated Social Studies programmes will be better for producing good citizens than the separate social science subjects like history's, geography, government and civic that had previously been used. It is so because an integrated Social Studies looks at all aspects of life of child in the society. These are aspects of their interrelatedness which is better equipped for the child's socialization.

More often than not, integrated Social Studies is better in content and scope for development of national consciousness and unity. It was considered to be more appropriate in helping the youth understand the Nigeria society, its people and their problems. It was to equip the child with knowledge, understanding and competencies to improve the society; and also it is a potential instrument for nation building. Ezegbe, (1998) opted that, Nigeria owes much to Britain and the United State of America for her curriculum development. These countries have introduced Social Studies in their school system, Nigeria now adopts Social Studies her similar problems to those of Britain and America.

The influence of American educators in Nigeria were serving under the Ford Foundation Programme in Curriculum Development and the United States of America Agency for International Development (USAID). Through these groups, Social Studies was introduced at the Ayetoro Comprehensive High School in 1963 where some of those educators were teaching, (Makinde, 1979 in Eegbe, 1989; Agnes and Abdus – Salamm, 2014).

In the 80's and 90's, social studies continue to grow and expand in the Nigerian schools. Colleges of education and universities continued programmes of diploma, degree, masters and Ph.D in the discipline. In 2012, SOSAN was changed to Social Studies and Civic Educators Association of Nigeria (SOSCEAN). Currently in 2018, there is a move to give the discipline a new name to go with the global trend and expectations. Today, there are professors in the area of specialization in Social Studies.

2.06 Social Studies and Nigerian National Policy on Education

Education in Nigeria has become a great concern to government. The federal government established a National Policy on Education as a way of achieving its national objectives that can be achieved using education as a tool, on policy education can be meaningfully formulated without first, identifying the overall philosophy and objectives of the nation. The five main national objectives of Nigeria as stated in second National Development plan and endorsed as the necessary foundation for the National Policy on Education (2013) are the building of:

1. A free and democratic society
2. A just and egalitarians society
3. A united, strong and self-reliant nation
4. A great and dynamic economy
5. A land of bright and full opportunities for all citizens

Nigerian's philosophy of education is therefore based on the integration of the individual into a sound and effective citizens of the nations primary, secondary and tertiary levels, both inside and outside the formula school system this is in line with Social Studies objectives. In consequence, the quality of instruction at all level has to be oriented towards inculcating the following values, for the philosophy to be in among with national objectives geared towards self-realization, better human relationship and effective citizenship:

1. Respect for the worth and dignity of the individual
2. Faith in man's ability to make rational decision

3. Moral and spiritual values in inter-personal and human relations
4. Shared responsibility for the common good of society
5. To develop capacity to learn and acquire skills essential to the formulation of a satisfaction professional life (e.g a pride in job and sound judgment).
6. To develop in the student an appreciation of his cultural heritage, and a desire to pursue it.

2.6.1 Teaching in the Context of Social Studies Education

Teaching can be said to be a chosen systematized and orderly way through which the act of teaching is performed in order to accomplish set objectives of instruction. It is a means, procedure, broad or general right way through which the desired positive change in the learner is brought about or learning is induced to occur (Mezieobi 2013; Ibrahim and Ibrahim, 2015).

Any meaningful teaching should recognize the nature of the object to be taught and learned, point differently, in articulating what techniques in the context of Social Studies; civic studies for example, one should not ignore the nature of Social Studies, its teaching methods and techniques as well as Social Studies objectives in Nigeria. In terms of its nature, it is society relative and sensitive. In Nigeria, its goals of creating or developing productive citizenry endowed with positive effective skills and behaviours entails a large measure of the employment of activity oriented methods and techniques in teaching the subject.

Social Studies is learner – centred in our context. Therefore, it entails active participation of the learner in Social Studies classrooms. Social Studies is a problem

solving goal in Nigeria and therefore, emphasizes the use of activity oriented methods and techniques to achieve its goal. The production of functional and productive citizenship which is a major focus of Social Studies concerns itself with inculcating creative, reflective, contemplative, rational, analytic and decision-making skills and competences in the learners. In the light of the fore-going goal-objectives of Social Studies, the teaching of Social Studies cannot and does not connote sheer passing on of or imparting of desirable knowledge to a passive learner recipient who must on demand regurgitate the rote memory acquired and stored knowledge.

Effective teaching of Social Studies may involve a negligible measure of cognitive knowledge particularly the lower order knowledge. Social Studies teaching, more than any other subject emphasizes higher level knowledge effective and character development. In this circumstance, therefore teaching in Social Studies refers to a predominantly students controlled or directed interactive learning achievement oriented activities inside and outside the formal classroom

2.07 Problems of Teaching Social Studies Education

Social Studies occupies a pride of place in all levels of the Nigeria educational system. It is core subject in the primary and junior secondary schools. Social Studies has been proposed to be taught as an elective under the grab of citizenship education in the senior secondary, school. It is taught as discipline proper in the tertiary institutions. This fact notwithstanding, the classroom malfunction dispensation of Social Studies in all strata of Nigeria's educational institutions considered in appropriate for Social Studies goal attainment in our polity has occasion the phobia or pessimism expressed by Charity (2009) to the effect that "... Social Studies education in Nigerian school and colleges... has foald..." in its educational mission in Nigeria

or rather, is foaling in this enterprise.” The malfunctioning of the Social Studies curriculum alluded to by Ezege (1988) when he opined that “...Social Studies... has been facing several problems and challenges.

Mezieobi et al, (2008) summed the problems affecting Social Studies in Nigeria’s educational system into five dimensions, namely: government factor, human factor, the school factor, the teacher factor and the community factor.

2.7.1 Government Factor

The government is a significant factor in the pathetic state confronting the teaching of Social Studies education in Nigerian schools which variably negatively affects national development and integration. The role of government in ineffective and implementation of Social Studies curriculum can be summarised, thus:

- a. As evident from the other educational and social plan in Nigerian such as universal primary education (UPE) programme now universal Basic Education (U.B.E). Modern mathematics and the Green Revolution Saga which had failed, government embarked on the implementation of Social Studies curriculum without adequate preparations for effective take off, this situation is substantiated by the following among others:
- b. Governments; ineptitude in setting into motion the necessary machinery for the teacher training programme in Social Studies education in all the conventional tertiary institution particularly the university.
- c. Government insensitivity to the sorry state of Social Studies teaching in Nigerian schools where Social Studies has continued to be taught by

persons who are not professionally familiarized with the epistemological and metrological dimensions of Social Studies even where trained social studies teachers are not gainfully employed.

- d. The Social Studies programme is not adequately funded. The quality of Social Studies, teacher in schools today is too poor. A majority of those who teach Social Studies today are not trained for the job. There is no government instituted incentive plan to in due even professionally trained Social Studies teachers to embark on regular professional regenerating activities in order to constantly update their knowledge, skills, and competence as a device to keep in constraint touch with recent developments and trends in Social Studies education.
- e. The remuneration and fringe benefits of Social Studies teachers in general, which cannot support their families? Are irregular and in some cases badly in arrears. Moreover, the uncongenial classroom conditions under which Social Studies teachers work cannot elicit the high moral and productivity demanded of Social Studies teachers as “...there is a high correlation between good working conditions and high level of performance (Okeke, 1984; Charity, 2009).
- f. A good number of people involved in Social Studies curriculum planning and actualization at the government level do not even know what Social Studies is all about They just set down among themselves, draft whatever they feel like and call it Social Studies curriculum (Charity, 2009).

2.7.2 The Human Factor

The human factor militating against the effective teaching and learning of Social Studies is the resistance behaviour of people trained in the traditional discipline of the social sciences and the humanities to the introduction of Social Studies in the school curricular. These subject traditionalists who state that Social Studies might out tightly displace their traditional disciplines have continue to resist, directly or indirectly, the emergence of Social Studies in the educational since in Nigeria. They perceive and teach Social Studies in the light their disciplinary bias. Ezegbe, (1988) in charity, (2009) pointed to the negative role of the traditional subject experts of history, Geography, Government, economics and Sociology in frustrating, Social Studies in Nigeria. Besides, some of them do not appear to welcome the introduction of Social Studies into the school curriculum, since they set the introduction as threatening or jeopardizing, their cherished their cherishes interest in their separate subject areas. Their opposition is very likely to make the integrated Social Studies difficult at the senior secondary level.

2.7.3 Teacher Factor

Undeniably, there is the “teacher factor” which is perhaps the principle factor in the inappropriate implementation of the Social Studies curriculum levels of educational systems. The problem of effective teaching of Social Studies in Nigeria as they relate teacher factor” anchor more than anything else on teachers’ methodology emphasis.

Mezieobi, (1990) in Charity, (2009) opined that the malfunctioning of the Social Studies curriculum in Nigeria is attributed largely to the inappropriate

utilization of teaching methods and techniques to the effective teaching and learning of Social Studies.

A recently concluded extensive study carried out by Social Studies specialists on Social Studies teachers utilization of teaching methods in selected secondary schools in fifteen of the thirty six states of the country, the states are Kano, Sokoto, Imo, Abia, Yobe, Jigawa, Katsina, Plateau, Benue, Akwa Ibom, Ogun, Ogo, Taraba, Lagos and Kaduna. That most Social Studies teachers do not carry out their instructions in Social Studies learning creative environment. The students or learners are confined to the formal classrooms with minimal students or learners to the surrounding and beyond. That most Social Studies teachers do not use multi- media resources in order to provide for various and differences in learners need and interest. That there is a near total neglect of community resources in the teaching learning process, and that Social Studies teachers dominate the instructions process and their clients passive recipients. The impacted knowledge may not have any value orientation embedded in them. This amount to faulty teaching of Social Studies Education in Nigerian schools. In view of fact that the teaching of Social Studies is dominated today by personnel trained in History, Geography, Economics, Political Sciences, these calibre of Social Studies 'teachers' teach Social Studies in light of a single subject approach, to the witter debate of the integrated approach emphasis in Social Studies education in Nigeria. Furthermore, the curriculum demands of these traditional subjects do not tally with Social Studies, curriculum content. The studies of Fuitua (1980) and Corbin, (1981) have confirmed this position.

Another problem of teaching Social Studies in Nigeria is 'teacher – centre' factor impeding effective Social Studies instruction in Nigerian school is the

complacency of growth. Mezieobi, (1983) rightly noted that: “most teachers in our schools once they leave the four wall of an education institution with the ‘meal ticket’ or credentials are not ready to learn anything new. Some ‘teachers’ today are compelled by the desire to remedy their pre-service teaching qualification deficiencies into embarking on further education, besides only few Social Studies teachers would out of sheer appreciation of the crucially of continued learning will undertake self-improvement oriented learning in Social Studies education. The teaching of this subject cannot be effective when a teacher who should be in time with constant changing social circumstances developments, trends and practices in Social Studies education, has importunately stopped learning and invariably stopped teaching.

In view of the knowledge and social skills, Fenton, (1967) in Charity (2009) was apt to caution that Social Studies “cannot surmount a wall built from failure to communicate new ideas to (Social Studies) teachers”.

Teachers have also contributed to the sorry state of Social Studies teaching and learning in schools, through their complete reliance on government alone to provide adequately for Social Studies instructional effectiveness through adequate funding of the programme hence the teachers ineptitude in generating in house (or via positive teachers community relationship) some supplemental income or materials which may contribute to enhancing Social Studies teaching effectiveness and efficiency in a number of ways. Therefore, social studies goal achievement is a joint responsibility of all the government, the school administrators, teaching practioners, parents and students, and others who have stake in productive educational output and development (Gharoty, 2009).

2.7.4 School Factor

School as an institution of learning cut across all formal and establish systems designed to instil knowledge, skills and character development, ranging from ‘Nursery’ up to university. Teachers, students, administrators and the supportive staff constitute the school. Poor school leadership that is systems’ oriented is known to engender bad blood in teachers and students resulting in teachers non-commitment to work and in some cases students disruptive behaviour which invariably lead to non-actualization of Social Studies programme in the event of industrial dispute and constant force closure of schools. Furthermore, the growing incidence of student and teacher trained e.g and absenteeism and the general unwillingness of students to learn, have not argued well for the smooth teaching and learning of Social Studies.

Funds for Social Studies implementation and proper utilization of resources in our schools is inadequate, in some cases funds and resources have been mismanaged and is still on the increase in our schools. This point was made in Agheta (1984) in Charity, (2009) when he noted that: the money available is never carefully used... the money the government votes for running the school... the little that gets there, sometimes are normally wasted by those whose responsibility is to manage the schools.

In some situation, school time-table is often being over-laded, a consequence of many subject offerings, in today’s schools, does not allow for the required number of lesson periods which effective teaching of Social Studies demands. Not more than three period of thirty five minutes each per week is allotted to Social Studies teaching in Nigerian schools. In a not shell, intra-mural school supervisory practice in Social Studies is lacking as researchers in Social Studies in Nigeria school do not properly

belong to the Social Studies discipline by training to enable them supervise themselves with a co-operative manner without fear or accusations of supervisors.

2.7.5 Community Factor

Most community members are lagging behind in understanding what Social Studies is all about, this is one of the reason that some communities turn their backs from supporting the implementation of Social Studies financially or other –wise. Community dynamic which Social Studies teaching and learning must always reflect, has been such that Social Studies teachers cannot rapidly keep pace with in the interactive process. In fact constant community or societal changes entails constant changes in Social Studies curriculum content which not only destabilized the subject... but also makes sleeping's Social Studies, teachers unanswered of these changes. Under this circumstances effective Social Studies teaching becomes a far cry from reality.

2.08 Nature and Scope of Social Studies

2.8.1 The Separate Subject Approach

The separate subject approach of teaching Social Studies connotes to social science subjects with some –times history and geography dominating. Although the terms Social Studies may be used to encompass the field, the actual curriculum usually consist of separate subjects related, closely to parents' academic discipline. The explanation is that these social science subjects share common content of the study of man. Man, being the common denominator makes people to refer to these subjects as Social Studies. In school time table where Social Studies are taught as separate subject, different lesson, different times, different teachers and sometimes different times, different teachers and sometimes different rooms are used for the

teaching of each subject. Clear difference is seen in the nature, content and methodology of each subject. Yet they are referred to Social Studies because of their base origin of man (Charity, 2011).

Agnes and Abdulsalam (2004) state the discipline is considered as consisting the separate social science subjects. Some writers in United States and Britain talk about the Social Studies by using plural verb 'are' to refer to Social Studies. The implication is that such people regard the social science subject in their separate existence, as consisting Social Studies. This is the view attach to the subject in many American high schools where Social Studies department present courses in history, geography, political science, sociology, economic and Anthropology. The something happens in Great Britain. In the higher class for 14-18 years old students take their Social Studies courses form social science separate disciplines. Here in Nigeria, a similar view was held at the initial stage or in the early years. Adedoyin (1982) reveals that when first in traduced in schools, Social Studies was regarded as a combination of History, Geography and Civics. But with time, this view was discarded and discredited.

Ogunsanya, (1984) has similar view on the separate subject approach. He stated that some people view Social Studies as history, Geography, economic, sociology etc. this category of people hold the single pattern as the most appropriate structure. Another group view Social Studies as combination of forms of knowledge conventionally regarded as discrete. However, there is need to recognise the fact that life experiences are not organized into subject compartments.

2.8.2 Inter-Disciplinary Approach

The inter-disciplinary approach is another form to the study of Social Studies, which is also a form of integration. This approach does not accept being associated with any single subject, it rather links two or more separate subject areas; for example, political economy, political science will give rise to geography and this will produce political-geography. Sociology linked with psychology will produce social – psychology, etc. The teaching of this new knowledge areas are regarded as Social Studies using inter-disciplinary approach (Ololobou 2004).

Ogunsauga, (1984) pointed out that the usual organisational formal is the one that combines components from more than a single field to form an inter-disciplinary study around some topics of interest. Social Studies is a problems solving discipline as man is full of trouble (Job 28:28). Social Studies is able to select and incorporate relevant content materials of other social science subjects in such a way that the knowledge is presented as whole and not in programmes. Another unique feature of Social Studies is the fact that its success with regard to goals and objectives of developing learners' social understanding and behaviour depend not only on classroom teaching but also on the contemporary effort of social institutions (Ogundare, 2003; Enenu, 2007).

According to Fadeyi (2001), the nature of the discipline in Nigeria and Africa is a whole aims at clearing relics of colonization and to make corrections towards the mistakes of the colonial period. The nature at the primary, secondary and tertiary levels of education lay much emphasis on human. It also focuses on the objectives to achieve in the process of teaching. As part of its nature, Social Studies engages students into work which activities like enquiry observation, investigation and

exploration of their physical and social environments. The aim is to develop in learner's basic skills, techniques, concepts and attitudes to enhance effective living.

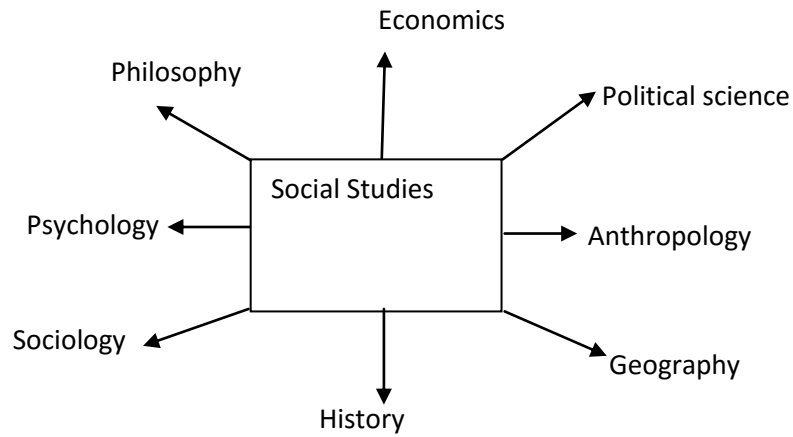


Fig. 2: Diagram showing Social Studies as an integrated subject (source: Ogole and Ghani, 2014 A concise introduction to Social Studies Education).

2.09 Goals of Social Studies Education

The goals of Social Studies education are numerous depending on the use in which the goal is employed, or how one perceived the goals of Social Studies, the following list identifies those purposed that are Social Studies programmes:

- Preparing responsible citizens for the nation, the state and the local area.
- Preparing students who have the knowledge and skills in Social Studies needs for college.
- Development awareness and understanding of contemporary social issues.
- Developing healthy self-concepts.

- Teaching the methods of social scientists
- Motivating students to want to learn about Social Studies
- Developing the ability to solve problems and make decision.
(www.educationa.com/schoolandacademics/helping_yourchildwithsocialstudies/history).

Mezieobi, Reggie and Mezieobi, (2008) outline the following as goals of Social Studies:

- Knowledge and information goals: these goals focused on transmitting or imparting knowledge or indication that are Social Studies related. Knowledge or information that is emphasized is not that which is dormant or inert but knowledge that can be utilized to equip one with one's social, realities and problems, or the provide framework for printing it into effective usage.
- Reflection thing goals: the utility value of any knowledge or information is the ability of the receiver of that information to digest it, analysis it and apply it in the solution of problems, or in the creation of new knowledge through serious thinking. The ability of any knowledge to be functional is a product of reflective thinking process.
- Citizenship transmission goal: This involves inculcating children socio-civic competences and all good citizenship entails.
- Socio-political activism goal: This goal intends to make the pupils-students active socio-political participants in the environment and who will resort to construct social criticism when needed.

- Skills Goal: by exposing children in Social Studies, they would acquire social skills and work habits group work skills and intellectual skills, all of which would make for social sensitivity and participation, working together with others, and participating in group affairs and productivity employing one's intellectual capabilities (Jarolinek, 1986).

2.10 Scope of Social Studies:

The scope of Social Studies is enormous. This is because it is seen as a body of knowledge that prepares learners to function as effective citizens that have the ability to solve the problems of their society. Its ability to extract from other subjects, concepts that enable it to study man in his entirety also makes it unique subject. For instance, Social Studies include issues around how people live in a community (sociology), who defined the allocation of resources (Political science), information about what people products (Economic) peoples way of life (anthropology) etc. this further justifies lawtous statement that Social Studies is unified integrated subject which draws appropriate knowledge and experience from the social science and other disciplines, about man and the environment for the purpose of citizenship education (Abershi, 2015).

2.11 Curriculum Implementation in Social Studies

The word Curriculum Implementation means to put into use, to actualize, to concretize, or make the real planned. Any curriculum planned and not put into use or implemented is rather useless.

Charity (2009) assert that implementation is the stage at which planned curriculum will be actualized. The decision taken on what should be studied and how

it should be studied will be implemented or put into practice at the state. This is the usage that lies exclusively within the school and the teachers who form the instrument for implementation. Offroma (1994) stressed same line of action with Gbamanja as she stressed that the implemented curriculum determines the extent to which educational objectives are achieved. The extent of achievement of those objectives depends on the effectiveness of the implemented curriculum.

2.12 Materials for Curriculum Implementation

Curriculum materials according to Obemanja (1999) are categorised into three. He further classified them as follow:

- Print materials
- Audio-visual materials
- Manipulative aids

2.13 Basic Techniques and Strategies for Curriculum Implementation

Some basic techniques for the implementation of the curriculum according to Mezieobi (2008) includes, inquiry, demonstration. Dramatization, role-playing, discussion, discovery, lecture, construction, simulation expository techniques and strategies among others.

Effective utilization of various materials for implementing the curriculum and the basic strategies and techniques to achieve desired results is a product of the following factors.

- Qualification of the teacher's implementing the curriculum. The teacher implementing the curriculum must be duly qualified to be efficient. Guga and Bawa (2008) posits that classroom teachers forms

the cornerstone in curriculum implementation process. They are the central focus in implementation process. Their qualification counts so much in interpretation of the curriculum.

- Availability of fund: Fund plays permanent role in effective implementation of the curriculum of teaching training materials. It also enable regular training and retraining of teachers among others.
- Creating conducive training environment: effective implementation of the curriculum is guaranteed if there exist conducive environment for training/teaching in the school setting.
- Regular attendance of seminar and workshop: the dynamic nature of the society and the prevailing knowledge explosion in the society calls for constant up –dating of knowledge and refreshing of memories through seminars and workshop for effective implementation of the curriculum

2.14 Review of Empirical Related Studies

Presented below are preceding studies conducted that have bearing to the current study. It is expected to assist the researcher to understand what has been done so far in the area and the gaps left unfilled.

A study was carried by Abdullahi (2012) on “Teachers Attitude towards Teaching Social Studies Education in primary school in Kaduna State. The objectives were to find out what are the factors hindering the development of teaching social studies in primary schools; find out whether social studies teachers use adequate materials for effective teaching and learning and to determine whether teachers of social studies have positive attitude toward the implementation of social studies

curriculum. Four research questions were formulated to guide research process, these include: are the teachers qualified to teach social studies? What are the attitude of teachers toward teaching and learning materials? Do the teachers improve their teaching techniques for effective teaching and learning? Do the teachers have interest toward teaching social studies in primary school in Kaduna state? The study design was descriptive survey; the researcher used 209 teachers in 46 different primary schools, in Kaduna state. The study used random sampling technique in selecting 102 teachers from 16 primary schools in Kaduna state. The data for the study was gathered using questionnaire as an instrument. The instrument which was designed using Likert scales of merriment was made up of sections, ranging from respondents bio-data and questions soliciting responses on the subject matter of the research from the respondents. The data gathered was analyzed using simple percentage and independents t-test for research questions and hypotheses respectively. The research revealed that major factor hindering teaching of Social studies education in primary school is lack of qualifies Social Studies teachers. The study therefore recommended that teaching of social studies should not be left in the hand teachers who are not a professional in social studies. More so, the researcher called for reorganization of teacher education curriculum to reflecting much of Junior Secondary school social studies curriculum and salary of teachers should be review and paid on time.

The study shared some features with the present study because the bone of contention for both is implementation of social studies curriculum from the perspective of teacher attitude and qualification. Though the work of Abdullahi (2012) as reviewed focussed into other areas that do not portrait its objective such as factors hindering development of teaching social studies in primary schools; whether social studies teachers use adequate materials for effective teaching and learning which has nothing

to do with teachers' attitude toward teaching of social studies. The present study limited itself to teacher attitudes and qualification in relation to implementation of social studies curriculum. In order to capture what the research topic stated. The two studies used descriptive survey where data were generated using teachers' opinion on the subject matter through administration of questionnaire. The present study used both t-test and ANOVA in testing the hypotheses.

Faustina (2014) investigated the impact of teacher's qualification and utilization of instructional materials on pupil's academic performance in primary school social studies in Kaduna state with intension of verifying the impact of teachers qualification on pupils performance in social studies; to find out the extent to which instructional materials enhance academic performance of peoples in social studies; to identify the level of male and female pupils academic performance in social studies among the selected primary schools. The study formulated four research questions to guide research process which include: What is the impact of teachers qualification on the pupils academic performance in social studies in Zaria and Sabon Gari local government areas?, to what extent is teachers usage of instructional materials enhancing academic performances in social studies in Zaria and Sabon Gari local government area? What is the level of male and female pupil's academic performance in social studies among the selected schools in the two local government areas? The hypotheses to be tested in order to discovered other factors that may be influencing pupils performance are: There is no significant difference between the academic performance of pupils who were taught by qualified social studies teachers and those who were taught by unqualified social studies teachers in Sabon Gari and Zaria local government areas; there is no significant difference between the academic performance of pupils who were taught social studies using instructional materials

and those who were taught the subject without the use of instructional materials; there is no significant difference between the academic performance of male and female pupils who were taught social studies under the usage of instructional materials in Zaria and Sabon Gari local area. The whole primary school teachers and pupils from two local government; Zaria and Sabon Gari Local Government Areas of Kaduna State.

The study is expo-factor in nature in the sense that teacher information The total population are (134, 327), out of that 4093 are teachers where 130234 are primary school pupils out this population, 372 pupils were sample 75 teacher were used as sampled for the study. The instrument used for the study is teachers bio-data collected via questionnaire distributed and student academic achievement report sheet. The data gathered was analyzed using descriptive (simple percentage) and inferential statistic (t-test). The result showed that there's significant difference in the pupils performance taught by qualified social studies teachers and those that taught by unqualified social studies teachers. It further revealed that in term of using instructional materials the qualified teachers are handling it appropriately. The researcher therefore recommended that teacher's qualification and effectiveness should give priority in selecting teachers to teach social studies in all level of education; training and retraining of teachers on how to use modern facilities should be the concern of educational bodies. Just like previous reviewed research work, the study share some similarity with present study because its focused is on teaching of social studies and the quality of the teacher handling the subject. Though the study used expo-factor research designed which the present study used descriptive survey through administration of questionnaire.

All the studies reviewed clearly showed that teacher's qualification has a strong relationship with students' academic performance none of them really evaluate how such qualification affect curriculum implementation of social studies in Nigeria school. More so, teacher's attitude was also left untouched in relation to implementation of social studies curriculum. Social studies as core subject in Nigeria school was well planned to bring about some specific attitudinal changes in the learners general way of life, higher academic performance only reflect cognitive domain of educational objective while psychomotor domain was left untouched. This present study intend to fill the gap by examining teachers qualifications and attitude on implementation of social studies curriculum in both cognitive, affective and psychomotor domain of social studies objective.

The study carried out by Usman (2015) on the problem militating against implementation of social studies curriculum at senior secondary schools in Kaduna state which focused on finding the factors militating against the implementation of Social Studies in Senior secondary school in Kaduna state; determined whether social studies teachers use adequate materials in teaching social studies in Senior Secondary Schools in Kaduna state and enquire on whether Social studies teachers have positive attitude towards implementation of Social studies in senior secondary school in Kaduna state. In doing this, four research questions were formulated to include; is there qualified teacher to implement social studies curricular at the senior secondary school in Kaduna state? Is there appropriate instructional materials in the implementation of senior secondary school social studies in Kaduna state? How well does the teachers use method in the implementation of social studies curriculum in Kaduna state and is there adequate personnel to supervise the implementation of senior secondary school social studies curriculum in Kaduna state. In an attempt to

establish whether there is relationship between independent and dependent variables involved in the study, four hypotheses were formulated in order to establish the level of significance relationship between independent and dependents variables. These hypotheses are; there is no significance difference between qualified and unqualified teachers in the implementation of senior secondary school social studies curriculum in Kaduna state; there is no significance difference between teachers who have use instructional materials and those that do not use in the implementation of senior secondary social studies curriculum in Kaduna state, there is no significance difference in the method teachers use in the implementation of the senior secondary school social studies curriculum in Kaduna state and there is no significance difference between inadequate personal and adequate personal on supervision on the implementation of senior secondary social studies curriculum in Kaduna state.

The study adopted descriptive survey as a platform on which research process was established taking into consideration the large population involved in the study. The study used 115 social studies teachers in some selected government school under eight local government in Kaduna state as population of the study. In sampling participants for this study, researcher used random sampling by choosing at least one social studies teacher from each total number of schools in each local government area of Kaduna state the sample number of the study is (115). The instrument used for the study is questionnaire, designed using Likert Scale of measurement with four scales of Strongly Agreed (SA) Agreed (A), Disagreed (D) and Strongly Disagreed. The respondents were required to express their opinion on each of the items on the questionnaire. In analysing the data gathered from the field, the research question for the study was answered using descriptive statistic (Simple percentage) while the formulated hypotheses were tested using t-test at significant level of ≤ 0.05 . The study

find out that that teachers' qualifications play a vital roles in implementation of social studies curriculum, teacher that used instructional materials in teaching social studies make implementation social studies easier than those that did, social studies teaching methods are poorly used by social studies teachers under study. The study therefore recommended that thorough supervision of social studies teacher's activities in school is very crucial in ensuring proper implementation of social studies curriculum, the government should raid schools in Kaduna State from unqualified teachers, more so, teacher should assign to the subject he/she had been trained for irrespective of how genius the teachers may be.

This study in greater extents share commonality with the present study in the area of research design (Descriptive survey), Population (Social Studies Teachers), instrument (questionnaire), statistical tools of analysis (descriptive statistic-simple percentage and inferential statistic-t-test) though the present study additionally used ANOVA. The two studies (Present and Previous studies) differ in term of research objectives, questions and hypotheses while the present study specifically focused on teacher qualification and attitude on implementation of social studies curriculum the previous emphasized on teacher utilization of instructional materials, social studies teaching methodology and supervision of social studies teacher. More so, the present study is more concerned on inter-relationship between social studies teacher quality and attitude in implementation of social studies curriculum.

Muhammad (2015) conducted a study titled "Effect of teachers' qualification in the implementation of social studies curriculum in Junior Secondary School Student's in Kaduna State". The study used mixed research design (expo-factor and survey) in order to determine educational qualification of teachers in junior secondary school in

Kaduna state, the level of competency required by the teachers to influence positively on student performance in Social Studies in Kaduna state, the difference between the performance of student taught by professional Social studies teachers in Kaduna state and to iron- out factors militating against the students' performance in Social Studies in Kaduna state. In-line with the research objectives four research questions were raised to guide research process this include: is there any difference between the performance of student taught by the teachers holding (NCE) and (B. Ed) social studies? Is there any difference between the performance of students taught by (B-Sc) and (B.Ed.) in social studies, is there any difference between the students' performance taught by professional and nonprofessional teacher in Social studies and what are the other influencing factors that inhibit the performance of JSS student in social studies in Kaduna state. In the same alignment four hypotheses were formulated which is to be tested at significance level of ≤ 0.05 . These hypothesis are: There is no significant difference in performance of students taught by (NCE) and (B.Ed) in Social studies; there is no significant difference in the performance of student taught by (B.Sc.) and (B.Ed.) in Social studies; There is no Significant Difference in Performance of Students Taught By (B.Sc.) and (B.Ed.) in Social studies; there is no significance difference in performance of students used instructional material in teaching and those taught without. The study population comprised of 523, 291 male 233 female teachers in Kaduna State. 200 teachers were selected randomly as sample for the study. The researcher used questionnaire and Social Studies performance Test was as instrument for the study. The data gathered were analyzed using t-test and ANOVA. The study discover that the educational qualification of teachers in junior secondary school in Kaduna state has a greater influence on the academic performance with (B-ED) certificate in Social studies

perform better than teachers with (B-SC) in teaching Social studies; other factors identified as hindering effective teaching of social studies include lack of instructional material, unqualified teachers, down-grading of social studies as a school subject in terms of the number of times it is being taught in a week. The research therefore recommended that newly recruited teachers should be put under senior colleagues in order to have the required experience before being given full teaching responsibility as practiced in the university system when a graduate assistant is newly recruited. This study shared some commonality with the present study though the study used two research designs (ex-post-factor and survey) while the present study only used survey. Moreover, the qualification of teachers was compared with students' academic performance while the present study only used teacher qualification as a criterion for effective implementation of social studies curriculum.

A study by Jafar (2015) on "Impact of teacher quality on the academic performance of junior secondary school students in social studies in Katsina State. With the intention of evaluating how teachers' qualifications affect junior secondary school students' academic performance in social studies in Katsina State. Whether teachers' experience in teaching affects junior secondary school students' academic performance in social studies in Katsina State. Whether teachers' attending workshops and conferences affect junior secondary school students' academic performance in social studies in Katsina State. The study attempts to find answers to the following questions: Does teachers' qualification affect junior secondary school students' academic performance in social studies in Katsina State? Does teachers' experience affect junior secondary school students' performance in social studies in Katsina State? Do teachers' training/attendance of workshops, seminars and conferences affect junior secondary school students' academic performance in social studies in Katsina State? Other

independent variable were compare through the formulated hypotheses which includes: There is no significant relationship between the teacher's academic qualification and student academic performance in social studies in junior in Katsina state; there is no significant relationship between the teachers teaching experience and their student academic performance in social studies in Katsina state, there is no significant relationship between teachers attendance of workshop/seminar/ conference and student academic performance in social studies. The research design adopted by the study is descriptive survey. The study used 217 teacher from 7 junior secondary schools in Katsina state out which 70 teachers were sampled in 7 junior secondary schools in Katsina state. The statistical tools used in analyzing the data gathered are simple percentage and t-test for research question and test of hypotheses respectively. The study revealed that teacher's quality has greater connecting to student academic performance in social studies.

The research therefore recommended that government should provide adequate fund for the social studies programmes and activities and provide the necessary materials, enough qualified manpower for social studies in the state. This study is similar to the present study in the area of research design (survey), population (teachers), statistical tools of analysis (t-test) more so, the study is also focused on examine how teaching quality affect student academic performance. This is narrow in scope compare to the present which link teacher qualification, attitude and curriculum implementation together in order to understand the roles each of the variable play in smooth implementation of JSS social studies curriculum. The present study also adopted ANOVA because the independent variables comparing in more two.

Summary

The chapter review extensively on the focal points that are related to the study. The philosophical background of Social Studies education come as an answer to specific national problems. In the late 60's most educationists, agreed that the schools must be Nigeria in out –look rather than emphasizing foreign ideals, because it was taught that through Social Studies education, a love of the country would be developed in the Nigerian child in such a way that they will develop a strong attachment to their country and government. The aims and objectives of Social Studies generally, is to equip students to live effectively in our modern age of science and technology. To develop and project Nigeria cultural act, language as well as world cultural heritage among others. The approaches in Social Studies was discussed, they are: separate subject approach, inter-disciplinary approach, multidisciplinary approach and the integrated approach.

The concept of Social Studies was discussed giving different definitions by different scholars in the field. Goals of Social Studies such as information goals, reflective goals, affective goals skills goals, social political activities goals were all reviewed. The characteristics of Social Studies is Nigeria centric, which is keeping with recommendation of the African Social Studies and environmental programmes (ASSEP) in Nairobi Kenya, the African Social Studies Megaphone. More often than not, the scope of Social Studies is the content coverage of all the syllabus and curriculum. It is drawn from the humanities, oral history contemporary issues mass media, personal or group experiences of persons, teachers, parents, resource persons or places ideas and post activities. The concept of curriculum implementation in Social Studies was reviewed materials for curriculum implementation and the basic

techniques for the basic implementation of Social Studies were all discussed. An overview of Social Studies from 1960 till date was reviewed. Social Studies and the Nigerian National policy on education was extensively discussed. Reasons for the introduction of Social Studies in Nigeria schools which are Nigerian positive response to the curriculum from trends in the world, the identified inadequacies and irrelevance of Nigerian's education problems and aspirations made Nigerian to look elsewhere. Amid the pervasiveness of multitude of negative values, poor attitude to work, disrespect to constituted authority and absence of a sense of patriotism among others led to the introduction of the subject which is a value laden subject to provide a value –re-formation plat form to inculcate socio-civic and affective competence in our people reorientation.

Conclusively, teaching in the context of Social Studies is learner-centred, it entails active participation of the learner in the classroom, the teacher only act as a guide. The problem of teaching Social Studies in Nigeria was extensively discussed under government factors, human factor, teacher factor, school factor and community factor. Finally, this study is unique in that it focuses attention on.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter describes the procedures used in conducting the study. The chapter is discussed under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Procedure
- Instrument for data collection
- Validity of the instrument and Pilot study
- Reliability of the Instrument
- Procedure for Data Collection
- Statistical Analysis Procedure

3.2 Research Design

The design adopted for this study is descriptive survey research method. Descriptive survey design used as suggested by Mkpa (2000) who stated that survey design leads to valid conclusion about the relationship between variables. In addition, Salaria (2012) sees descriptive research as involving the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships.

The design enabled the researcher to administer questionnaire items to the sampled population. Souala (2005) defined survey research design as studies of both large and small population by selecting and studying sample chosen from the population to discover the relative incidence, distribution and inter-relations of sociological and psychological variables. Kothari and Garg (1990) defined survey research designs as those studies which are concerned with describing the characteristics of a particular individual or group. Studies concerned with specific predictions, with narration of facts and characteristics concerning individuals, groups or situation are all example of descriptive research studies.

3.3 Population of the Study

The population of this study included all Social Studies teachers of junior secondary schools from the three senatorial districts of Kaduna State, i.e. Kaduna North, Kaduna Central and Kaduna South. There are 2427 qualified Social Studies teachers consisting of 1597 male and 830 females spread across 12 educational zones in the three senatorial zones in Kaduna State based on official data collected from Kaduna State Universal Basic Education Board as at July 2017. Table 1 shows the population distribution of Social Studies teachers according senatorial zones:

Table 1: Population of the Study by Gender Educational Zones

S/N	Category	Male	Female	Rural	Urban
1	Zaria Educational Zone	567	247	358	456
2	Giwa Educational Zone	531	259	270	520
3	Zonkwa Educational Zone	499	324	492	331
	Total	1597	830	1120	1307

Source: Kaduna State Universal Basic Education Board, (UBE)

3.4 Sample and Sampling Procedure

The sample of this study consists of 332 Social Studies teachers in junior secondary schools in Kaduna State. The decision to use 332 sample size is based on the Research Advisors' table of sample specification. It indicates that for population of 2427 at 95 percent confidence level and margin error of 5 percent, 332 sample size is adequate.

The proportionate stratified sampling technique was used in determining the number of Social Studies teachers to be used from each senatorial zone. Proportional stratified sample is a type of sampling in which different subcategories of the sample are identified and then selected proportionate to their occurrence in the population (Salihu, 2017). This technique was chosen because of the uneven distribution of Social Studies teachers in the senatorial zones.

The study also used simple random sampling technique to select respondents for the study. 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. Table 2 shows the sample of the study.

Table 2: Sample Size for the Study by Gender and Geographical Location

S/N	Category	Population	Sample Size
1	Zaria Educational Zone	814	$814/2427*332= 111$
2	Giwa Educational Zone	790	$790/2427*332= 108$
3	Zonkwa Educational Zone	823	$823/2427*332= 113$
	Total	2427	332

3.5. Instrument for Data Collection

The researcher used structured questionnaire for the study. The questionnaire is researcher made questionnaire entitled Teachers' Experience and Qualification in

the Implementation of Junior Secondary School Social Studies Curriculum (TEQJSOSCQ). The questionnaire consists of two section “A” and “B”. Section “A” is designed to capture Biometric aspect of the respondents. Section “B” is made up of close –ended statements questions designed to evaluate teachers’ attitude and qualification in the implementation of JSS Social Studies Curriculum in Kaduna State. The instrument consists of thirty (30) items, constructed by the researcher. The instrument is on four point scale i.e. Likert scale (SA: strongly agree, A: agreed, D: Disagree and SD: Strongly Disagree) designed to measure teachers attitude and qualification in implementation of junior secondary school social studies curriculum in Kaduna state, Nigeria.

3.5.1. Validation of the Instrument

For the purpose of this study, the researcher gave the research instrument (questionnaire) to research supervisors, statisticians and language experts. To support this, Berge (2002) stated that for any research instrument to ascertain the appropriateness of the validity, it should be given to a panel of experts to determine if its content can elicit desired data. Equally, statistician and Language experts put their input in the final copy of the instrument. The experts were requested to ascertain the appropriateness of the instrument in relation to the relevance and adequacy or otherwise of the language used in the construction of the items in the instruments. After implementation of corrections and suggestions, a final copy of the instrument was subjected to pilot study.

3.5.2. Reliability of the Instrument

In an effort to ascertain the reliability of the instrument Cronbach Alpha formula for determining reliability coefficient was used. In this study thirty (30)

copies of the instrument were distributed to social studies teachers who were not used in the main study. Hence, 0.779 was realised. The study used the assertion of Danjuma and Muhammad (2011) which stress that an instrument is reliable if its reliability co-efficient lies between 0.64 and 1. In the light of this, the research instrument is reliable for the main work.

3.6. Data Collection Procedure

The researcher requested for an introductory letter from the Department of Arts and Social Science Education, Ahmadu Bello University, Zaria. This enabled the researcher to obtain the data needed for the study. The letter is also aimed at introducing the researcher and the study motives and as a means of soliciting official permission and co-operation from the respondents. The researcher administered the questionnaires to the respondents, taking into consideration technique to be adopted in selecting the sample i.e. strategies random sampling. The researcher employed the services of trained research assistant. It was anticipated that the administration of instrument (questionnaire) is going to be carried out under conducive atmosphere. The questionnaire items were administered on visitation to schools. In this regard, 350 questionnaires were distributed out of which 332 were retrieved and found usable.

In addition to the above the researcher ensured that the subjects' responses were treated with high level of confidentiality and nothing but research. The researcher solicited the help of a trained research assistance, who added in explaining and administration of instrument to the subjects on visitation to schools. It is equally important to note that the researcher used an introduction letter from the department to ease difficulties in terms of dealing with various institutions as well as meeting the administrative requirement.

3.7 Statistical Analysis Procedure

The data collected for this study were subjected to both descriptive and statistical analysis. The information on demographic data was analysed using frequency count and percentages (%). The research questions were analysed using arithmetic mean and standard deviation.

The null hypotheses of the study were equally analysed through the use of independent samples t-test and Analysis of Variance (ANOVA) at 0.05 level of significance. According to Ekeh (2003) t-test is used for determining significant difference between two mean while ANOVA should be used for mean more than two.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This study examined teachers' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria. A total of 350 questionnaires were distributed out of which 332 were found usable and utilized in the data analysis. A total of 30 items were used in the instrument. The International Business Machine (IBM) version 23 was used in the analysis of the data. The descriptive statistics involving frequency counts and percentage were used to present the bio data variables of the respondents based on gender, school location, qualification and experience.

The second part answered research questions using item means, standard deviations and frequency. The standard decision mean adopted in order to determine the answers to each questions raised was 2.50 computed based on the modified 4-Likert scale using $(4+3+2+1)/4= 2.50$. The third part tested the null hypotheses by means of the independent samples t-test and ANOVA. All hypotheses were tested at 0.05 level of significance. The conclusion was drawn in line with the study's findings. Recommendations were also provided in line with the research findings.

4.2 Analysis of Respondents' Personal Information

Presented in Tables 3, 4, 5 and 6 are respondents (teachers) personal information. The basic personal information of the respondents are based on gender, location, qualification and experience.

Table 3: Frequency Distribution of Respondents on the Basis of Gender

Gender	Frequency	Percent
Male	210	63.25
Female	122	36.75
Total	332	100.0

Table 3 shows the frequency distribution of Social Studies teachers on the basis of gender. A total of 210 teachers representing 63.25% were male while 122 respondents representing 36.75% were female. This showed that male respondents outnumbered their female counterparts.

Table 4: Frequency Distribution of Respondents by School Location

Location	Frequency	Percent
Urban	199	59.94
Rural	133	40.06
Total	332	100.0

Table 4 shows the frequency distribution of Social Studies teachers on the basis of school location. The result showed that 199 teachers representing 59.94% were from schools located in urban areas while 133 teachers representing 40.06% were from schools located in rural areas. This showed that teachers located in rural areas outnumbered those of the urban areas.

Table 5: Frequency Distribution of Respondents by Qualification

Qualification	Frequency	Percent
N.C.E	177	53.31
B.Ed.	100	30.12
M.Ed.	55	16.57
Total	332	100.00

Table 5 showed the frequency distribution of Social Studies on the basis of their educational qualification. The result showed that 177 teachers representing 53.31%

had Nigeria Certificate in Education (NCE) in Social Studies, 100 respondents representing 30.12% had Bachelor of Education (B.Ed) degree in Social Studies while 55 teachers representing 16.57% had Master of Education (M.Ed) in Social Studies. This showed that teachers with NCE qualification were higher followed by those with B.Ed and M.Ed respectively.

Table 6: Frequency Distribution of Respondents by Years of Experience

Years of Experience	Frequency	Percent
0-10Yrs	155	46.69
11-20Yrs	101	30.42
21-30Yrs	76	22.89
Total	332	100.00

Table 6 showed the frequency distribution of Social Studies on the basis of their years of teaching experience. The result showed that 155 teachers representing 46.69% had between 0-10 years of teaching experience, 101 respondents representing 30.42% had teaching experience 11-20 years while 76 respondents representing 22.89% had 21-30 years of teaching experiences. This showed that respondents who had between 0-10 years of teaching experiences were the highest followed by those with 11-20 years and 21-30 years respectively.

4.3 Answers to Research Questions

Presented in Tables 7, 8, 9 and 10 are quantitative and qualitative answers provided for the questions raised by the study. The frequency counts, arithmetic means and standard deviations were used as statistical tools to answer the questions raised.

Research Question One: What is the difference in the mean opinion scores of male and female respondents on teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria?

Table 7: Descriptive statistics on the teachers' experience and qualification in the implementation of JSS curriculum based on gender

Gender	N	Mean	Std. Dev
Male	210	74.38	10.91
Female	122	71.62	6.17

Results of the descriptive statistics in table 7 showed the difference in the opinions of scores of male and female respondents' on teachers' attitude and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria. The computed mean opinion scores were 74.38 and 71.62 by male and female respondents respectively.

Research Question Two: What is the difference in the mean opinion scores of urban and rural respondents on teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria?

Table 8: Descriptive statistics on the teachers' experience and qualification in the implementation of JSS curriculum based on school location

Location	N	Mean	Std. Dev
Urban	199	78.76	12.17
Rural	133	78.00	8.10

Detail of the descriptive statistics in table 8 shows the difference in the mean opinion scores of urban and rural teachers' attitude and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria. The

computed mean opinion scores were 78.76 and 78.00 for urban and rural respondents respectively.

Research Question Three: What is the difference in the mean opinion scores of respondents in respect of their qualification regarding teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria?

Table 9: Descriptive statistics on the teachers' experience and qualification in the implementation of JSS curriculum based on qualification

Qualification	N	Mean	Std Deviation
N.C.E	177	91.93	9.31
B.Ed.	100	100.08	8.73
M.Ed.	55	97.41	7.93

Detail of the descriptive statistics in Table 9 shows the difference in the mean opinion scores of teachers' attitude and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria in relation to qualification. The computed mean opinion scores were 91.93, 100.08 and 97.41 respectively.

Research Question Four: What is the difference in the mean opinion scores of respondents in respect of their teaching experience regarding teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria?

Table 10: Descriptive statistics on the teachers' experience and qualification in the implementation of JSS curriculum based on teaching experience

Qualification	N	Mean	Std Deviation
0-10Yrs	155	101.53	10.21
11-20Yrs	101	100.38	9.72
21-30Yrs	76	97.41	8.57

Detail of the descriptive statistics in Table 10 shows the difference in the mean opinion scores of respondents on teachers' attitude and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria in relation to teaching experience. The computed mean opinion scores were 101.53, 100.38 and 96.31 respectively.

4.5 Test of Null Hypotheses

The hypotheses formulated in the study were statistically tested using independent samples t-test and ANOVA. The outcomes of the statistical analysis are presented in Tables' 11, 12, 13 and 14 to the guide the study on either to retain or reject the null hypotheses set by the study.

Hypothesis One: There is no significant difference in the mean opinion scores of male and female respondents on teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria;

Table 11: Summary of Independent t test samples statistics on teachers' experience and qualification in the implementation of JSS curriculum in relation to gender

Gender	N	Mean	Std. Dev	Df	t-cal	P	Decision
Male	210	74.38	10.91	330	1.236	0.219	H ₀ Retained
Female	122	71.62	6.17				

Calculated $p > 0.05$, calculated $t < 1.96$ at DF 330

Results of the Independent t test statistics in Table 11 shows that there is no significant difference in the mean opinion scores of male and female respondents on teachers' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria. This was because the calculated p value of 0.219 is found to be higher than the 0.05 alpha level of significance at Df 330. The computed mean opinion scores were 78.76 and 78.00 for

urban and rural respondents respectively. Consequently, the null hypothesis which states that there is no significant difference in the mean opinion scores of male and female respondents on teachers' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria was retained.

Hypothesis Two: There is no significant difference in the mean opinion scores of urban and rural respondents on teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria;

Table 12: Summary of Independent t test samples statistics on teachers' experience and qualification in the implementation of JSS curriculum in relation to school location

Location	N	Mean	Std.dev	Df	t-cal	P	Decision
Urban	199	78.76	12.17				H0 ₂ Retained
				119	1.236	0.765	
Rural	133	78.00	8.10				

Calculated $p > 0.05$, calculated $t < 1.96$ at DF 330

Results of the independent samples t-test statistics in table 12 shows that there is no significant difference in the mean opinion scores of urban and rural respondents on teachers' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria. This is because the calculated p value of 0.765 is found to be higher than the 0.05 alpha level of significance at Df 330. The computed mean opinion scores were 78.76 and 78.00 for urban and rural respondents respectively. Therefore the null hypothesis which states that there is no significant difference in the mean opinion scores of urban and rural teachers on teachers' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria was retained.

Hypothesis Three: There is no significant difference in the mean opinion scores of respondents in respect of their qualification regarding teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria;

Table 13: Summary of ANOVA statistics on teachers' experience and qualification in the implementation of JSS curriculum in relation to qualification

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	186.018	2	93.009	5.581	.004	H ₀₃ Rejected
Within Groups	6099.738	329	16.666			
Total	6285.756	331				

Result of the Analysis of Variance statistics in Table 13 shows that significant differences exist in the mean opinion scores of teachers on teachers' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria in relation to qualification. Reasons being that the calculated p value of 0.004 was found to be lower than the alpha level of significance.

Scheffé^{a,B} Post Hoc Tests

STATUS	N	Subset for alpha = 0.05	
		1	2
N.C.E	177	30.1000	
B.Ed.	100		32.6370
M.Ed.	55		32.9722
Sig.		1.000	.924

The Post hoc using the Scheffé test shows that the teachers with N.C.E and qualifications B.Ed had significantly higher mean opinion scores. Consequently the null hypothesis which states that there is no significant difference in the mean opinion scores of teachers on teachers' experience and qualification in the

implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria in relation to qualification was rejected.

Hypothesis Four: There is no significant difference in the mean opinion scores of respondents in respect of their teaching experience regarding teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria.

Table 14: Summary of ANOVA statistics on teachers' experience and qualification in the implementation of JSS curriculum in relation to teaching experience

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	176.038	2	91.009	5.572	.014	H ₀₆ Rejected
Within Groups	569.78	329	16.046			
Total	5285.756	331				

Result of the Analysis of Variance statistics in Table 14 shows that significant differences exist in the mean opinion scores of teachers' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria in relation to teaching experience. Reasons being that the calculated p value of 0.014 was found to be lower than the 0.05 alpha level of significance.

Scheffé^{a,b} Post Hoc Tests

Status	N	Subset for alpha = 0.05	
		1	2
0-10Yrs	155	31.1000	
11-20Yrs	101		33.6370
21-30Yrs	76		33.9722
Sig.		1.000	.924

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 46.576.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

The Post hoc using the Scheffé test shows that the teachers with 0-10 and 11-20 years of teaching had significantly higher mean opinion scores. Consequently the null hypothesis which states that there is no significant difference in the mean opinion scores of teachers' attitude and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria in relation to teaching experience was rejected.

4.5 Summary of Major Findings

The study revealed that:

- i. There is no significant difference in the mean opinion scores of male and female respondents with regards to teachers' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria;
- ii. there is no significant difference in the mean opinion scores of urban and rural teachers regarding teachers' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria;
- iii. Significant differences exist in the mean opinion scores of respondents in respect of their qualification regarding teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria;
- iv. Significant differences exist in the mean opinion scores of respondents in respect of their teaching experience regarding teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria.

4.6 Discussion of Findings

There is no significant difference in the mean opinion scores of male and female respondents with regards to teachers' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria; there is no significant difference in the mean opinion scores of urban and rural teachers regarding teachers' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria; significant differences exist in the mean opinion scores of respondents in respect of their qualification regarding teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria and significant differences exist in the mean opinion scores of respondents in respect of their teaching experience regarding teachers' experience and qualification in implementing Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria. Corroborating the findings of this study, a study by Jafar (2015) on "Impact of teacher quality on the academic performance of junior secondary schools students in social studies in Katsina State. The study revealed that teacher's quality has greater connection to student academic performance in Social Studies.

Similarly, a study titled "Effect of teacher's qualification in the implementation of social studies curriculum on Junior Secondary School Student's Performance" by Muhammad (2015) was conducted in Kaduna State. The study discovered that the educational qualification of teachers in junior secondary school in Kaduna state has a greater influence on the academic performance with (B. Ed.) certificate in Social studies perform better than teachers with (B. Sc) in teaching Social Studies; other factor identified as hindering effective teaching of social studies include lack of

instructional material, unqualified teachers, down-grading of social studies as school subject in terms of the period allocated for teaching social studies per week.

A Study was carried by Abdullahi (2012) on “Teachers Attitude towards Teaching Social Studies Education in primary school in Kaduna state, (2012). The research revealed that major factor hindering teaching of Social studies education in primary school is lack of qualified Social Studies teachers.

The study carried by Usman (2015) on the problem militating against implementation of social studies curriculum at senior secondary schools in Kaduna state which focused on finding the factors militating against the implementation of Social Studies in Senior secondary school in Kaduna state. The study revealed that that teachers’ qualifications play a vital roles in implementation of social studies curriculum, teacher that used instructional materials in teaching social studies make implementation social studies easier than those that did not, social studies teaching methods are poorly used by social studies teachers under study. Charity (2009) opined that the malfunctioning of the Social Studies curriculum in Nigeria is attributed largely to the inappropriate utilization of teaching methods and techniques in the effective teaching and learning of Social Studies.

A recently concluded extensive study carried out by Social Studies specialists on Social Studies teachers utilization of teaching methods in selected secondary schools in fifteen of the thirty six states of the country, the states are Kano, Sokoto, Imo, Abia, Yobe, Jigawa, Katsina, Plateau, Benue, Akwa Ibom, Ogun, Ondo, Taraba, Lagos and Kaduna; That most Social Studies teachers do not deliver their instructions in Social Studies learning via creative environment. That most Social Studies teachers do not use multi- media resources in order to provide for various and differences in

learners need and interest. That there is a near total neglect of community resources in the teaching learning process, and that Social Studies teachers dominate the instructions process and their clients passive recipients. The impacted knowledge may not have any value orientation embedded in them. This amount to faulty teaching of Social Studies Education in Nigerian schools. Furthermore, the curriculum demands of these traditional subjects do not tally with Social Studies, curriculum content. The studies of Fuitua (1980) and Corbin, (1981) have confirmed this position.

Another problem of teaching Social Studies in Nigeria is ‘teacher – centre’ factor impeding effective Social Studies instruction in Nigerian school is the complacency of growth. Mezieobi, (1983) rightly noted that: “most teachers in our schools once they leave the four wall of an education institution with the ‘meal ticket’ or credentials are not ready to learn anything new. Some ‘teachers’ today are compelled by the desire to remedy their pre-service teaching qualification deficiencies into embarking on further education, besides only few Social Studies teachers would out of sheer appreciation of the crucially of continued learning will undertake self-improvement oriented learning in Social Studies education. The teaching of this subject cannot be effective when a teacher who should be in time with constant changing social circumstances developments, trends and practices in Social Studies education, has unfortunately stopped learning and invariably stopped teaching.

In view of the knowledge and social skills, Fenton, (1967) in Charity, (2009) was apt to caution that Social Studies “cannot surmount a wall built from failure to communicate new ideas to (Social Studies) teachers”.

Teachers have also contributed to the sorry state of Social Studies teaching and learning in schools, through their complete reliance on government alone to

provide adequately for Social Studies instructional effectiveness through adequate funding of the programme hence the teachers ineptitude in generating in house (or via positive teachers community relationship) some supplemental income or materials which may contribute to enhancing Social Studies teaching effectiveness and efficiency in a number of ways. Therefore, social studies goal achievement is a joint responsibility of all the government, the school administrators, teaching practioners, parents and students, and others who have stake in productive educational output and development (Gharoty, 2009).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary of research, conclusions on the basis of findings of the research. Also some recommendations are put forward based on the conclusions, contributions to knowledge and suggestion for further research.

5.2 Summary

This study entitled teachers' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria. The first chapter of the work delved on the issues, problems and prospects of teachers' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria. In addition, the study traces the problem statement by identifying the current trends in the issue of teacher qualification. The study was guided by four specific objectives, four corresponding research questions and null hypotheses. However, the study used Social Studies selected from three senatorial zones of Kaduna State, Nigeria.

The chapter review extensively on the important issues that are related to the study. The philosophical background of Social Studies education come as an answer to specific national problems. In the late 60's most educationists, agreed that the schools must be Nigeria in not –look rather than emphasizing foreign ideals, because it was taught that through Social Studies education, a love of the country would be developed in the Nigerian child in such a way that they will develop a strong attachment to their country and government. The aims and objectives of Social

Studies generally, is to equip students to live effectively in our modern age of science and technology. To develop and project Nigeria cultural act, language as well as world cultural heritage among others. The approaches in Social Studies was discussed, they are: separate subject approach, inter-disciplinary approach, multidisciplinary approach and the integrated approach.

The concept of Social Studies was discussed giving different definitions by different scholars in the field. Goals of Social Studies such as information goals, reflective goals, affective goals skills goals, social political activities goals were all reviewed. The characteristics of Social Studies is Nigeria centric, this is keeping with recommendation of the African Social Studies and environmental programmes (ASSEP) in Nairobi Kenya, the African Social Studies Megaphone. More often than not, the scope of Social Studies is the content coverage of all the syllabus and curriculum. It is drawn from the humanities, oral history contemporary issues mass media, personal or group experiences of persons, teachers, parents, resource persons or places ideas and post activities. The concept of curriculum implementation in Social Studies was reviewed materials for curriculum implementation and the basic techniques for the basic implementation of Social Studies were all discussed.

An overview of Social Studies from 1960 till date was reviewed. Social Studies and the Nigerian National policy on education was extensively discussed. Reasons for the introduction of Social Studies in Nigeria schools which are Nigerian positive response to the curriculum from trends in the world, the identified inadequacies and irrelevance of Nigerian's education problems and aspirations made Nigerian to look elsewhere. Amid the pervasiveness of multitude of negative values, poor attitude to work, disrespect to constituted authority and absence of a sense of patriotism among others

led to the introduction of the subject which is a value laden subject to provide a value –re-formation plat form to inculcate socio-civic and affective competence in our people reorientation.

Furthermore, survey research design was used. The study used two sampling techniques namely; proportionate stratified sampling and simple random sampling. The study also used structured questionnaire as data collection instrument. The instrument was duly validated by supervisors and statisticians for content and face values. The study pilot tested the instrument and 0.799 was realised which was considered as statistically fit for the main work. However, the study used independent samples t-test and ANOVA to validate the study’s null hypotheses and arithmetic mean, standard deviation to answer the research questions. The study however discovered that:

- i. There is no significant difference in the mean opinion scores of male and female respondents’ on teachers’ experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria;
- ii. there is no significant difference in the mean opinion scores of urban and rural respondents on teachers’ experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria;
- iii. Significant differences exist in the mean opinion scores of respondents on teachers’ experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria in relation to qualification;
- iv. Significant differences exist in the mean opinion scores of respondents on teachers’ attitude and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria in relation to teaching experience.

5.3 Conclusions

Based on the outcome the following conclusions are drawn:

That male and female teacher' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria is the same.

That rural and urban teacher' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria is the same.

That teacher' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria is the same in relation to qualification differ.

That teachers' experience and qualification in the implementation of Junior Secondary School Social Studies curriculum in Kaduna State, Nigeria is the same in relation to teaching experience differ.

5.4 Contributions to Knowledge

The study has the following contribution to knowledge and literary presentations:

- i. The study established that teachers' qualification and experience is indispensable in the effective implementation of social studies curriculum;
- ii. Social Studies by its nature and scope focused on daily survival in the society hence the need for periodic review of the contents to meet-up with global expectations and rapid development of Nigeria.

5.5 Recommendations

Based on the outcome, the following recommendations are hereby put forward.

- i. Social Studies teachers need to be conversant with the appropriate innovation in the implementation of social studies curriculum in junior secondary schools in Kaduna state, Nigeria;
- ii. There is the need for an improved experience towards the implementation of Social Studies curriculum in junior secondary schools in Kaduna state, Nigeria in order to attain the lofty aims and goals of Social Studies;
- iii. Since qualification of teachers' matters in the implementation of Social Studies curriculum in junior secondary schools in Kaduna state, there is the need for teachers to be allowed to further their studies especially those with the minimum qualifications of NCE;
- iv. Since teaching experiences of teachers' matters in the implementation of Social Studies curriculum in junior secondary schools in Kaduna state, there is the need for teachers to be trained and retrained at regular interval to be up-to-date with global best practices in the implementation of social studies curriculum.

5.6 Suggestions for Further Studies

Similar studies should be conducted on:

- i. Evaluation of stakeholders' perception in the implementation of civic education curriculum in Kaduna state, Nigeria

- ii. Assessment of teachers' implementation of civic education curriculum in Kaduna State, Nigeria

REFERENCES

- Abok, A.D (1996). *Teacher –Trainee Evaluation of the Adequacy of the NCCE Social Studies Programme for Citizenship Transmission*. Unpublished PhD Proposal.
- Abubakar, I.D (2009). *Evaluation of the Implementation of Nomadic Primary School Social Studies Programme in Nigeria: Implication for Curriculum Renewal*. An Unpublished PhD Dissertation A.B.U, Zaria.
- Adedoyin, F.A (1989). *The Attitude of Student towards Social Studies in Port-Harcourt and Brass Local Government Area in River State*.
- Adejumobi, S. (1982) “*Problems and Issues in the Teaching of Social Studies with Particular Reference to Teacher Training Colleges.*”
- Adekeye, O. (1979). *The Problems of Teaching Social Studies in Primary School in Zaria Local Government Area*. Unpublished M.Ed Thesis, A.B.U, Zaria.
- Aderlegbe, A. (1980) *The Nigerian Social Studies Programme, Retrospect and Prospect Benin*: Ethiopia Corporation.
- Adeshina, S and Ogunsau, S (eds) *Secondary Education in Nigeria*. Ile-Ife: University Press Ltd.
- Adoke, I. (1987),” *A Study of Teachers and Students Perceptions of Social Studies and Teaching Method in Social Studies in Selected Junior Secondary Schools in Northern States in Nigeria*. M.Ed Thesis, Ahmadu Bello University, Zaria.
- Aghenta, J.A (1984), *Towards a System Approach to the Planning of Secondary Education in Nigeria*.
- Aina, N.F. (1982) *A book on Methodology Grade two Teachers Training College*. Ibadan: Evans Brothers Publishers Ltd
- Akande, M.D. (1987). *General Principle of Teaching in Fagbanuye E.O (eds) Introduction to Education*. University of Lagos Series in Education, Lagos: Welsen Publishers Ltd.
- Akimleye, F.A. (1981), “*Why Social Studies*” in the *Concept and Scope of Social Studies Education for School and Colleges*. Lagos: NERC
- Akinleye, F. A (1980). *Meaning and Concept of Social Studies Teaching Issues and Problems*, Benin: Ethiope Publication Corporation.
- Alih, A.M. (2002), Education for Self Sustenance: The Case of Integrated Social Studies in Nigerian Schools and Colleges in *Anpa Journal of Art and Social Science (AJASS) 1, (2)*
- Amdii, V.L. (2004), *Social Studies, as an Instrument for Socials Value Acquisition in Nigeria: Perception of Social Studies Student of the University of Abuja in Oderinde, B.B. and Ekpo, O.E (eds) Values Education*. Lagos: Olu Akin Printing Press.

- Anderson, P. (1989). *“The Attitudes of Students towards Social Studies in port-Harcourt and Brass Local Government Area in Rural State”*.
- Argungun, M.A. (2000). *Understanding Social Studies*. “A Guide to Students and Teachers Zaria: Yaliam Press.
- Arthur, J.A. (2010). *Practical Research Methodology, Design, Analysis and Reporting*. 5th Edition. Lagos: Jovial Publishing
- Balyejusa, P.N. (1981), *the Nature and Scope of Social Studies Education for Schools and Colleges*: Ibadan: Onibonaje Published Ltd.
- Banks, S.A. (1977). *Teaching Strategies for Social Massachusetts*. Addison Wesley Publication Company.
- Bloom, B.S. (1971) *Mastery Training in J.H, Blockd (ed) Mastery Training: Theory and Practice*. New York: Holt, Rinehart and Winston
- CESAC (1981) *Methods of Teaching Social Studies Preparing for the Teaching of Social Studies for Schools and Colleges*. Ibadan: Onibonaje Publishers Ltd.
- Clement, C. Okam (1998). *Teaching Issues, Insight and Problems in the Social Studies Education in Nigeria*: Jos: Dekka Publication.
- Corbin, H. and Nwosu, S. (1980), *Hand Book for Teachers of Social Studies*: Longman Nigeria Ltd
- Dapel. N, Kyesmang S.Y, Abednego F.M and Pusmut M.M (2012). *Fundamentals of Civic Education*. Job, Akins Press and Service LTD.
- Dennis, G. (1976) *Development in Socal Studies Teaching*: Great Britain London: Pitman Press
- Dike, H.I (1989) *Modern Trends in the Teaching of Social Studies*. Owerri: Centre for Audio Visual Production and Intercultural Communication.
- Dubey, D.L & Barth J.E. (1980) *Social Studies, the Inquiry Method Approach*. Lagos: Thomas Nelson and Sons Ltd.
- Dubey, D.L. (1980) *Social Studies Methods for Nigerian Teachers, Learning Activities*; Ibadan: Universities Press, Ltd;
- Ehiozuwa A. O. (2011), *A Guide for Family Life and Emerging Health Issues*: Jos: Yabyang Publisher.
- Ezegbe, M.O (1987) *Teaching Social Studies in Nigeria Schools and Colleges*. Owerri: Imo Newspaper Ltd.
- Ezegbe, M.O (1988) *Foundations of Social Studies*, Umuahia: Danton Publishers.
- Fafuniwa, A.B. (1967). *New Perspectives in African Education*: New York Macmillan Education Ltd.
- Fafunwa, A.B (1974) *History of Education in Nigeria*, London: George Atlan and Union Ltd.

- Fafunwa, A.B. (2004). *History of Education in Nigeria*. Ibadan: NPS Educational Publishers, Ltd.
- Fanto, E. (1966). *Teaching the New Social Studies in Secondary Schools. Introductive Approach*, New York Holt: Rinechand and Winston Inc.
- Fed Rep of Nig. (2004) *National Policy on Education*; Lagos: NERDC Press.
- Federal Republic of Nigeria (1981). *National Policy on Education Lagos Government Press*.
- Federal Republic of Nigeria (2004) *National Policy on Education*, Abuja.
- Funton, E. (1967) *The new Social Studies York*; Renhart and Winston Inc.
- Funtua, LI (1980) *Lack of Trained Personnel to Teach Social Studies Especially at Teachers College in NERC: Social Studies: Teaching Issues and Problems*. Benin City: Ethiope Publishing Corporation.
- Gbamaja, S.P.T (2009). *Essentials of Curriculum and Instruction. Theory and Practice*: (3rd Ed) Port Harcourt; Paragraphics
- Gleeson, D and Whitty, A. (1976; *Developments in Social Studies Teaching*. London: Open Book Publishing Ltd.
- Guga, A. (2008). *Curriculum Innovation and Implementation. Lecture Note for B.ed Students*, A.B.U Zaria;
- <http://www.social/researchmethodsnet/kb/infera/htm>
- Ikwunmelu, S.N. (1988) *An Introductio to Social Studies for Higher Education in Nigeria*. Onitsha: Network Publishers Ltd.
- Ismaila, U.Y (1987) *The Genesis of Social Studies in the Curriculum of Nigerian Schools in "The Fatfaru Journal of Multi-Disciplinary Studies. 1(5) Scholar*.
- Jaro Limek, P. (1986) *Social Studies in Elementary Education*, New York: Macmillan Publishing co.
- Joof, A.E (1990). The Place of Social Studies in Nigerian Curriculum. *Journals of Social Studies Issues, 1, 146*.
- Kazi, N.P. (2012). *Compendium of Economic Education, Historical, Political, religious and social issues in Social Studies Education*. Jos: Wais Printing Press.
- Ken. A. Mezieobi, Reggie V.P and Sam A. Mezieobi (2008) *Social Studies in Nigeria: Teaching Methods, Instructional Material and Resources*. Erekwercwa Street, Owerri Nigeria: Acadapeak Publishers.
- Kissock, C. (1981). *Curriculum Planning for Social Studies Teaching*. New York: John Willey and Winsien Inc.

- Madubuike. C.I (1985) *The Role of Social Studies Towards Achievement of Citizenship Education in Post -Primary Schools in Anambra State Nigeria*. Unpublished M.Ed Thesis University of Jos.
- Mbakwen, T.N (2001) *Teaching and Learning what Principles, what Methods?* Owerri Onii Publishing I louse.
- Mczieobi, K.A (1992) *Indigenous Social Studies Education in Nigeria: its History, Goals Content, Methods and Effectiveness in Mezieobi, K.A (ed) Understanding Social Studies Education in Nigeria*. Warri: Geçel Publishing Co.
- Mezieobi, K.A (1990) *Social Studies Methods Logies: Revisited in Ikwumeli, S.N (cd) Social Studies: Issues, Problems and Respective*. Onitsha. Trusworth Organization and Jet Educational Publishers.
- Mezieobi, K.A, Reggie, V.F, Sam, A.M (2008) *Social Studies in Nigeria*. 21 Evckwerenwa Street, Owerre Nigeria: Acadapeak Publishers,.
- Mezieobi, K.A. (1992) *Nature and Purpose of Social Studies in Mezieobi K. A (Ed) Understanding Social Studies*. Warri: Genteel Publishing Co.
- Mezieobi, Reggies Fubare V. Sam A. Mezieobi, (2013). *Social Studies in Nigeria: teaching methods, instructional materials and resources*. Warri: Acadapeak Publishers.
- Moffect, J.B (1977) *Teaching Elementary School Social Studies*. Canada: Little Bloom and Company Limited.
- Ndubisi, C.N (1983) *Social Studies Method and Evaluation in Selected Teachers Training Colleges in Anambra State*.
- Ndubisi, C.N. (1983) *An Investigation into Social Studies Methods and Evaluation in Selected Teacher Training Colleges in Anambra State*. An Unpublished M.ed thesis A.B.U Zaria.
- Nwana, D.C (1981). *Introduction to Educational Research for Students and Teachers*: Ibadan: Heinman Educational Books.
- Nwanyanwu, O.J. (1999) *Current Trends in Social Studies instruction*. Abeokuta: GOAD Educational Publishers.
- Obameata, J.O, Agu, A.O and Laosct Kan, S. (1981) *Social Studies Methods*. Ibadan: Heineman Educational Books Nigeria Limited.
- Obilo, E.E. (1982). *Social Studies (Teachers Gender)* Ibadan: African University Press.
- Offorma, G.C (1994) *Reading in New Development in Nigerian Education Issues and Insights* Jos: Deka Publishers.
- Offorma, G.C. (1994), *Curriculum Implementation and Instruction Nsukka: Uni-World Endocrinal Publishers (Nig.) Ltd*.

- Offorma, G.C. (1994). *Curriculum Implementations in Nigerian Education Issues and Issues and Insights*. Jos: Deka Publishers.
- Ogunsanya, M. (1984), *Introduction to Methodology of Social Studies*. Evans Brothers Publishers (Nig.) Ltd.
- Okeke, B.S. (1984) *Teaching in Nigeria: A Case for Professionalization*. Onitsha: University Publishing Co.
- Okobia, S.O. (1985) *The New National Policy on Education and the Development of Social Studies in Okobia O.S and Udoh, E.N.E (eds) Social Studies in National Development and Integration*. A Publication of SOSAN and the Institute of Education. U.N.N.
- Okwonkwo, M.E. (2004) *Foundation of Social Studies in Ololobo Y.P.S (ed) Social Studies for Effective Citizen*. Kano: The Kano-Zaria Social Studies Collective.
- Olaofe, I.A. (2010) *Research Writing for Academic Growth*. Zaria: A.B.U Press. Zaria
- Ololobou, Y.P.S, Jacob, S. Ndazhaga, J (999) *Dimensions of Social Studies*, Pankshin: Academic Trust Fund.
- Ololobou, Y.P.S. (2007), *Social Studies for Engendering*. Pankshin: Academic Trust Fund:
- Oo1obou, Y..P.S (2004) *Social Studies for Effective Citizenship*. Kano: Kano-Zaria Social Studies Collective.
- Osakwe, E. (ed) (2010). *social studies and integrated national development in Nigeria*. Ibadan: Kraft Book. LTD.\Ken A. Mezieobi, Reggies Fubara V., Sam A Mezieobi, (2013). *Social Studies, in Nigeria. Teaching Methods, Instructional Materials Resources*. Owerri: Acadapeak Publishers.
- Oyabu, V.O (1980). *A Guide for Primary Teachers of Social Studies in Nigerian Schools*. (Vol. 2) Zaria: Northern Nigerian Publishing Company.
- Pwajok, J.C. (1984). *An Evaluation of Social Studies Programmes in Selected Secondary Schools in Plateau Stoic*. An Unpublished M.ed Thesis. University of Jos.
- Ogunsanya, M. (1991) *Teaching and Learning Social Studies in Primary School; an Overview "The Training Guide, Master Training Workshop in Social Studies*. Federal Government Ministry of Education and Youth Development: 4th to 9th May, 1992.
- Ragan, W.B (1964) *Social Studies for Today's Children*: New York: Meredith Publishing Company.
- Robert, V. Krejic (1970) *Educational and Psychological Measurement*: Minnesota: Published in University of Minnesota.
- Sambo A. A. (2005). *Research Method in Education*. Ibadan: Stilling Horda Publishing Company Nigeria Ltd.

- Salaria, N (2012). Meaning of the Term-Descriptive Survey Research Method. *International Journal of Transformations in Business Management (IJTBM)* 1, (6)
- The Course Oxford Dictionary of Current English. *Ninth Edition, Edited by Della Thompson (1995).*
- Tikumah, I.H. (2009) *Elements of Social Studies for Nigerian Colleges and Universities Zaria, A.B.U. Press Limited.*
- Uche, U.W. (1990) *The Nature, Objectives and Teaching of Social Studies in NERC Social Studies Teaching issues and Problems. Benin City: Ethiope Publishing Corporation.*
- Udoh, E. N. C. (1980). *On SOSAN and Development of Social Studies*, Vol. 1 and 2 P. 9 - 20.
- Ugochukwu, I.G. (2012). The place of Social Studies Education in meeting Democratic Challenges of Nigeria: Implication for Vision 20:20:20. Unuoho J (Eds) *Nigerian Journal of Social Studies*, 15 (1), 166.
- Uko, J.A. (2002) Social Studies, arid Child Development in Ankpa. *Journal of and Social Science.*

APPENDIX

Evaluation of Teachers Experience and Qualification in the implementation of J.S.S Social Studies curriculum in Questionnaire

Section “A” (Personal Information)

1. Gender: (a) Male [] (b) Female []
2. Geographical Location (a) Rural [] (b) Urban []
3. Teaching qualification: (a) NCE Social Studies [] (b) B.Ed. Social Studies [] (c) M.Ed. Social Studies (d) Other Specify [] _____
4. Teaching experiences (a) 1-5 years [] (b) 6-10 years [] (c) 11-15 years [] (d) 16-20 years [] (e) 21-25 years [] (f) 26-30 years []

SECTION “B”: Teachers attitude and qualification on the implementation of Social Study curriculum in JSS. Please tick (√) on the appropriate space provided.

Key

SA = Strongly agreed

A = Agreed

D =Disagreed

SD =Strongly disagreed

S/N	Items statement	SA	A	D	SD
1	Societal alienation about the concept of Social Studies pose a threat to its acceptance at the junior secondary level				
2.	Most people involved in Social Studies curriculum planning do not even know what the subject is all about				
3.	Trained Social Studies teachers often exhibit good attitudinal norms with regard to the implementation of Social Studies curriculum in Kaduna State				
4.	Non-Social Studies teachers are struggling with regards to the implementation of Social Studies curriculum as against their counterparts (trained Social Studies teachers)				
5.	Government insensitivity and the sorry state of teaching Social Studies in Kaduna State by non-professionals is one of the problem militating against the implementation of Social Studies curriculum				
6.	Policy makers should not sensitise the public on the importance of Social Studies to their immediate communities/environments.				
7.	Social Studies has not been viewed by other social science discipline as a threat				
8.	Others view Social Studies as duplication from other discipline such as history, geography and economics				
9.	The policy makers do not provide enabling environment for the take-off of the subject at junior secondary school level				
10.	Government and stakeholders are not providing adequate instructional materials for teaching Social Studies at junior secondary school level in Kaduna State.				
11.	There are no adequate qualified Social Studies teachers to implement the course				
12.	Social Studies is to a large extent left in the hands of non-professional with regards to implementation in the study area				
13.	All Social Studies textbooks are written by experts in the field				
14.	Social studies should remain compulsory at junior secondary school levels only.				
15.	Societal alienation about the concept of Social Studies pose a threat to its acceptance of junior Secondary level.				
16.	Most people involved in Social Studies curriculum planning at the Government level do not even know what the subject it all about.				
17.	Most communities do not understand what Social Studies is all about, as a result do not give their support to its implementation either financially or materially.				
18.	Lack of materials including current text books, equipped library or workshop, available of sufficient teachers and learning materials are some of the problems against its implementation.				
19.	The aims and objectives of Social Studies may not achieved because of people trained in the traditional discipline of Social science and humanities perceive and teach Social Studies in height of their discipline				
20.	The policy makers have not provided enabling environment for				

	the take-off of this subject it Junior Secondary School level.				
21.	The sorry state of teaching Social Studies in Nigeria by non-professional is one the problem against the implementation at secondary schools in Kaduna State.				
22.	The policy makers and relevant authorities should sensitize the public on the importance and benefits of Social Studies to their environment.				
23.	Only improvised instructional materials can be used to teach Social Studies.				
24.	The Government and individuals should make found available for the activities and programmes of the cause like other courses.				
25.	Teacher's commitment to duty and qualification plays a vital role in the implementation of Social Studies Curriculum (JSS) in Kaduna State.				
26.	Untrained Social Studies teachers are more zealous and courageous in the implementation of J.S.S Social Studies Curriculum in to area under study.				
27.	The aim and objectives of social studies are not achieved by trained Social Studies teachers.				
28.	Untrained Social Studies teachers struggle to attain objectives of their discipline as against their counter –parts				
29.	To what extent does social studies serves as a threat to other social science subjects in the study area?				
30.	Definitional disagreement among Nigerian scholars and writers who are not experts in Social Studies is a major threat against the implementation of the subject at J.S.S. level				

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
	Male	210	49.1804	13.82536	.86578
	Female	122	47.7838	9.70148	1.59491
	Male	210	49.0627	12.68563	.79440
	Female	122	45.6757	8.79411	1.44574
	Male	210	49.0471	11.84803	.74195
	Female	122	44.3514	7.53221	1.23829
	Male	210	49.9294	11.88573	.74431
	Female	122	46.8919	8.21511	1.35056

Independ

	Levene's Test for Equality of Variances		
	F	Sig.	
Equal variances assumed	5.819	.016	
Equal variances not assumed			
Equal variances assumed	6.052	.014	
Equal variances not assumed			
Equal variances assumed	9.950	.002	
Equal variances not assumed			
Equal variances assumed	6.357	.012	
Equal variances not assumed			

T-Test

[DataSet0]

Group Statistics

location	N	Mean	Std. Deviation	Std. Error Mean
1 urban	199	78.76	11.18157	12.17
2 rural	133	78.00	12.22161	8.10

Independent Samples Test

Levene's Test for Equality of	t-test for Equality of Means
-------------------------------	------------------------------

		Variances							95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total	Equal variances assumed	.009	.923	2.3	236	.018	3.735	1.564	.6544	6.817
				88			95	17	3	47
	Equal variances not assumed			2.3	161	.021	3.735	1.604	.5673	6.904
				28	.04		95	51	6	53
					3					