

**IMPACT OF SOCIAL STUDIES EDUCATION ON CAMPUS STABILITY AS
PERCEIVED BY LECTURERS AND STUDENTS IN COLLEGES OF EDUCATION
IN JIGAWA STATE, NIGERIA**

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DECLARATION

I, Umar Magaji, hereby declare that this thesis entitled “Impact of Social studies on campus stability as perceived by lectures and students in Colleges of Education in Jigawa State” has been carried out by myself in the Department of Art and Social Science Education (ABU) under the supervision of Prof. M. C. Ubah and Dr. I. D. Abubakar. The research work is to the best of knowledge not been presented anywhere for the purpose of the award of any degree. All quotations and sources of information are acknowledged by means of references.

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CERTIFICATION

This dissertation entitled Impact of Social Studies on Campus Stability as perceived by Lecturers and Students in Colleges of Education in Jigawa State, by Magaji Umar meets the requirements governing the award of the degree of Master of Education (Social Studies) of Ahmadu Bello University Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

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

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In the name of Allah (God) the most Beneficent and the most Merciful. At initial stage my thanks and appreciation goes to God for keeping me alive and giving me courage to carry out this research work to the completion stage.

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ABSTRACT

The study focused on impact of social studies on campus stability as perceived by lecturers and students in Colleges of Education in Jigawa State.” In order to achieve this four Hypotheses and four research questions were formulated. The research work adopted survey descriptive research design due to the number of population involved. The population of the study consisted of 35 lecturers and 1400 students however the sampled of the study comprised 35 lecturers and 140 students considering the Roesco formula, that is 10 percent of the size population. The instrument used for the data collection was a questionnaire. The instrument was subjected to reliability test which was found worthy to test what it is intended to measure. A pilot test was conducted where the instrument was verified at 0.75 reliability co-efficient level. For the data analysis, a descriptive statistics of mean and standard deviation were carried out and the result was presented in Tables. In testing the null Hypotheses, independent t-test analysis was carried and result is presented in table at P value ≤ 0.05 . However all formulated Null hypotheses were rejected. The researcher arrived at the following findings: Both male and female social studies students believed that parental attitude is of significance in predicting students’ behavior in College of Education in Jigawa State. Both NCE III and NCE II students believed that through social studies students discover the existing problems and solutions to that problems and how to develop functional approaches to it; Both social studies lecturers with M.Ed and B.Ed degrees believed that maintenance of law and order through the experience of citizenship education aid a better academic achievement to male and female students in Colleges of Education. Also the following recommendation were made that: Social studies subject should be made compulsory to every student at all academic levels, as the subject has all ingredients to overcome all the social problems that lead to instability in the school. Dress

code should be emphasized in Colleges of Education and sanctions should be imposed on any student who violates it. Parent should develop positive attitude towards their children's general behavior, so as to guide them properly.

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LIST OF ABBREVIATIONS

ABSU	Abia State Univeristy
ABU	Ahmadu Bello University
ASSP	African Social Studies Programme
CESAC	Comparative Education Studies and Adoption Centre
COLIS	College of Legal and Islamic Studies
CREDO	Centre for Curriculum Renewal and Educational Development Overseas
EDC	Education Development Centre
HIV	Human Immuno Deficiency Virus
JSCOE	Jigawa State College of Education
LASU	Lagos State University
LVT	Long Vocation Training
MSSN	Muslim Students' Society of Nigeria
NERC	Nigerian Educational Research Council
NERDC	Nigerian Educational Research Development Council
NPE	National Policy of Education
NSSP	Nigerian Social Studies Programme
OIC	Organization of Islamic Conference
SAP	Structural Adjustment Programme
USA	United States of America
USAID	United States Agency for International Development

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The topic “Impact of social Studies Education on Campus Stability as perceived by Lecturers and Students in Colleges of Education in Jigawa State” is chosen because of the security challenges faced by students of the colleges of education in Jigawa State today. It is unfortunate today that instead of our students in the colleges and other higher institutions of learning to become exemplary students, that is to become patriotic and nation builders, they change their attitude, negatively to involve themselves in some aspects of instability like religious and tribal violence, drug addiction, rapping and indecent dressing.

Auwal (2015), stated that moral decay in tertiary institutions is increasingly becoming rampant on daily basis, and he added that institutions of learning whose moral values ought to be acquired have become show ground for different kinds of immoral activities. Insecurity in a school can be call a crime and Ololube (2013), stated that school crime include cultism, vandalism, fighting, stealing, examination malpractices, rebellion and confrontation, indecent dressing, sexual harassment, victimization, bullying, smoking, lateness to school, truancy and cheating etc. Idowu (2014), lamented that students who smoke or use drug have been known to shed all inhibitions and produce behaviors that are inconsistent with school discipline. He added that the increasing incidence of smoking and drug abuse among adolescence students seem to be a contributory factor to the frequent ugly confrontation between school administrators and students.

Therefore, students in the colleges of education and higher institutions of learning in the present day need to be groomed and well trained in line with the societal needs, so as to become good citizens before they occupy the vacancies of leaders tomorrow.

Today, in the colleges of Education and other higher institutions of learning, the students are the causative agents of instability, because they involve themselves in religious and tribal violence, drug addiction, rapping, rapping and other social vices, like vandalism and destruction, drunkenness, prostitution, abortion, homosexual among others. Not only that, examination malpractices have become order of the day among students in the colleges of education. However, for the purpose of this research, the researcher limited the research on five aspects of instability: these are religious and tribal violence, drug addiction, raping and indecent dressing as some aspect of insecurity among students in the College of Education in Jigawa State.

Social studies being a Social Science discipline, is concerned with teaching of societal norms and values, that is the teaching of good citizenship education, moral values, as well as inculcation of knowledge to the students in line with the societal demand. This is aim of bringing back the glory of our community and the country at large.

1.2 Statement of the Problem.

The protection of lives and property is beyond the four walls of one's house or business, to protect one's life and that of one's loved ones, one cannot rely on home security or business security alone. The protection of life and property must also include public places such as school. It is not only cultism and kidnapping that cause instability among students of higher learning but also religious and tribal violence, drug abuse, rape and

indecent dressing are also part of insecurity that exist among students in some colleges of education, Jigawa state inclusive.

The Nigerian Colleges of Education and other institutions of higher learning, have become a breeding ground of instability challenges, Jigawa state colleges inclusive. Even Universities have become the most fertile ground for social unrest and indiscipline, resulting in their frequent closedown for long period of time each year, with consequent disruption of academic program and a fall in the quality of education provided. This is as a result of student rioting or demonstrating over one thing or the other.

This research work is aimed at finding out how Social Studies course help in overcoming the problems of instability among students in the Colleges of Education in Jigawa state and Nigeria in general with emphasis on religious and tribal violence, drug addiction, raping and indecent dressing. The study is trying to find out the perception of lecturers and students about impact of social studies on campus stability in College of Education in Jigawa State, Nigeria.

1.3 Objectives of the Study

This study investigated the perception of lecturers and students about impact of Social Studies on campus stability in Colleges of Education in Jigawa state, Nigeria. More specifically the research set the following objectives to:

1. Find out the perception of male and female students about impact of Social Studies on campus stability in Colleges of Education in Jigawa State
2. Ascertain the perception of NCE II and NCE III students about impact of Social Studies on campus stability in Colleges of Education in Jigawa State.

3. Determine the perception of Social Studies lecturers with M.Ed and B.Ed degree about the impact of Social Studies on campus stability in Colleges of Education in Jigawa State.

4. Establish the perception of male and female Social Studies lecturers about the impact of Social Studies on campus stability in Colleges of Education in Jigawa State

1.4 Research Questions

This study investigated the perception of lecturers and students about impact of Social Studies on campus stability in Colleges of Education in Jigawa state, Nigeria. More specifically the following research questions were answered.

1. What is the difference in the mean perception score of male and female students about impact of Social Studies on campus stability in Colleges of Education in Jigawa State?

2. What is the difference in the mean perception score of NCE II and NCE III Students about impact of Social Studies on campus stability in Colleges of Education in Jigawa State?

3. What is the difference in the mean perception score of Social Studies lecturers with M.Ed and B.Ed degree about the impact of Social Studies on campus stability in Colleges of Education in Jigawa State?

4. Is there any difference in the mean perception score of male and female Social Studies lecturers about the impact of Social Studies on campus stability in Colleges of Education in Jigawa State?

Null Hypotheses

This Study investigated the perception of lecturers and students about impact of Social Studies on campus stability in Colleges of Education in Jigawa state, Nigeria. More specifically the research set the following Null Hypotheses to be tested at $p \leq 0.05$

1. There is no significant difference between the mean perception scores of male and female students about impact of Social Studies on campus stability in Colleges of Education in Jigawa State
2. There is no significant difference between the mean perception scores of NCE II and NCE III Students about impact of Social Studies on campus stability in Colleges of Education in Jigawa State.
3. There is no significant difference between the mean perception scores of Social Studies lecturers with M.Ed and B.Ed degree about the impact of Social Studies on campus stability in Colleges of Education in Jigawa State.
4. There is no significant difference between the mean perception scores of Male and Female Social Studies lecturers about the impact of Social Studies on campus stability in Colleges of Education in Jigawa State

1.6 Significance of the Study

Through this research work, the government and policy makers, will include the discussed areas among the forms of instability found in the higher institution of learning, that is, the causes, effects and possible ways forward to tackle it. Not only that, the government may also discover some measures of precaution against the occurrence of

instability among students of higher learning. Also the government may take decision or established a policy on it.

The law enforcement agencies would benefit from this research work by emphasizing on the rules and regulations to call on the public peace maintenance emphasis the sanction on any victim of instability cases. The social and welfare ministries will benefit from this research by initiating a means of entertainment to the general youth and students so as to avoid the occurrence of insecurity, by initiation of recreational and sports activities, drama competition etc.

Also this research work will help the Ministry of Labour and Productivity, when recruiting or selecting candidates for employment, this may be achieved through tracing the candidate's school record. Another contribution of this research, is that the Sociology Department will benefit from it since it is dealing with human behavior through data findings of this research on the forms of insecurities, causes, effects and possible way forward, and for further counseling of students.

The students among themselves will also gain from this research through the selection of friendship, so that they would not make a friendship with maladjusted or rebels type of students. This research would help the parent in putting the desirable attitudes and values to their sons and daughter in the school so as to avoid being a victim of any type of violence or insecurity. The research would also help the general public in the process of selecting of a leader, other political or traditional leadership. This research will also highlight on the various forms of instabilities that may exist among the students in high learning.

1.7 Scope of the Study.

This research is conducted within two existing Colleges of Education in Jigawa state which are; Jigawa State College of Education Gumel and College of Legal and Islamic Education Ringim in Jigawa state. The population of this research involves both the academic staff and students of Social Studies Department of the two colleges of education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction.

This research attempt to focus on the impact of social studies education on campus stability as perceived by lecturers and students in Colleges of Education in Jigawa State. Thus, the following sub-headings are reviewed in this research work.

- * Theoretical framework
- * Concept of social studies
- * Objectives of social studies
- * Nature and scope of social studies
- * Historical development of Social studies in Nigeria.
- * Concept of Stability and Instability
- * Various forms of Instability
- * Causes of Instability
- * Effects of Instability
- * Empirical Related Studies
- * Summary

2.02 Theoretical framework

There are many theoretical frame works, that can be used to explain this research topic. The first approach is the organismic theory of nation building by Herbert Spencer (1820-1903). The gentleman linked the society to a living organism which has various

organs that work all together for the livelihood of the organisms. When applying this theory to the society it implies that all the various organs of the society i.e. the government, economy and the forces of changed have to work co-operatively for the development and progress of the society.

The school system may be used to translate this theory, that is, the school management could organize and keep in touch with all other segments for the smooth of the school system that is the lecturers, the students, the nonacademic staff, etc. should be considered when taking a decision. This may actually eliminate the fear, annoyance and frustration in the mind of the students and prevent the students from involvement in any kind of atrocity and any kind of insecurity. Therefore, the school system will live in peace.

Another theory that can be related to the school system is the consensus theory of Stankiewicz (1976). This gentleman declares that since it is accepted that the common good should be protected then the decision that should be accepted as representing the common good should be the one involving a consensus. Stankiewicz also argues that in a democracy it is easy to assume that the ultimate stand of the good is what everyone wants or agrees upon and that the goal for which one should strive is a consensus.

The theory is emphasizing that for every organization to function effectively towards the achievement of success, then that organization has to look for all members co-operation.

The theory can be linked to the school system, since the school system comprises different segments and different individuals as workers. Therefore, the efforts made by the authority in the attainment of success is the consensus. However, consensus in the school is achieved if there is representation of all school segment in any decision making for the

school. As such peace and harmonious living will prosper in the school that is no strike, no students' violence, no atrocities among students etc.

In addition, Macridis (1980) brought about the theory of individual consent, where he argued that "Man and Woman live in the state of nature with certain natural rights, life liberty and property. In the course of time when they discover that is difficult for them to protect this rights without a common authority, they then decide to set up a common civil authority to safeguard the rights. In the process each give his consent to the agreement. Therefore the collective consent becomes the source of political authority and the powers of the state over those who gave their consent.

This theory can be translated to a school system, in the sense that, if the school authority involves the students' representation in all the decision making gathering, obviously the students will go together with the management and respect all laws and orders as agreed and there is no communication gap, therefore the school will live in peace.

In the contribution of Abdullahi (2011), in a psychoanalytic interpretation as presented by Flugel (1985), suggested that "aggression spring from a perennial source or energy rooted in our very nature and ultimately independent of any external thwarting or frustration. This may seem to provide a more adequate explanation of many apparently unprovoked acts of violence and destruction and of the joyous participation or contemplation of destruction generally".

The second approach is the widely accepted position that an aggression act arises out of the frustration of an instigated goal responses, if an individual is about to perform certain acts or if he is in the process of attempting to satisfy certain needs and some external agent,

a person or an inanimate object or a deficiency on the part of the person himself, interferes with this activity we say that the person is frustrated. According to frustration aggression hypothesis all acts of aggression going by these approaches one is bound to suggest that poverty and unemployment which can be related to second theory that attributed it to frustration as the major cause of or as the contributing factor to the expansion of “daba” and “yan daba” illegal activities.

These theories emphasized that frustration may lead to exhibition of some abnormal behavior like: unrest, drug addiction and other forms of atrocities. The frustration is caused by poverty and unemployment, which is linked to the sons of the masses in the college.

These two theories can be translated to a school system by saying that if school authority is not considering the economic stand of the parents in fixing the school fees, obviously there is tendency of students’ frustration. The frustration may lead to students’ unrest, drug addiction and all other social vices may manifest among students in the college.

2.03 Concept of Social Studies

The course social studies oversee man’s interaction with his physical, social, political economic and cultural environment not only that the course transmit the cognitive, effective and psychomotor skill and positive values to an individual which makes him very productive in the society. The course social studies is however, considered as integrated approach to the study of man and his environment because it uses these approaches in solving the human societal problems.

Jekayinfa(1998) viewed social studies “as a subject that presents knowledge as a whole. It however attempts to study man in his physical social, cultural psychological and

economic environment as they relate and interact with each other. In light of the above one can conclude that, Dubey and Makinde's definitions emphasized on total understanding of man in his environment, how he relates and interacts with as well as instilling in student the knowledge skills and attitudes which are fundamental for the survival of the society.

According to Ololobou (2007), Social Studies was first used in the United States of America (USA) during the last two decades of the 19th century. Muhammad (2008), is of the view that Social Studies was introduced as a subject at the conference African Education held in Mombasa Kenya between 16th – 30th August 1968. The conference had a comparative representative by African countries such as: Nigeria, Ghana, Sierra leon, Kenya, Uganda, Ethiopia, Lesotho, Malawi, Tanzania, Zambia, and Botswana. The conference suggested the introduction of Social Studies in primary schools and teacher training colleges of member countries. Chula (2006), define social studies as “programme of study which society uses to instill in students the knowledge, skills, attitude and actions it consider important concerning the relationship human being has with each other, their world and themselves. Ololobou (1999), define social studies “as an organized integrated study of man and his environment both physical and social emphasizing on conjunction functional skills, and desirable attitude and actions for the purpose of creating an effective citizenry.” Muhammad (2008), posited that “social studies is the study of man, as he interact with different environment, which could be physical, social, political, economic or cultural environment.

Ololobou (2009), says the purpose of social studies is to help young people develop their skills and ability to make good reasoning and decision for the public good and citizens of a culturally diverse democratic society in an inter dependent world.

Chula (2006), maintain that the philosophy behind the formulation of social studies curriculum in Nigeria is generally based on the following five National objectives i.e.:

1. Free and democratic society.
2. Just and egalitarian society.
3. United, strong and self-reliant nation.
4. Great and dynamic economy.
5. A land of bright and full of opportunities for all citizens

Chula (2006), is of the view that if the above objectives “are to be in harmony with Nigerians National objectives, the philosophy has to be geared towards discipline, effective citizenship national consciousness, national unity and indeed towards social, cultural, economic and self-reliant development for making the young ones to be self-independent whether they are schooling or not.

However, with the above views it is observed that the implementation of social studies curriculum should be right from the primary level up to the high level of education. Why? Because the national aims and objectives are directly linked to the social studies curriculum at all levels of educational systems in Nigeria. This is why Ololobou (2000), described “social studies as an organized integrated study of man and his environment both physical and social emphasizing cognition, functional skills, desirable attitudes and actions for the purpose of creating effective citizenry.

The above definitions therefore portray social studies as a subject which focuses on man and environment, an integrated study emphasizing the indivisibility of knowledge, learning, that emphasizes on the cognitive, affective and psychomotor domains. All these

shade more lights to us on the complexity and diversified nature of social studies as a subject. This is because it touches almost all the aspects of human endeavors from cradle to grave. Similarly, Okan (2002), observes that social studies draws some contents from subjects in humanities such as literature, poetry, arts, music and drama

2.04 General Objectives of Social Studies

Nzeribe (2002) says the following should be considered as the general objectives of social studies:

- (1) To give man adequate knowledge and information about the society and the wide world.
- (2) To create in man awareness and appreciation of the benefits and result of scientific and technological discoveries and inventions and make him see how this affects his everyday life.
- (3) To help him develop his intellectual skills abilities and competence and promote in him the spirit of inquiry discovery thinking and curiosity which act as a spill to further investigations.
- (4) To make man know what the society expects of its members that he will be able to judge his actives as well as those of others.
- (5) To familiarize man with the norms of his society and thus socialized him accordance with such norms. This will able him improve and perpetuate his society. To help man become good a good citizen and develop the necessary values and attitudes needed in democracy.

- (6) To create in man an awareness and appreciation that community life in any human society is based on co-operation and interdependence at all levels right from the family to the international level.
- (7) To exposed man to the problems of his society and then lead him to develop appropriate functional approaches to the solutions of such problems.
- (8) To help man develop proper value judgment and ability to criticized and select, and place events in their proper perspectives.
- (9) To enable man developed psychomotor skills involving locomotion and non-locomotion skills manipulative and creative skills, and physical abilities.
- (10) To help man develop valuable and social acceptable concepts, ideas and philosophy of life.

Critically these objectives reveal that they are quite in harmony with the nations educational objectives, and can help bring about the achievement of time national objective help in equipping child with knowledge skills and attitude that will enable him contribute towards bringing about democratic, egalitarian, great and dynamic economy united strong and self-reliant nation and hand of bright and full opportunities for all citizen, enable the child to adopt himself to new situation and identify societal problems and solve them through critical and reflect thinking.

2.05 Nature and Scope of Social Studies

Considering the classification made by NTI/DLS course book on social studies (2000) “Social studies is neither a Geography nor a History or Government. It however not an amalgamation of all social sciences courses rather it is an area of curriculum which is designed to study man and how his problems are solved. It highlights on how man can fit into the society through utilization of the necessary attitudes, values and skills. In connection to that social studies borrows ideas, facts, concepts methods and generalization from various school subject and assembled them together into a whole and present it to the learners.

However, the nature and coverage of the course social studies touches all aspects of man in the society including political, social cultural and economic aspects. It also embraces all activities of man designed to enable him enjoy living in society. And it is in line with the argument of Adeyoyin (1993) that “as long as man live on the surface of the earth, there will always be added dimension to his problems, prospects aspiration and achievements, all of which extend the frontiers in the nature and scope of social studies as a subject.

Ololobou (2007) clarified the scope of social studies as follows:

- (1) Historical issues where the learners are exposed to accumulated knowledge of the past, arranged in chronological order to gain understanding of the present and prepare a general course for the future.
- (2) Socio-cultural issues, where man’s life in society in relation to cherished norms, beliefs values and practices are focused so that they can be transmitted from one generation to another.

(3) Economic issues as it pertains the ability for man to adjust his unlimited wants to these limited resources; the mobilization of resources for production and distribution of goods and services are focused to prepare and equip learners with adult economic roles.

(4) Geographical issues as its touches the influence of the physical environment on the action of man characteristics of places on the earth, roles of transportation and communication systems in moving goods services people and message are brought to the attention to the attention of learners.

(5) Political issues which concern the fundamental institution of public administration and government international relations political institution and process of exercise of power and authority are address for learners to be a breast with ideas of government, law, democracy, justice and equality.

(6) Scientific and technological issues are employed to help learners understand the cause and effect of relationships and the systematic application of scientific knowledge to solve practical problems of living. The development of tools sue of machines in various industries, development of forms energy, specialization and the need to developed various forms of adaption to life's challenges and exposed to learners.

(7) Citizenship Education intended to prepare learners to assume the right and obligations ad their world of knowledge and experience to solve practical problems of living. The development of tools use of machines in various industries. Development of raw forms of energy, specialization and the need to develop. Various forms of adaptation to life challenges are exposed to learners.

(8) Citizens' education intended to prepare learners to assume the share rights and obligations as their world of knowledge and experience. Learners are equipped with the

basic citizenship skills which emphasizes their human dignity and worth as they operate as members of the family, school, community, nations, continent and the world in general.

(9) Public issues that affect the well-being of man are also concern so as to help learners develop skills which enable them participate and contribute towards the upliftment of the society. The scope also embraces the understanding and appreciation of the value of peace, human rights, HIV AIDS and family life Education in selection to individual and National Development processes are highlighted in the scope of social studies; so as to prepare students life in the society.

In the essence, this shows that social studies some concepts ideas methods facts and generalizations from all forms of relevant human activities and experiences to help students understand themselves he people around them and the entire world in which they live.

2.06 Historical Development of Social Studies in Nigeria

There are some problems that plagued the nation and indiscipline among adults and youth that became glaring. Therefore to minimize this and socialized the coming generation in a way to build a strong, united and discipline Nigeria, the type of Education that put man at the centre and consider him a central figure and also teach about his society becomes inevitable. No wonder this is the reason that social studies found its feet in the school curriculum of the country.

Social studies is embraced by other nations due to the role it plays in nation building as well as the socialization process because social studies is considered as a tool for national development and partial solution to social problems in many countries in the world. For instance in Britain the course social studies is used to legitimize the teaching of social

sciences particularly sociology, which prepares individual for their role in the society. Also in western Germany it was initiated after the Second World War, as a means of developing a new political order. In Ghana, social studies is used to revamp the economy after military dictatorship to transform the political culture in Ethiopia, to build a foundation for democratic society in Japan, to foster individual and national development in Thailand, social studies aimed to prepare students for effective citizenship in a democratic society in Canada and United State (Ubah, 2009) and in Nigeria to inculcate concept of nationalism, unity and interdependence among the diverse population in the country.

However, the introduction of social studies in Nigeria context is as old as the period before independence. It initially emerged in the western region in 1958 through a joint development programme between the region and the University Of Ohio (USA) where the project of Ohio affects the teacher Training college only.

A pilot project was conducted in 1963 at Aiyetoro comprehensive. High school in the western region (presently Ogun state). However, this venture serve as an experiment on comprehensive system of education and curriculum development, and also serve as an effort to introduce social studies among the subjects. The ministry of education western region in collaboration with the United states Agency for international development jointly financed the project and the ford foundation.

As a result of the success achievement at Aiyetoro, the government of the western region decided to extend the social studies programme to other school was assigned to draw up a social studies syllabus for the first two years of the secondary school and also to write the materials to suit the syllabus (Ubah 2009).During the critique conference of Nigerian

educated in Lagos (April-May 1968) the textbook, social studies for Nigerian schools written by the Aiyetoro team was present for evaluation. However, the conference was organized under the joint auspices of the comparative education studies and adaptation centre (CESAC) and the Ford Foundation programme on curriculum development in Nigeria, made valuable suggestions towards the improvement of the textbook in order to make it usable all over Nigeria.

In 1968, the conference of African Educators held in Mombasa (Kenya) which was a significant stride in the development of social studies. The conference was organized under the auspices of Education Development Center (EDC) and the Center for Curriculum Renewal and Educational Development Overseas (CREDO) in which participants from eleven countries were drawn (Nigerian Inclusive) Ubah (2009). The African Social Studies Programme (ASSP) and later Nigerian Social Studies Programme (NSSP) emerged out of these conferences. The conferences point out the big role of social studies as alleviating the defects of the existing educational systems in many emergent African Nations and recommended the teaching of social studies in all teacher training colleges (Ubah 2009).

Shortly after Mombasa conference, a seminar was held in Ibadan in January 1968 with participants drawn from different parts of Nigeria (except the East, a seminar was held in Ibadan in January 1968 with participants drawn from different parts of Nigeria (except the East, which was then the heat of war). At this seminar the Social Studies Association of Nigeria (SOSSAN) were formed. The objectives of the association include dissemination, promotion, development and adoption of social studies in Nigerian Schools.

Social studies was introduced on national basis at the (1969) National curriculum conference where SOSSAN present a report on the need for introduction social studies. At this conference issues of ideology, purpose and objectives of Nigerian education were discussed. Part of recommendations and resolutions made at such conference include teaching of culture and social studies in the Nigerian education system. Other part of the recommendation also emphasized that social studies should be taught in all teacher training colleges as well as lower classes of secondary schools (Ubah 2009).

Nevertheless in accepting some of these recommendations and launching of the New National Policy on Education government approved the teaching of social studies in all primary schools, Teacher training colleges and the junior secondary schools in Nigeria

Considering these series of commitment one may say that the 1969 National curriculum conference is a land mark in the history of education in Nigeria and a great success in the development of social studies in particular. Having identified the philosophy of Nigerian Education in the National Policy on education (NPE) social studies is therefore given prime importance as a tool for implementing them through the school and hence recommended by the federal government as a subject to be taught Nation Wide.

In 1965 Ahmadu Bello University Zaria along with the lecturers colleges at Bauchi, Bida Ilorin, Katsina, Maiduguri, and Sokoto who were part of Northern Nigerian Teacher Education project spear headed the teaching of social studies in this part of the country. Dubey Barth (1980).The Nigerian Educational Research Council (NERC) now NERDC) and the social studies association of Nigeria (SOSAN) have made positive effort to improve the teaching of social studies.

The Institute of Education ABU Zaria organized the first National workshop in 1971 in Zaria, whereby the institutes materials where evaluated, Ubah (2009).

After the adoption of new national policy on education, social studies as a discipline was introduced into the curriculum at various levels of education in Nigeria. Social studies is made compulsory at primary and junior secondary schools level but it is elective at the senior secondary school level. Social studies is offered in all the Grade II Lecturers Training Colleges and course combining social studies with other subjects are offered in colleges of education. However, a number of the faculties of Education and Institute of Education in many Nigeria universities run courses on social studies methodology for different categories of practicing lecturers and student's lecturers some is these universities include Ahmadu Bello University Zaria, University of Jos, and Abuja Obafemi Awolowo University etc.

Going by the long succession History of social studies in Nigeria one may realize that social studies played a vital role in development of the country especially when we consider 1956 USAID and ford foundation sponsored project and the pioneering effort of the Aiyetoro comparative high school programme similarly its pertinent to note that a social studies guide for primary lecturers was published and first trial social studies syllabus for the Advance Lecturers colleges produced by the institute of education ABU Zaria panel in 1975, consequently syllabuses and textbooks were produced for all levels by N.E.R.C, N.T.I, J.C.C, CESAC, etc.

Presently social studies is offered in all primary schools, training colleges and the junior secondary levels throughout the country. N.T.I social studies examination (external) is made a compulsory paper for the teacher Grade II certificate by 1988.

The Bachelor of Education in (social studies programme was introduced under LVT in 1976. However, a post graduate studies in social was put in place at ABU later M.Ed programme in social studies was introduced in University of Jos. In 1988 the federal government of Nigeria made social studies a compulsory external subject for grade II under NTI Kaduna.

Various conference seminars and workshop has taken place in Nigeria dealing with the objective content, nature scope and methodology of teaching social studies education from primary schools up to the university level. There is no doubt today that all colleges of education in this country offer socials studies at NCE level and more than 10 universities are producing graduates and post graduates students with specialization in social studies education.

2.07 Concept of stability

According to the Oxford advanced learner Dictionary, stability means a state of being steady not being disturbed in any way, that is a state of being secured, ready for development. However instability means a state of being disturbed by something or somebody. Instability can henceforth means insecurity.

Forms of insecurity

The forms of insecurities that can be found in the colleges include; religious and tribal violence, drug addiction, alcoholism, raping, indecent dressing, prostitution, stealing etc. However this research work is to look in to the religious and tribal violence, drug addiction, raping and indecent dress among the students.

2.07.1 Religious and Tribal violence.

Religion sometimes plays significant roles in communal harmony; yet it is often instrumentalised for political and other established interests to the detriment of peace and social harmony. This article is therefore intent on objectively critiquing the negative deployment of religion as an instrument for social disharmony. Attempt is therefore made to dispassionately analyze these conflict-inducing elements of religious practice by both religious communities, without any intent to undermine the integrity of their principles or create a sense of bias. According to Omotosho (2003), Nigeria has witnessed a variety of disturbances some of which have threatened the existence of the country as a nation. Some of these disturbances could be described as intra-religious while the others are inter-religious. Similarly, Bloisi (2007) sees conflict as a disagreement between two or more people who perceive that they have incompatible concerns. . Ojou (1995) defined students' crises' as the rampage made by students in pressing their demand on certain issues with university authorities.

Samson (2014), stated that religion could serve and indeed served as an instrument for social harmony in many civilizations, it has also served as motivation for violence hence its indication in some literature as a double edge sword.

David (2013) defined students' crisis as a rampage made by students in pressing their demands on certain issues with the authorities of the various tertiary institutions of learning. Sunday (2011) stated that within the space of eleven years several violence political or ethno-religious conflicts have been reported in Plateau state and all efforts to restore peace have not achieved the desired end.

Ojo (2010), emphasized that ethnic and religious conflicts are among the factors that hinder nascent democracy in Nigeria. But the greatest obstacle to the nascent democracy is the pervasive insecurity of life and property as evidenced by the spate of armed robbery attacks, assassinations, ethnic and religious conflict coupled with the seeming helplessness of security agencies to handle the criminal acts.

According to Aljazeera English (2013), in a police statement at least 39 people had died and 30 others injured in a fighting between Christian and Muslim Group in central Nigeria, Taraba state prompting around the clock curfew.

There are others that are more of politico-tribal in nature than religious even though some people may see them as religious simply because each group involved come from a different religion. Below is a brief account of these disturbances according to the above classification. Intra-religious violence in December 1980, the Maitatsine riot broke out in Kano, claiming many lives. The exact number of people who lost their lives is very difficult to ascertain. Government presented a figure of hundreds while others put it at many thousands. It was the first major religious violent in the recent history of Nigeria. In October 1982, there was another Maitatsine uprising in Maiduguri in which considerable numbers of lives were also lost.

Later on, the same riot spread to Kaduna and to the Sabon Gari area of the city of Kano. In the middle of February of 1984 there was yet another Maistatsine riot in Jimeta-Yola of what was then Gongola State. Some lives were lost. There was another Maistatsine disturbance in Gombe (now capital of Gombe State) in April 1982. Little information was given about it. Inter-religious violence the first major inter-religious violent broke out in Kafanchan on 6th of March 1987. It later spread to Zaria and Funtua (now part of Katsina

State). Many lives were lost on both sides, thus, according to Dosunmo and Oramolaran (2012) a function of the family is to ensure the continuity of society by reproducing and socializing new members, a function of religion is to integrate the social function or social system by reinforcing common values; while school inculcates the knowledge and norms of the society into the pupils or students of today are not the same as they were. At present, schools have lots of violence and schools physical abuses than in a fight club. The reported cases of theft, one student inflicting pain on another student, gang wars and so on are on the high these days.

All these acts of misconduct are generally referred to as school violence. Well, such small acts of misconduct can be tolerated, but these days, violence has gone to such a high extremity that students who have not even crossed their adolescence are not afraid to handle a gun or a knife. They are quite ready to screw their fellow mates when a rift of some sort arises among them. It is indeed very disturbing to see such acts of misconduct in a noble and a divine place like schools. However, one cannot deny or oppose the fact that such terrible things are happening in most schools across the world and especially the United State of America). Like charity, violence begins at home. As Gilligan observed, “the use of violence as a means of resolving conflict between persons, groups and nations is a strategy we learn first at home” (1996). People first learn to use violence as a strategy for resolving conflicts in their homes.

Salawu (2010), argue that although lack of adequate statistical data has made it extremely difficult to estimate the exact number of religious conflict in Nigeria and their resultant fatalities, the general assumption is that the incidence of religion has grown exponentially since the return to democratic rule in 1999. However, statistics has also

shown that 95% of the religious crisis across the country occurred in the northern part of the country.

Makinde (2014), stated that the rate at which students at private faith based universities indulged in violent demonstration against the management of their institutions is becoming worrisome to many stake holders especially parents who perceived private universities are solutions to the moribund education system in Nigeria.

2.07.2 Concept of drugs

Idowu (2014) stated that students who smoke or use drugs have been known to shed all inhibition and produce behaviour that is inconsistency with school discipline. The increasing incidence of smoking and drug abuse among adolescence students seem to be a contributory factor to the frequent ugly confrontation between school administrators and students. Fareo (2012), stated that the menace of drug abuse has eaten deep into the fabric of our society and the impact of drug abuse among adolescence have been a stigma of moral decadence, violence, thugry assault, madness and murder. Okaka and Agbonghale (2014) emphasized that the use of hard drugs by students in Nigerian universities has become an embarrassing phenomenon to parents, school, government authorities and society at large. The constant abuse of drugs amongst these groups can cause psycho social problems in society. The soft drug e.g. antibiotics and analgesics, and the hard drugs e.g. cocaine, marijuana heroin etc. Consequently, a drug addict is said to be someone whose life has become dependent on drugs, hence drug abuse.

Government agencies refer to any use of an illicit substance as drug abuse e.g. opioids, heroin, marijuana (Indian hemp). It is interesting to note that the use of medically prescribed option analgesics for the relief of pain is quite proper but self-administration of

the same drug in same dosages for relief of depression or tension or to induce euphoria is considered flagrant abuse. Generally, there are certain drugs, which users, including adolescents, become easily addicted to and therefore abuse a lot.

2.07.3 Drug Abuse among Students

A drug can be said to be any substance use in medicine .It can also be said to be any substance taken by some people to get certain effect, such as happiness and excitement. From these definitions above, drugs can be classified into these categories;

These are mostly (i) Central Nervous system stimulants (ii) Central Nervous system Depressants (iii) Hallucinate (iv) Narcotic analgesics (v) alcohol and (vi) tobacco.

While central nervous system stimulants such as amphetamine and caffeine speed up people's reactions and counteract fatigue, the depressants calm down people and relieve anxieties. Examples of depressants include phenobarbitone and Valium. Hallucinogens (e.g. cocaine, marijuana) are some of the symptoms of psychosis such as hallucination (appearing to see things not present) and diminished contact with reality. Alcohol, though a social drug, when taken in excess causes undesirable effects on individuals personal judgment and social relationships. Tobacco is a stimulant that increases mental alertness and in high doses causes unsteadiness and muscle tremors. Narcotic analgesics such as morphine, heroine and opium are pain relievers with marked effect on mood of people. Students are entering higher education with increased exposure to drugs, which predisposes them to substance dependency. Variation exists among college and universities as to the rate and type of substances used. Marijuana, amphetamines, hallucinogens, inhalants, cocaine, steroids, and designer drugs represent but a few general forms entering the higher education arena. Marijuana is reported as the illicit drug of choice on campuses. Illicit drug use factors into

tragedies that include rape, overdose, vandalism, violence, and death. Memory loss, diminished concentration and attention, increased absenteeism, impaired academic performance, and physical illness are also associated with drug use.

Godgift (2014), stated that secret cult and drug abuse among students in Nigeria educational institutions need remedy from society as they constitute a social problem. He added that Nigerian student instead in engaging in such a social vices should channel his energy in pursuing goals that will liberate the masses from the pang of poverty, hunger and diseases so that the dream of the Nigeria state as stated in the National Policy on Education might be actualized.

2.07.4 Concept of Raping

Definition of Rape. The exact definition of "rape" differs from state-to-state within the U.S. and by country internationally. In the US, it is often called "criminal sexual conduct in the first degree". Generally, rape is defined as sexual contact or penetration achieved:

- without consent, or
- with use of physical force, coercion, deception, threat, and/or
- when the victim is:
 - mentally incapacitated or impaired,
 - physically impaired (due to voluntary or involuntary alcohol or drug consumption)
 - Asleep or unconscious.

Peter and Olowa (2010), define rape as sexual intercourse or other forms of sexual penetration by one person (the accused) with or against another person (the victim) without

the consent of the victim. Universally rape is considered to be immoral act which is not peculiar to any nation, race, creed, or gender. It is a nonconsensual forcible sexual relation or other sexual activity. It is unwanted sexual intercourse which need not be full penetration but may involve only contact between the genitals.

Vanguard (2011), stated that rape is universally regarded as crime against humanity. It is violation of United Nations and African Charter on human and people's right to dignity of human persons.

It further explains that police statistics posted on website showed that 1952 were reported in 2009 alone but Amnesty International report the figure could be higher considering the country's population of over 150 million.

www.dailypost.com stated: some persons suspected to be cult members invaded the female hostel of Benue State University, Makurdi raped no fewer than twenty students. On the other hand Gert. B (2012), defined morality as that set of conducts put forward by any actual group and acceptable by members of that group or the society.

One of the most critical issues regarding rape is consent. Sexual activity should not take place unless both parties have freely given consent, and consent is understood by both parties.

- Silence does not mean consent.
- if consent is given under duress (physical or emotional threats), then it is not given freely or willingly and sex with a person consenting under duress is rape

- if someone is impaired due to alcohol or drugs, that person is deemed incapable of consenting and sex with that person is rape (even if the impaired person says "yes")

Rape is perhaps an under-reported crime in all schools across the country and in the Nigerian society in general. If the incident had occurred in a village school in the middle of nowhere, or away from the school premises in the house of the schoolteacher, where no one would listen to the girl's cries, it would have most likely gone unreported. There are many young girls out there who have been defiled by male lecturers who lure them to dark corners, or to their homes. Out of fear or shame or a combination of both, the girls keep quiet forever, but the psychological scar remains. In co-ed schools, the villain may not necessarily be the male teacher, but the male student or a gang of male students who have formed a habit of raping their pretty female colleagues. Sexual harassment may take a different form in higher institutions of learning, but indeed, at all levels, it is the single biggest threat to the education of female children in this country today. If you have a daughter, you have to keep praying that she doesn't get into the hands of the sexual perverts in every corner of the country. If you are a woman, you must be worried about how so unprotected women are in this land. On the other hand, there is issue of defilement. PM News (2015), reported that a security guard in a private school has been remanded in prison custody for allegedly raping a student in that school in the school premises.

Defilement is defined as having sexual intercourse with a girl who is below the age of eighteen years. Anybody below 18 years is a child under the law and therefore it does not matter whether the girl agreed to have sex or not. A 78-year old man was on Friday committed to the high court for trial for allegedly defiling an eight year old pupil a peasant

of Dubai camp Lingira islands in was committed from the lower court by the Grade II magistrate Mukono, Miss Maxensia Namagembe. The accused is alleged to have lured the victim with some biscuits and 200/= . The indictment and summary of the case presented by the resident State Attorney. Mr. Simon Peter Semalemba stated that on or about October 18, 1996 at Lingira Kikongo village, the victim was playing with her friends near some rocks. While they were playing, the accused allegedly lured the victim with biscuits and 200/= so she escorts him to the ground where they dry silver fish (Mukene). On reaching the ground, he allegedly entered the bush with the pupil and forcefully had sexual intercourse with her

The increasing number of rape cases the world over is worrisome. One of the most bizarre of recent media rape reports in Nigeria was that of 37-year-old who has been raped four times as reported in Saturday Punch of February 16, 2013. On two occasions, she was gang-raped by people she called friends. She was molested at age 10, by their house boy who was twice her age. Before she turned 20, her father's friend had carnal knowledge of her at their Ebutte-Metta, Lagos residence. She could not report to her parents because of the man's threats. At the place where she attended extra-moral classes, she was gang-raped on two different occasions by three boys she called friends. The fourth time it happened to her, it was done by one who was bitter that she had refused his advances to become his girlfriend. The next time, she was raped by six boys. Imagine.

2.07.5 Concept of Indecent Dressing

According to Nigeria Today (2013), the grooming ground for prostitution in Nigeria today is the university as many girls now go to school with "my own money" when they are

not known to be employed in any company. They survive through “Runs”. Some parents even ask for money from such girls.

Muraina and Ugwumba (2014), expressed that in spite of the government attempt at promoting moral uprightness in Nigerian citizen through the inauguration of programmes like War Against Indiscipline (WAI) Independent Corrupt Practices Commission (ICPC), Economic and Financial Commission (EFCC) to mention a few, many Nigerian students and citizens are still morally bankrupt. In fact conscious and deliberate efforts are made to do things that are not in line with the Nigerian moral values and virtues.

Ja,afaru (2013),stated that, Indecent dressing is becoming a culture in our modern day Nigeria; it is indeed a shameful thing to see our supposed future mothers dressed half naked, walking shamelessly on the streets, schools, markets and official work places. Nigeria Observer (2015), stated that indecent dress is a social malady that ridicules the person and likely to shock or irritates people, it exposes part of the body usually sexual organs which normally should be covered.

Newswatch time (2015), stated that in apparent disregard of dress code in universities, many girls in institution of learning are wearing overtly revealing outfit. About 90% of violations of dress code have been blamed on female students. It added that most students however, do not see anything wrong with wearing what they will saying that they must be adventurous because rules are meant to be broken, sometimes dressing skimpily may just be as a mere juvenile delinquencies.

Womanhood is supposed to be respected with dignity but these days it is being abused with the sight for mums dressing and exposing their bodies for all to see including

their children. As they say in the fashion world, “fashion comes around” but probably, we are now living in an era of modernization which does not entail covering our nakedness with clothes and it is just like living in the blind days; the era of Adam and Eve in the Garden of Eden when nudity was the order of the day.

But what will make a decent, virtuous and responsible woman be seen to be flaunting or displaying her cleavage and breast in the name of fashion? Indecent dressing according to answers.com, is dressing in a way that is likely to shock or offend people. What may offend people, it added are parts of the body, usually sexual organs, which normally should be covered. For girls, these are breasts, thighs and buttocks. As a teenager you must be cautious of the kind of clothes you put on. Your dress can show if you are responsible or irresponsible, serious minded or unserious. Dressing in a manner that parents, society and religion frown at is not civilization.

According to Ololube (2013), school crimes include cultism, vandalism, fighting, stealing, examination malpractice, rebellion and confrontation, indecent dressing, sexual harassment, victimization, bullying, smoking, lateness to school, truancy and cheating e.t.c. This emphasize that indecent dressing amongst students is a crime which needs to be overcome and controlled. Indecent dressing is becoming a culture in our modern day Nigeria; it is indeed a shameful thing to see our supposed future mothers dressed half naked, walking shamelessly on the streets, schools, markets and official work places. Indecent dressing in women.

These days, because many Nigerian youths copy their way of dressing, ladies dress in clothes of musicians like Rihanna, Beyoncy, Shakira, Ciara, and many others. But

investigations reveal that actors, actresses and musicians only wear the type of clothes they wear for stage performances and do not wear such clothes as an everyday wear.

Ladies especially undergraduate students have a terrible sense of dressing which sometimes brings serious doubt about their upbringing. Some of these ladies are from well-disciplined family background. Indecent dressing can cause rape. If a woman dresses in such a way that she leaves half of her body outside, or wears miniskirts that exposes her thighs, she is likely to be a target of rape, elderly women that are supposed to be the custodian of our culture and morals are not left out of this craze. I just pray one day, people will not wake up naked all in the name of fashion, ladies involving themselves in this show of shame advertise themselves by indirectly saying they are available and no man really wants to marry a lady who exposes her body to everyone she comes across. Women who are world achievers dress decently. They are busy setting and breaking records. If women continue to dress indecently, what will they tell their daughters?

While morality and decency is not against the female folks looking elegant, beautiful and adorable, there is a line you are not supposed to cross; imagine wearing a bikini that ought to be used for swimming or picnicking to the office or for other official functions. Some women think tight clothes are fashionable but in the real sense, women who wear tight short clothes end up walking like babies learning to walk for the first time. Tight short clothes embarrassingly expose body parts that are private to onlookers.

Since movies are a major influence on the Nigerian youths, the relevant bodies need to screen the type of films that are released to the markets to ensure decency. Your dressing is meant to make you comfortable and acceptable in the eyes of society and most

importantly glorify God therefore whatever you wear and realize within you that it is not befitting enough, you should withdraw because your clothing is supposed to bring you dignity, respect and identification not embarrassment.

Auwal (2015), explain that moral decay in tertiary institutions is increasingly becoming rampant on daily basis he added that institutions of learning where moral values ought to be acquired have become show ground for different kind of immoral activities.

However, dress is said to be indecent when it is sexually or morally offensive when such a dress express some parts of the body that are meant to be covered. Indecent dressing is order of the day among the university students especially the ladies it is the way you dress that you will be addressed.

The spate of indecent, provocative and body exposing dressing among females on our universities campuses in the name of fashion and modernity is quite alarming. www.nigeriafilms.com, This define that most female undergraduates wear in and around campus, to class, lectures, offices and even outside the campus in the name of fashion.

2.08 Causes of Instability

Sometimes instability among Students is caused by a conflict. In the view of Imobigbe (1997), conflict is a condition of disharmony or hostility within an interaction process which is usually the direct result of clash of interests by the parties involved. (Imobigbe, 1997) (Jafaru, 2003) (Kissock, 1981) (Ololobou, 1989) Wilmost and Hocket (1998) assert that conflict is an expressed struggle between at least two interdependent parties who perceived incompatible goals, scarce resource, and interference from other in

achieving their goals (Wilmost, 1998). They said conflicts bring both danger and opportunity to both parties that involved. In other words, conflict can be destructive and constructive. (Horowitz, 1995) Conflict has also been described as disagreement on the procedure and resources in an organization. Basically, conflict is what occurs when two or more parties have divergent interests over distribution of resources and/or issues touching on their development. It is what can come up in the event of staff and student's interactions. It can emanate from school administrative cadre. Crisis according to Fajana (1990) is the art of violence resulting from dissatisfaction or a situation of disagreement between two parties. (Fajana, 1990) It is the state of disharmony that is brought about by differences of impulses, desires, or tendencies (Rayeshi & Bryant, 1994). It occurs when there is tension or when people intend to revolt against social ills or irregularities in an organization. On the other hand, 'students' crises' has been defined in various ways It was thus an unstable situation of misbehavior boycott of classes, disturbance, wanton destruction and the extreme danger that could be perpetrated by students (Falua, 2004). Religion could serve, and has indeed served as an instrument of social harmony in many civilizations. Paradoxically, however, it has also served as a motivation for violence, hence its indication in some literature as a 'double-edged sword'.

Perhaps this reality explains the prime position that religious violence occupies on Nigeria's security pyramid. As we shall see in this article, religiously motivated violence has plagued the country more than any other security challenge. There are several causal diagnoses of religious conflicts in Nigeria, but much of the literature in this area pay premium attention to the underlying sociopolitical, economic and governance factors that precipitate, not only religious, but violent conflicts generally. This article presents, as a point

of departure, an analytical inquiry into the immediate and visible factors that have triggered religious conflicts in the country. Primarily, this article identifies the immediate and visible drivers of religious violence in Nigeria and evaluates the management strategies that the Nigerian state had adopted for its containment over the years.

It concludes by making recommendations to the various religious communities in Nigeria as well as the Nigerian state on appropriate strategies for managing religious violence. As noted earlier,

2.08.1 Causes of conflict in higher institutions

It has been observed that the causes of students' crises in tertiary institutions includes wide communication gap between the students and the school authority; delay in meeting students' demand by the school authority; failure on the part of the school authority to guarantee security of lives and properties; inadequate facilities such as lecture rooms, laboratories and equipment; drastic and obnoxious rules and regulations; students' reaction to harsh government policies; frustration and uncertainty from the larger society; academic stress; students' non-involvement in decisions that concern their welfare; students being forced to pay a special fee, etc, (Adeyemi; Ekundayo & Alonge, 2010). Crisis in tertiary institutions in Nigeria, over the years, have led to breakdown of law and order, disturbance of public peace, loss of lives and properties (Akundayo, 2010). Aluede; Jimoh; Agwinede & Omoregie, (2005), identified the effects of students' crises as closure of affected schools; loss of lives and properties among others. (Jimoh, 2005) According to them, the incidence of students' unrest in Nigeria showed that in 1981, there was crisis in Ahmadu Bello University, Zaria where students died and the Vice-Chancellor of the University dismissed; in 1984, many tertiary institutions rioted over the proposed introduction of tuition fees and

the scrapping of catering services. This led to the closure of many Universities for months; in 1988, students rioted over the removal of subsidy from petroleum and allied products, this also led to the closure of many tertiary institutions for a period of six months, the introduction of the Structural Adjustment Programme (SAP) also generated crisis in many tertiary institutions in Nigeria. In 2003, there was crisis in almost all the tertiary institutions in Nigeria as a result of increase in the prices of petroleum products. Religious fundamentalism is another contributing factor to crisis in tertiary institutions in Nigeria, membership of one or the other of the various religious denominations entails a fierce sense of territory, sometimes physical, but unfailingly spiritual.

The causes of youth restiveness and vices had been identified and discussed under so many factors by many writers. Some writers blame government, others blame the parents, some other writers hold the youth responsible and others, a combination of all these factors while some others discuss and group the causes under three main headings namely; economic, political and religion. the following are among the factors that are responsible for youth restiveness and vices in Nigeria:

□ Youths want a piece of the action.

Nigerian youths resort to restiveness because of their perceived marginalization by the selfish elders and leaders in the scheme of things in the communities.

□ Youths want to rebel. That the Nigerian youths constitute a large army of the unemployed. They see the society as not caring for them.

□ Youths want to express exuberance: That very often, the youths are described as full of youthful exuberance. This raw energy has of late been channeled into unwholesome and socially unacceptable ventures that threaten the very fabrics of the community.

It is also believed that some disgruntled leaders, elders and politicians in our communities resort to recruiting youths for settling scores or using them against, perceived enemies.

- Peer motivated excitement of being a student
- The jingoistic pursuit of patriotic ideas
- Perceived victimization arising from economic exploitation
- Lack of humanitarian and social welfare
- Lack of good or bad governance
- Corrupt practices of government officials
- Inadequate training program
- Unemployment
- inadequate recreational facilities
- Lack of quality education
- Poverty
- Lack of basic infrastructures
- inadequate educational opportunities and resources
- Inadequate communication and information flow

These factors may not actually be the real causes of the unrest and vices, rather they are symptoms. For instance, why unemployment if we may ask, who is to provide the jobs, and why are they not providing the jobs? The answers may be found in corruption, misappropriation of public funds, and lack of quality education, bad governance, and etcetera. Corruption, lack of good or bad governance, lack of humanitarian and social welfare as well as several others listed above are all moral and values problem. This is why

this writer is of the opinion that youth restiveness should strongly be attributed to inadequate or poor values as well as poor or inadequate moral and civic education. There is no evil that is too heavy for any individual without sound moral values to happily execute. Let's now look at the state of moral and values education in Nigeria As for inter-religious violence, it is possible to identify many factors, four of which are the following:

2.08.2 Lack of recognition of one another:

Muslims in particular believe that Christianity does not recognize Islam as a religion that is entitled to exist and consequently it does not recognize their (Muslims) other rights. They maintain that if there is any recognition of Islam by the Christians in Nigeria, it is simply because the Muslims have refused to be ignored.

2.08.3 Campaigns of hatred and blackmail:

Both Christians and Muslims are actively involved in campaigns of hatred against each other. This is manifested in various forms including: incitement, distortion of fact about each other, blocking each other's chances as demonstrated in the issues of *Shari'ah* and Organization of Islamic Conference (OIC). Besides that, blackmailing and the distortion of facts caused the famous Kafanchan riot.

2.08.4 Lack of genuine desire to understand each other's belief and culture:

It is true that institutions of higher learning here and there offer some courses under various names but a careful study of such programmes has shown that they were not intended to foster understanding and respect. Instead they are used as a means of blackmailing and incitement, under the cover of academic freedom and dialogue.

2.08.5 Extremism:

Extremism from both sides is another important reason behind religious violence in Nigeria. As indicated above, in most cases this extremism is based on poor knowledge of the teaching of the religion being defended by the group involved. It is very unlikely that Christianity taught the Revd Abubakar Bako to provoke. It is worth noting that most outbreaks of inter-religious violence in Nigeria were between Islam and Christianity. This is due to an old rivalry between the two that has dates back to the sixth Century A. D., the time of the advent of the former. This is coupled to the fact that Christianity came down to Africa (Nigeria inclusive) through the West, which, according to Wilfred Smith, has seen Islam as enemy and threat. In his words:

Europe has known Islam for thirteen centuries, mostly as an enemy and a threat. It is no wonder that Muhammad more than any other of the world's religious leaders had had 'a poor press' in the West, and that Islam is the least appreciated there of any of the world's outside faith.

This perceived threat and enmity were passed down along with colonialism and Christianity, to the colonies. At the local level, flavours were added to create a blind rivalry between the two religious. The relationship between the two is so hostile to the extent that there is hardly any point of agreement except in the areas of recrimination and suspicion, even where there is no genuine ground for one. The mere fact that an adherent of one of the two faiths presides over affairs of the nation or headship of a parastatal not only provides room for accusation but also will instantly lead to the conclusion that he is using his position to Islamize or Christianize the nation even when the opposite is the case. Furthermore, the sense of threat felt by one of these two religious can be explained by the fact that both have

much in common, when compared to other religions such as Judaism and traditional religion.

According to Adeyem, Ekundayo and Alonge (2010), it has been observed that the causes of students' crises in tertiary institutions includes wide communication gap between the students and the school authority; delay in meeting students' demand by the school authority; failure on the part of the school authority to guarantee security of lives and properties; inadequate facilities such as lecture rooms, laboratories and equipment; drastic and obnoxious rules and regulations; students' reaction to harsh government policies; frustration and uncertainty from the larger society; academic stress; students' non-involvement in decisions that concern their welfare; students being forced to pay a special fee, etc. Another cause of violence in higher institution is the persistent virulence of students' union elections on University campuses across the country. Because such elections are perceived as undeclared contest for supremacy (both secular and supremacy) between the Christian and Muslim groups, mobilization for them also tends to take place along those lines. Over the past two decades, religious considerations have become an integral part, not only of the sociology of university students' elections but also of student politics in general.

There are numerous other examples of violence arising directly from the linked transmutation of the campuses into a religiosphere and their bifurcation along the Christian/Muslim lines. It is important to add that the issue of religion led to crisis in University of Ibadan in 2010. Academic activities were crippled by riot and protest as a result of religious fundamentalism. Ethnicity is another cause of conflict in Nigerian higher institutions (especially federal started to occur in the late 1990s when the issue of ethnicity and religious fundamentalism became a critical factor in Nigerian politics (Uwazie, Albert &

Uzoigwe (1999). Denga (1982) listed the reasons that precipitate students' unrest in schools as non-participation of students in decision-making processes; academic stress; welfare problems brought about by lack of basic amenities among others (Denga, 1982).

Thus in the school setting, students tend to show their displeasure through agitation, protest, demonstrations and so on. Adegoke (1980) and Akinboye (1980) argued, from the psychological perspective, that adolescent trait, poor welfare services, political and economic conditions prevalent at a particular point in time constitute students restiveness. Apart from these psychological factors, Akinboye (1980) stressed that the failure of institutions' administrations to provide adequate atmosphere for free expression, deplorable conditions of infrastructure! Facilities as a result of inadequate funding for maintenance and provision of new ones as well as communication gap over the ban on students unions are also causes of students' unrest. Emphasizing further on psychological factor as a cause of students' crises.

Like Adegoke (1980), they agreed that students' unrest can be traced to psychological traits. Makinde (1980) agreed with the fact that student unrest can be caused by internal, as well as external factors when he said that campus unrest and demonstration are no longer concerned with the mundane things like transport and accommodation. But they also include political and external issues outside the campus. In most cases, the attendant implications of students' unrest are rather devastating nature, affecting a wide spectrum of elements covering both human and material issues.

The causes of the problem of students' unrest are in manifold, but they can be categorized into internal and external factors. Ajibade (1993) described the internal factors

to include causes which are related to internal administrative policies like students' welfare such as feeding, accommodation and transport problems, increase in tuition fees, shortage of basic facilities, unhealthy relationship between management and student union executives, etc. The external causes, he continued, arise from outside the institution, which include issues like economic depression, political instability, security problem, press influence, foreign relations and other ones, including international issues. Disparaging or critical preaching is one of the most common causes of religious violence in Nigeria. First, both religions claim monopoly of religious truths as well as the absolute prerogative to eternity in heaven. This religious cliché is contemptuously imbued in the public preaching of both religious groups, as religious sermons are often laden with messages signifying the monopoly of salvation and truth. In extreme cases, the messages transcend the traditional monopolization of essence, thereby delving into the arena of judgmental and scornful delegitimation of opposing religions and their prophetic symbols.

Muslims in Kaduna had also alleged that one Revd. Abubakar Bako, publicly sought to interpret the Qur'an in a manner that disparaged Islam, in addition to making some uncomplimentary comments about Prophet Mohammad (Omotosho 2003). The proliferation of Churches and Mosques in the country and the pervasive electronic media coverage of religious preaching have helped in reinforcing these disparaging sermons. With little or no censorship of the critical content of these sermons, some religious fundamentalists have used these media opportunities to cause serious religious disharmony and subsequent violence. The use of audio and video preaching in public places is not less provocative. The two religious groups often use audio-taped preaching even in conflict-prone areas like Jos city, in defiance of the standing security embargo placed on them. These acts have helped to

intensify the recrimination from both sides, Christian and Muslim, and sustain the cycle of violence. A dangerous dimension to inter-faith ridiculing and provocation in Nigeria is manifested in the publication of critical literature by religious intellectuals. The mockery of opposing faiths is also compounded by the pervasive stereotyping of religious adherents. For instance, Muslims, especially those from the northern part of Nigeria, are in the habit of referring to all non-Muslims as *Arna* or *Kafir*; Arabic words for 'heathen' or unbelievers; while it is fashionable for Christians to refer to all Muslims as terrorists and violence-mongers. This attitude of religious stigmatization has generated religious violence in the past and has the potential to do more.

2.08.6 Proselytizing

One of the major causes of religious violence in Nigeria is the methods of proselytizing used by the two dominant religions. Although Islam and Christianity deprecate the use of threat and coercion as a means of proselytizing (Omosho 2003), their approaches to preaching have remained mentally and sometimes physically coercive. Unfortunately, the most visible approach to Islamic conversion campaigns, particularly in northern Nigeria, is that of Jihad. This is epitomized by the Boko Haram declaration that Western culture, as represented by Christianity, is polluting and worthy of spiritual purging. Muslim fundamentalists view adherents of other faiths, and sometimes moderate Muslims, as corrupted stock worthy of Islamic conversion or regeneration as 7 Amongst other references used are: Qur'an 16:125 which says 'Invite (all) to the way of thy Lord with wisdom and beautiful preaching: and argue with them in ways that are best and most gracious...' and Qur'an 9:15 'Say: ye that reject faith, I worship not that which ye worship. Nor will ye worship that which I worship. And I will not worship that which ye worship.

Nor will ye worship that which I worship. To you be your way and to me mine'. The case may be. Thus the extremist disposition to enlisting conformity by brute force has created serious religious tensions in Nigeria.

Similarly, the Christians' approach of 'evangelism' – a conversion campaign that favors house to house preaching as well as preaching in public places such as hospitals, prisons, public transport avenues – has often outraged non-Christians, who find the common message of 'I am the way, the truth and the light; no one goes to the Father except through me' as provocative and denigrating their own faiths. On the campuses of many institutions of learning in Nigeria, this tendency has resulted in low intensity conflicts between adherents of the two religions, as the evangelizers often invade the privacies, and therefore, sensibilities of rival religious adherents.

2.08.7 Government patronage, religious preferentialism and marginalization In spite of the constitutional prohibition of disqualifications or disabilities inflicted on persons on account of their religious leanings, religious patronage has been entrenched in the public realm, depending on the predominance of particular religious adherents in positions of authority. Thus at the federal and state government levels, public officials manifestly patronize particular religions at the expense of others. In many states of northern Nigeria, public funds are used in the purchase and distribution of food items and other valuables for Muslim faithful during the Ramadan fast; however, government does not extend the same gesture to Christians during Christmas or traditional religious worshippers during their traditional ceremonies. This attitude is reversed in some Christian dominated states. Furthermore, whereas the federal government has established both Christian and Muslim Pilgrims Commissions with state funding, some states, especially in the north, have single

pilgrims' commissions for particular religions at the exclusion of others. Depending on which religious group has the superior numerical strength in a state, the clergy is given prominent roles and privileges at state functions, while marginalizing the others. In most states, the dominant religion denies the other religious groups access to certain privileges like land for locating worship houses or air time for transmitting religious messages. This attitude translates into political and economic preferentialism towards the favored religious group(s), while marginalizing the others. Registering his complaint over this discriminatory practice,

2.08.8 Sensationalism in media reportage

The media's penchant for exaggerating details of religious violence and thereby fuelling their intensity is well known and documented. This media character constituted the gravamen in the 1987 Kafanchan religious disturbances. News reports monitored on Radio Kaduna, immediately after the commencement of the violence, alleged that Christians were killing Muslims indiscriminately, burning their Mosques and copies of the Holy Qur'an, and banishing them from the town.

2.08.9 lack of rule for preaching

The nonexistence peaching rule is increasingly becoming a source of religious conflict and violence in Nigeria. Religion teaching or preaching always call for peaceful living among the community members, but sometimes due to misunderstanding of the religion, preachers Simon wrongly and causes instability among the students in higher institutions. This usually happened due to low level of religious knowledge.

Another cause of insecurity is student's indecent dress due to some reasons such as poor parenting, peer pressure, wrong use of the Internet, fading values as well as demonic influence among others:

Another aspect of insecurity is indecent dresses due to peer pressure from their friends; students succumb to the temptation of indecent dressing as a way of advancing their sexuality. Some dress half-naked and behave like prostitutes because they want to belong to the big girls group. Some of the girls are crafty, when they go home to visit their parents, they change to another face and begin to dress in a way to cover their skin so as not to reveal the curves and anatomy of their body" he said.

2.09.0 Causes of Drug Abuse

Major cause of drug abuse is said to be the rate of unemployment among the youth. Furthermore, drugs can be said to be abuse when youth don't keep to the prescribe dosage and a continuous use of a particular drug for a long time without doctors approval. This kind of abuse is associated with soft drugs. The causes of drug abuse among students are not too different from those for adults. It is also notes that drug abuse has many causes viz: cultural, social, economic, and psychological and

Family pathology. These causes include drug abuse through ignorance; deliberate drug abuse, drug abuse for pleasure; drug abuse from curiosity; incorrect drug dosage; drug habit and addiction; home, school or work environment; personal feeling of inadequacy; and membership of group/peer pressure. Some of the above causes are of particular interest to the educationist. For instance, it has been shown that most of the students who take drugs to aid them with their studies are those with poor educational records to start with, and also

have a history of instability and family social problems. Similarly, students in particular may engage in drug abuse due to group/ peer pressure and the need to belong and be accepted by groups of which they are members.

Other cause of drug abuse among youth; there are two primary causes of drug abuse among the youths. These are

Peer pressure: youth associates with different types of people otherwise known as friends. Through the pressure from these friends a child they tend to have a taste of these drugs and once this is done, they continue to take it and become addicted to it at the long run.

Depression: Another primary cause of drug abuse is depression. When certain things happen to someone that is considered very sad and disheartening, the person started thinking of the best way to become happy once more hence the use of hard drugs will come in. This later on turns to a habit, hence drug abuse

2.09.1 Effect of Students Conflict in Higher Institutions of Nigeria

School violence has increasingly becoming a menace and as such its negative effects on educational and societal development. It has been causing so many havocs that if nothing is done to urgently address it, so many more life and property are at stake each time it rear its ugly head. It is noteworthy to emphasize that many family had been brought to untold hardship and agony through the killings, harming, raping, bullying, theft and many other wickedness being perpetrated by these gang of students. Below are some of the worries being created as a result of act of violence in the school?

1. Parental Worries: The worries of the parents could somehow be understandable. It is the pride of all parents that their child is one among the best and not among the rogues, gangs or murderers. Imagine bidding your child bye-bye to school in the morning only to be called upon hours later that same child had been killed, hurt or been hurt.

2. School Reputation Eroded: The school authority or administrator that had labour over the years to acquire a reputable name for the school could hardly hide their helplessness while watching those reputations being rubbish in the course of school violence. It is most likely that lots of parents will prefer to withdraw their children from such schools, while admission of the new entrants become scanty.

3. Violent children are hindering the school growth and development of many innocent students. In the process of finding solution, the school is close down, even after it had been reopen, fear possible re-1occurrence rents the air, thereby causing many other students to lose concentration on their studies.

4. Peaceful and Serene Environment is momentarily distorted. Anxiety and wailing atmosphere replaces where used to be a citadel of learning and where the supposed leaders are trained.

5. Killing and Bloodshed: The number of lives that had lost in school violence either directly or indirectly cannot be accurately counted. The brutality of gang students claimed many lives of students and lecturers.

6. Violent students and gangs are playing kite with their tomorrow if at all they have any. Children who could have been the pillars and shakers of the society have suddenly turned wayward.

7. Nation's Pride and Growth: No responsible government is happy seeing her citizen wasting other peoples' life or being wasted. It is an act of lawlessness and shameful act to read or hear that those who are supposed to pick the mantle of leadership tomorrow have turned miscreants or been killed. In addition, the future of that country or nation is hanging in the balance unless some drastic measure is taken to return the situation to normalcy.

According to the statistical analysis made by Adeyemi(2009),the consequences of religious crisis in the Nigerian universities is as follows: According to Aluede, Jimoh, Agwinde and Omoregie (2005) incidence of students unrest in Nigeria showed that in 1981, there was crisis in Ahmadu Bello University, Zaria where students died and the vice-chancellor of the university dismissed; in 1984, many tertiary institutions rioted over the proposed introduction of tuition fees and the scrapping of catering services. This led to the closure of many universities for months; in 1988, students rioted over the removal of subsidy from petroleum and allied products, this also led to the closure of many tertiary institutions for a period of six months, the introduction of the Structural Adjustment Programme (SAP) also generated crisis in many tertiary institutions in Nigeria. In 2003, there was crisis in almost all the tertiary institutions in Nigeria as a result of increase in the prices of petroleum products as in many developing countries, Nigerian higher institutions witness series of organizational conflicts. Many of the conflicts lead to anarchy on campuses; some disorganize timing of school activities, destruct life and properties and in most cases, render school environments completely insecure for serious academic activities.

However, David (2013), stated that among the solutions to the problems of religious and tribal violence in any university, there is need for dialogue with the students by tertiary institutions' authorities, involvement of students in decision making, bridging up

communication gap between students and institutions authorities as well as setting up welfare committee to seek out students' problems or challenges

2.09.3 Effects of Drug Abuse

Effect of drug abuse: - The effect of drug abuse on youth is going to be viewed from three aspects. These are;

Social aspect; - the hard drug make the taker hyperactive at the point of taking this drug. This make the taker to behave abnormally, contribute to immoralities such as armed robbery, sexually transmitted diseases e.g HIV AIDS and many other societal vices.

Financial effects;- The person that so much addicted to drugs tend to spend more money on the purchase of these drugs. This can make the taker to become bankrupt or start searching for money by all means. This will eventually increase the problem of the taker.

Health effect;- It makes the taker becomes unstable .the taker tends to go mad and started behaving abnormally. It infiltrates a lot of diseases into the system of the taker and can eventually lead to death. Although drugs have very important beneficial effects to man, when abused they lead to a lot of undesirable consequences on the individual as well as on the society. Some of the social effects of drug abuse on students include wastage of money/resource; lack of concentration in studies; violent crimes such as fighting, rape, suicide, murder etc; and physical and psychosomatic Disorders/diseases.

Drug and alcohol abuse are important problems that affect school-age youth at earlier ages than in the past. Young people frequently begin to experiment with alcohol, tobacco, and other drugs during the middle school years, with a smaller number starting

during elementary school. By the time students are in high school, rates of substance use are remarkably high.

Many educators recognize that drug and alcohol abuse among students are significant barriers to the achievement of educational objectives. Furthermore, federal and state agencies and local school districts frequently mandate that schools provide health education classes to students, including content on drug and alcohol abuse. The Safe and Drug-Free Schools Program is a comprehensive federal initiative funded by the U.S. Department of Education, which is designed to strengthen programs that prevent the use of alcohol, tobacco, drugs, and violence in and around the nation's schools

Since the 1970s several approaches to drug and alcohol abuse education and prevention have been implemented in school settings. Traditionally, drug and alcohol abuse education has involved the dissemination of information on drug abuse and the negative health, social, and legal consequences of abuse.

2.09.4 Concept of Indecent Dress

Womanhood is supposed to be respected with dignity but these days it is being abused with the sight for mums dressing and exposing their bodies for all to see including their children. The way and manner people dress indecently is alarming these days; you see women, youths, young and old, even children dressing as if they do not care about protecting their bodies. Indecent dressing is the deliberate exposure of one's body to the public. This habit is embraced by all ages in the society but it is prevalent among youths. In today's Nigeria, over exposure to foreign culture through modern day channels of mass

communication like satellite broadcast, internet and unregulated pirated videos, especially musical videos have taken their toll on the moral rectitude of our youth especially girls. Dresses that are meant as stage costumes for musicians and actresses are misconstrued by our gullible youth as everyday wears and lecturers and most importantly it will save you the hazards of being a target for rape, for most rape victims are bad dressers. Indecent dressing is a social malady that cuts across many countries of the world. Good dressing is good business. It will elicit respect from your fellow student.

2.09.5 Causes for indecent dresses

The negative consequences of dressing indecently were identified to include rape, prostitution, HIV/AIDS and other venereal disease infection as well as armed robbery, lying and poor school grades. Recommendations put forward included that parents be good moral exemplars to their children, give them attention and regulate the films they watch at homes, the mass media must promote good moral values, religious leaders must preach against, counsel and deliver those under demonic influence, as well as the introduction of college or university uniforms for students.

Public Nigerian universities are battling with the wave of indecency, notably among female students. The reign of skimpy dresses on campus has turned many campuses to fashion runway. Aside wearing short skirts, female undergraduates throw caution to the wind by displaying their boobs as a cheap means of getting attention. Dress to kill is now a popularly slogan in lecture halls. High heeled shoes have become common features during matriculation and convocation ceremonies. Worried by this fashion craze, some Nigerian universities have introduced dress codes under the compulsory rules and regulations guiding their students.

For instance, in Abia State University (ABSU), students are barred from wearing tight clothes, sagging of trousers, cleavages and sleeveless shirts, popularly called ‘Spaghetti’. Leggings and other fitted trousers are not allowed on campus, as well as skirts that do not reach down the knees. Effort to curtail indecent dressing on campus is not limited to public tertiary institutions. For example, in Covenant University, Babcock, Bowen, and other private varsities, females must decently. Wearing strapless and short blouses and sagging of shorts by boys and even girls is prohibited. While some students commend the initiative to curtail the insanity on campus, other students saw it as backward tradition that is not in accord with modern fashion trend.

Researches have revealed that female students deliberately beg for the attention of male lecturers, especially those that they are afraid of their courses. They speak out in their dresses, visiting the lecturer in his lonely office with dresses that speak more than words.

However considering the present life situation in Nigerian higher institutions of learning female students are not the only ones guilty of this misconduct. Some young men dress like girls, sagging (placing their short or trousers below their buttocks) and also wearing earrings and weird hairstyles to win ladies’ admiration. Also some students, who expressed their views on the introduction of dress code on campus. Toke Liadi, 200level Mass Communication student of Lagos State University (LASU), said: “Many schools have strict rules on indecent or crazy dressing. The rate of crazy and indecent dressing has reduced compared to three years ago. The ladies tend to dress seductively to school and social gatherings with the intention of looking “sexy” or “classy,” forgetting that they ought to look responsible and sleek.” A 300 level student of Library and Information Science,

Abia State University (ABSU), said: “In my school, the issue about dress code is very serious because if you don’t obey these rules, you can be sexually harassed and even sent back home by the school security to change into a suitable outfit”. Other students urged management of schools to ensure full compliance to dress codes by punishing offenders. Such measures, according to them, would help in restoring sanity on campus. Public Nigerian universities are battling with the wave of indecency, notably among female students. The reign of skimpy dresses on campus has turned many campuses to fashion runway. Aside wearing short skirts, female undergraduates throw caution to the wind by displaying their boobs as a cheap means of getting attention.

Researches also revealed that some students, who expressed their views on the introduction of dress code on campus. Indecent dressing is becoming a culture in our modern day Nigeria; it is indeed a shameful thing to see our supposed future mothers dressed half naked, walking shamelessly on the streets, schools, markets and official work places. Womanhood is supposed to be respected with dignity but these days it is being abused with the sight for mums dressing and exposing their bodies for all to see including their children.

The way and manner people dress indecently is alarming these days; you see women, youths, young and old, even children dressing as if they do not care about protecting their bodies. As they say in the fashion world, “fashion comes around” but probably, we are now living in an era of modernization which does not entail covering our nakedness with clothes and it is just like living in the blind days; the era of Adam and Eve in the Garden of Eden

when nudity was the order of the day. But what will make a decent, virtuous and responsible woman be seen to be flaunting or displaying her cleavage and breast in the name of fashion?

Project stoc.com, explain that, Indecent dressing is becoming a culture in our modern day Nigeria; it is indeed a shameful thing to see our supposed future mothers dressed half naked, walking shamelessly on the streets, schools, markets and official work places. Womanhood is supposed to be respected with dignity but these days it is being abused with the sight for mums dressing and exposing their bodies for all to see including their children. Although, the dress code affects both male and female students, the greater part of the brunt is borne by the female students and this is not surprising. We all know that some boys are in the habit of plaiting their hair and wearing ear rings, but by far, girls pose a greater danger to the society by their types of dressing which includes such "wears" as spaghetti tops, body hug, transparent materials, miniskirts and generally, outfits that reveal almost all their natural endowments. One is forced to ponder about the cause of these indecent dressing. Lots of people have rightly pointed fingers at the increasing westernization of all facets of our lives and the gradual but sure erosion of our social values and norms. Bad upbringing and plain mischief cannot be left out as a lot of families have lost their focus and shirked their roles in pursuit of material things. Whatever the case may be, the fact is that the need for such policies as the dress code is long overdue. the only fear of course is now on the implementation as it is obvious that some of the schools that announced the enactment of the dress code law are far from achieving any meaningful results due to lack of commitment in implementation.

2.10 Review of empirical related studies

Various research work were conducted in the areas of cultism, violence, drug abuse and some other forms of instability which cause threat to peaceful living among students in colleges and other higher institutions of learning. The area of similarities between my research work and that of: T O Adeyemi, Haastrup T Akundayo and H O Alonge (2010), titled "Managing Students' Crisis in Tertiary Institutions in Nigeria" both of the research work utilized survey descriptive design, structured questionnaire and simple random sampling technique while the area of their differences are: they differ in population size i.e. their population size comprised of five hundred and twenty students (520) and two hundred and forty (240) lecturers while my research population size involves one thousand four hundred (1400) students and thirty five (35) lecturers. Also in my research work I used t-test statistical instrument while they used two statistical instruments i.e. (t-test and Pearson Product Moment correlation).

In another research work titled: Drug use and abuse among students in tertiary institution a case study of Federal University of Technology Minna, (2010), by ditto, the researchers used survey descriptive research design, questionnaire instrument and simple random sampling technique which are in congruence with my research. While the area of differences between these two research works are: the population of my research work comprised the 200 level and 300 level social studies students while that of their research work comprised of 100 level to 500 level university students of the University. Also they use simple percentage as their statistical instrument while my research work employed t-test analysis as my statistical instrument.

In other research work conducted by Udoh Victoria Chinda and Ikezu Uju Joy Mag (2015), titled: Causes Effect and Strategies for Eradicating Cultism among Students in Tertiary Institutions in Nigeria – A case Study of Nnamdi Azikiwe University Awka, Anambra State; the area of similarities with my research work are: both the research used survey descriptive research design, structured questionnaire and simple random sampling technique while in the area of differences the population size of my research work involves one thousand four hundred (1400) students and thirty five (35) lecturers while the employed fifty (50) students, thirty (30) lecturers and twenty (20) nonacademic staff also they used mean and standard deviation in their statistical analysis while in my research work t-test analysis is used as statistical instrument.

Also on the problem of rape cases another research work is conducted by omoniyi (2013) titled Adolescent Perception of Rape in Institution of Higher Learning: Implication for Counseling, in a Journal of Education and Practice vol 4 No 22. However the areas of similarities with my research work are both the two researchers use questionnaire instrument in data gathering also simple random sampling techniques is use in both the two researchers also the two researchers use the 4 liket rating scale in organizing the responses.

Also in both the researches datas are analys using frequency and percentage. On the other hand the areas of differences between the two researches are, omoniyi (the researcher) use four universities in the south east. As his scope while use two colleges of education in jigawa state. He also use a 680 students as his sampled population, while I use 1435 as sampled population the researcher also administered 800 questionnaire while 680 were returned while I adminstered a total of 1500 questionnire while 1435 were returned. In another research work conducted by Dauda (2006) titled Perception on Violet Crime in

Tertiary Institutions in Nigeria: A Case Study of University of Nsukka (unpublished research), some areas of similarities with my research are both the researchers use survey descriptive research design, questionnaire instrument in data gathering, simple random sampling techniques, with a four likert rating scale in organizing the data. Also the frequency table and percentage were use in the analysis. However the area of difference between the two researchers are, in his research (Dauda) use University of Nsukka campus only while I use two colleges of education in Jigawa state. Also in his research he use a sampled population of 600 respondents male & female students, academic & non academic staff while I use 1435 staff and students of social studies department of the two colleges of education.

Summary

In the theoretical framework two theories were used for this research work that is the organismic theory of nation building by Herbert Spencer and the theory of Stantkiewicz. Spencer linked the school system as living organism that when any part of such an organism is injured the whole body is affected and cannot work effectively. While Stantkiewicz is of the opinion that since a common good is for everybody in a society there is need for involvement of everybody when taking a decision that is for any organization to function effectively there is need for all members' cooperation.

In reviewing the concept of social studies various definitions were discussed vividly. In fact it is worth noting that all the definitions of social studies given by authors have some common elements where they consider man as central figure and his interaction with environment.

The historical development of social studies was also included in the review. This clearly indicate how the subject originated from other countries and the rationale behind its introduction in such countries, including Nigeria. The general objectives of the subject was also discussed.

A concept of insecurity was also defined by several authors like the definition given by Advanced Learner's Dictionary as "the act of feeling in confidence about yourself or your relationship with other people and the forms of insecurities which comprise of the religious and tribal violence, drug abuse, indecent dresses, rape cases, as well as stealing were also discussed in this research work. Not only that the causes and effect of insecurity among students of Colleges of Education were analyzed. Some of the causes include communication gap between the students and the school authorities, delay in meeting the students' demand, high school registration charges, peer pressure, frustration etc. while some of effects of insecurity discussed include loss of lives and properties, closure of schools for long period of time, distortion of school calendar, rape cases, prostitution, HIV/AIDS and other vulnerable diseases etc.

In the review of related empirical studies different researches were conducted by various scholars that are related to the study in questions while also reviewed by the researcher in order to find out the relationship and differences with the current study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter addresses the following:

- Research design
- Population
- Sample and sampling techniques
- Instrumentation
- Validity of the Instruments
- Reliability of the Instruments
- Method of data collection
- Statistical analysis procedure

Research design, population, sample and sampling procedures, instrumentation, validity and reliabilities of the instrument and statistical method used in analyzing data collected.

3.2 Research Design

The design adopted for this research work is survey method of descriptive research design, due to large population of the area. In survey method of research as indicated by Ekeh (2003) the data are collected from relatively larger number of the subject or sample at a particular time. It is not concerned with the characteristics of the individuals rather than with generalized statistics resulting when the data are obtained from a larger number of cases.

3.3 Population of the Study

The population of the study comprises the social studies lecturers' social studies students of level two and three in two colleges of Education in Jigawa State. The distribution of the population is as follows:

Table 1 Population of the Study that is social studies lecturers and students by institution.

S/N	Institution	No. Of social studies lecturers	No. Of social studies students
1	College of Education Gumel	23	922
2	College of Legal and Islamic studies Ringim	12	478
	Total	35	1400

3.4 Sample and Sampling Techniques

From the table of the distribution of population above simple random sampling was used for the selection of both the lecturers and the students, in the two mention Colleges of Education in Jigawa State, however systematic random sampling was used to select 10 percent (10%) of the population of lecturers and the students. From the number of colleges in the state, as suggested by Roscoe (1975) that within the limit of 500 parent population about 10% is recommended to be appropriate sample size.

However, the following sample are used in conducting this research; sample of lecturers and students were 35 and 1400 respectively, while sample of M.Ed and B.Ed lecturers were 23 and 12 respectively. Sample of NCE III and NCE II students were 600 and

800 respectively. Sample of male and female lecturers were 26 and 9 respectively, while the sample of male and female students were 700 and 700 respectively.

3.5 Instrumentation

The questionnaire as an instrument was used for data collection for this study. It is self-constructed based on the objectives and research questions formulated. The questionnaire on the impact of social studies on campus stability as perceived by lecturers and students in the Jigawa state colleges of education, was divided into two sections, 'A' elicited personal data of the respondents while 'B' contained opinion statements design to solicit information on the impact social studies in eradication of insecurity among the students in college of education in Jigawa state.

The respondents ticked the alternative that best describes their opinion, in the questionnaire on the impact of social studies on campus stability in colleges of education in Jigawa state. The questionnaire is closed ended type which comprises of Likert four-point measurement scale, ranging from extreme positive (+) to extreme negative (-). They were required to indicated whether they strongly agree (SA) agree (A) disagree (D) or strongly disagree (SD) with each items. The questionnaire was arranged in such a way that they have wide coverage on the problem under investigation, and the major areas covered by the questionnaire include the concept of insecurity among students, causes, effects and possible remedies.

3.5.1 Validity of the Instrument

The questionnaire was designed by the researcher in such a way that, each is related to topics under investigation and has adequate coverage of the overall topic. Nevertheless, for the face and content validity of the instrument the researcher gave the instruments to his supervisors, statisticians and language experts for validation.

3.5.2 Reliability of the Instrument

Reliability means the stability, dependability and predictability of the test or the method being used' Rose (2001) in line with that, Abdullahi (2000) sees reliability as "The degree of consistency of score obtained by the same person, when examine on the same test on different occasion. The researcher carried out pilot testing as a small size, which was not be part of the selected sample to be used for the research is questions. The population of the pilot testing comprises of the staff and students of the Skill Acquisition Centre Gumel. However, in relation to this, the result of the pilot testing was obtained through split half method, where the items of the questionnaire were splitted into two groups in order to determine the reliability of the instrument.

The researcher made use of odd members versus even members example 1,3,5,7,9,11 versus 2, 4, 6,8,10 etc. responses belonging to the odd members were correlated with the scores of second half which is even number and given a correlation coefficient of 0.75. In connection to these above explanation 10 staff and 50 students were selected a sample subject of the pilot test.

3.6 Procedure for Data Collection

With a letter of introduction from the Faculty of Education, Department of Social Studies Education Ahmadu Bello University, Zaria, the researcher visited the schools selected for the study. The cooperation of the provost was solicited so as to gain easy access to the lecturers' students. Through the staff assistance and permission from the school management the questionnaire were administered to the sample respondents, for them to fill based on their own opinions.

3.7 Statistical Analysis Procedure

The completed copies of the questionnaires were used in the data analysis. The responses were systematized in code and recorded on the computer coding sheets. The statistical package for social science was used for analyzing the data. For the items 4 in the positive form, the scores of 4 was assigned to strongly Agree (SA) 3 to Agree (A) 2, to Disagree (D) and 1 to Strongly Disagree (SD).

Weighted mean was calculated from the summated ratings. That is the weighted mean score for each items on the questionnaire was obtained. A criterion weighted mean was established by calculating the scores assigned to each responses divided by the total member of possible responses.

$$\text{Thus } \frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.5$$

Hence the criterion weighted mean of 2.50 was used on the variables studies. Variables will be considered to have a great influence on eradication of Insecurity among students of the colleges of education if the weighted mean of the respond is equals to or

greater than 2.50 a variable was considered to have little or no influence if the weighted mean is less than 2.50.

The t-test tool is used for this statistical analysis, due to the following reasons.

1. The population is not large.
2. The heterogeneous nature of the population is not much, it consist of only lecturers and the students.
3. The method has assumption in the process analysis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

The study is titled “Impact of social studies on Campus Stability as perceived by lecturers and Students in Colleges of Education in Jigawa state: The statistical package (SPSS) 20th Edition was used to carry out the analysis. A total of 1750 respondents comprising of 140 students and 35 lecturers were used as samples for this study. The analysis of this study is presented in sections for easy comprehension. The first section present the data analysis of the bio data variables of the students and lecturers. These include sex, age, marital status, course, religion and educational qualifications, in frequencies and percentages. The second part presents the answers to four research questions. The third section test the four research hypotheses using the Independent t test statistics. The summary of all the major findings was also presented as well as discussion of findings

4.2 PRESENTATION AND ANALYSIS

Answering Research Questions

Research Questions 1: What is the difference in the mean perception score of male and female students about impact of Social Studies on Campus Stability in Colleges of Education in Jigawa State? To answer this research question a descriptive statistics of means and standard deviations were carried out. The result was presented in Table 1.

Table 2: Mean and Standard Deviations of the male and female students' perception score about impact of Social Studies on Campus Stability

Gender	N	Mean	Std. Deviation	Mean Difference
Male	51	149.2745	35.33275	-10.15406
Female	70	159.4286	8.79158	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix

A

Result indicated in Table 1 showed that the mean perception score of male was 149.2745 and that of female was 159.4286. The difference in the mean perception scores of males and females was -10.15406 in favour of the females. This showed that there was a difference in the mean perception scores of male and female JSS students about impact of Social Studies on Campus Stability.

Research Questions 2: What is the difference in the mean perception score of NCE II and NCE III Students about impact of Social Studies on Campus Stability in Colleges of Education in Jigawa State? To answer this research question a descriptive statistics of means and standard deviations were carried out. The result was presented in Table 2.

Table 3: Mean and Standard Deviations of NCE III and NCE II students' perception score about impact of Social Studies on Campus Stability

Level	N	Mean	Std. Deviation	Mean Difference
NCE III	53	161.3019	4.83809	10.94895
NCE II	68	150.3529	31.38769	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix

B

Result indicated in Table 2 showed that the mean perception score of NCE III was 161.3019 and that of NCE II was 150.3529. The difference in the mean perception scores of NCE III

and NCE III was 10.94895 in favour of the NCE III. This showed that there was a difference in the mean perception scores of JSS III and JSS II students about impact of Social Studies on Campus Stability.

Research Questions 3: What is the difference in the mean perception score of Social Studies lecturers with M.Ed and B.Ed degree about the impact of Social Studies on Campus Stability in Colleges of Education in Jigawa State? To answer this research question a descriptive statistics of means and standard deviations were carried out. The result was presented in Table 3.

Table 4: Mean and Standard Deviations of Teachers’ with B.Ed and M.Ed Social Studies perception score about impact of Social Studies on Campus Stability

Qualification	N	Mean	Std. Deviation	Mean Difference
B.Ed	14	169.86	.363	26.511
M.Ed	26	143.35	30.555	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix

C

Result indicated in Table 3 showed that the mean perception score of lecturers with B.Ed was 169.86 and that of M.Ed was 143.35. The difference in the mean perception scores of lecturers with B.Ed and that of M.Ed was 26.511 in favour of the lecturers with B.Ed. This showed that there was a difference in the mean perception scores of lecturers with B.Ed and those with M.Ed about impact of Social Studies on Campus Stability.

Research Questions 4: Is there any difference in the mean perception score of Male and Female Social Studies lecturers about the impact of Social Studies on Campus Stability in Colleges of Education in Jigawa State? To answer this research question a descriptive

statistics of means and standard deviations were carried out. The result was presented in Table 4.

Table 5: Mean and Standard Deviations of the male and female teachers' perception score about impact of Social Studies on Campus Stability

Gender	N	Mean	Std. Deviation	Mean Difference
Male	36	150.47	28.331	-18.942
Female	29	169.41	.501	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix

D

Result indicated in Table 4 showed that the mean perception score of male lecturers was 150.47 and that of female was 169.41. The difference in the mean perception scores of male and female lecturers was -18.942 in favour of the female lecturers. This showed that there was a difference in the mean perception scores of male and female lecturers about impact of Social Studies on Campus Stability.

Testing Null Hypotheses

Null Hypotheses 1: There is no significant difference between the mean perception scores of male and female students about impact of Social Studies on Campus Stability in Colleges of Education in Jigawa State. To test whether there is a significant difference in the mean perception scores of male and female students, independent samples t-test analysis was carried out and Table 5 presented the results.

Table 6: Summary table for independent samples t-test of male and female students' perception about impact of Social Studies on Campus Stability

Gender	N	Mean	Std. Deviation	T	df	p-value	Remark
Male	51	149.2745	35.33275	-2.311	119	.023	Significant
Female	70	159.4286	8.79158				

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix A

Results presented in Table 5 showed that there was a significant difference between the mean perception scores of male and female NCE Students' on impact of Social Studies on Campus Stability as supported by $t_{cal}=-2.311$ at $df=119$, $p=0.023<0.05$. The result indicated that there was a significant difference in the mean perception scores of male and female students on impact of Social Studies on Campus Stability among NCE Students'; hence the null hypothesis which says no difference is rejected.

Null Hypotheses 2: There is no significant difference between the mean perception scores of NCE II and NCE III Students about impact of Social Studies on Campus Stability in Colleges of Education in Jigawa State. To test whether there is a significant difference in the mean perception scores of NCE III and NCE II students, independent samples t-test analysis was carried out and Table 6 presented the results.

Table 7: Summary table for independent samples t-test of NCE III and NCE II students' perception about impact of Social Studies on Campus Stability

Level	N	Mean	SD	t	df	p-value	Remark
NCE III	53	161.3019	4.83809	2.514	119	.013	Significant
NCE II	68	150.3529	31.38769				

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix A

Results presented in Table 6 showed that there was a significant difference between the mean perception scores of NCE III and NCE II Students' on impact of Social Studies on Campus Stability as supported by $t_{cal}=2.54$ at $df=119$, $p=0.013<0.05$. The result indicated that there was a significant difference in the mean perception scores of male and female students on impact of Social Studies on Campus Stability among NCE Students'; hence the null hypothesis which says no difference is rejected.

Null Hypotheses 3: There is no significant difference between the mean perception scores of Social Studies lecturers with M.Ed and B.Ed degree about the impact of Social Studies on Campus Stability in Colleges of Education in Jigawa State. To test whether there is a significant difference in the mean perception scores of lecturers with B.Ed and M.Ed, independent samples t-test analysis was carried out and Table 7 presented the results.

Table 8: Summary table for independent samples t-test of lecturers with B.Ed and M.Ed perception about impact of Social Studies on Campus Stability

Qualification	N	Mean	SD	t	df	p-value	Remark
B.Ed	14	169.86	.363	3.227	38	.003	Significant
M.Ed	26	143.35	30.555				

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix A

Results presented in Table 7 showed that there was a significant difference between the mean perception scores of lecturers with B.Ed and M.Ed on impact of Social Studies on Campus Stability as supported by $t_{cal}=3.227$ at $df=38$, $p=0.003<0.05$. The result indicated that there was a significant difference in the mean perception scores of lecturers having B.Ed and M.Ed on impact of Social Studies on Campus Stability; hence the null hypothesis which says no difference is rejected.

Null Hypotheses 4: There is no significant difference between the mean perception scores of Male and Female Social Studies lecturers about the impact of Social Studies on Campus Stability in Colleges of Education in Jigawa State. To test whether there is a significant difference in the mean perception scores of male and female lecturers, independent samples t-test analysis was carried out and Table 8 presented the results.

Table 9: Summary table for independent samples t-test of male and female lecturers perception about impact of Social Studies on Campus Stability

Gender	N	Mean	SD	t	df	p-value	Remark
Male	36	150.47	28.331	-3.594	63	.001	Significant
Female	29	169.41	.501				

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix A

Results presented in Table 8 showed that there was a significant difference between the mean perception scores of male and female lecturers on impact of Social Studies on Campus Stability as supported by $t_{cal}=-3.594$ at $df=63$, $p=0.001<0.05$. The result indicated that there was a significant difference in the mean perception scores of male and female lecturers on impact of Social Studies on Campus Stability; hence the null hypothesis which says no difference is rejected.

4.3 Summary of the Major Findings

The findings revealed that there is significant differences between the views of male and female social studies students on the impact of social studies on campus stability in colleges of education in Jigawa state.

The findings also revealed that there is significant difference between the view of NCE II and NCE III students on the impact of social studies on campus stability in colleges of education in Jigawa state.

The outcome of the research also revealed that there is significant differences between the views of lecturers with B.Ed and M.Ed qualification on the impact of social studies on campus stability in colleges of education in Jigawa state.

4.4 Discussions of Findings

The findings of this research revealed that female students appreciate the impact of social studies on campus stability more than the male students in colleges of Education in Jigawa state. In essence female student recognize the impact of social studies on campus stability by far than their counter part male student and that is why the null hypothesis is rejected base on this research.

Also based on this research, NCE III students appreciate the impact of social studies on campus stability more than NCE II students. In essence NCE III students recognize the impact of social studies on campus stability more than the NCE II students. Therefore, the null hypothesis has been rejected.

Another findings of this research revealed that lecturers with B.Ed oversees the impact of social studies on campus stability more than the lecturers with M.Ed qualification. That is the findings revealed that the positive response shown by lecturer with B.Ed was more than that of lecturers with M.Ed on the impact of social studies on campus stability in colleges of Education in Jigawa State. That was why the Null hypothesis has been rejected.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presented the summary, conclusion and recommendations on the investigating the impact of Social Studies on campus stability as perceived by lecturers and students in Colleges of Education in Jigawa State

5.1 Summary

This study was structured into five chapters in order to effectively carry out this research. Chapter one presented the background and purpose of the study, the statement of problem and four research questions, including the four null hypotheses formulated for the study, scope and limitations. In line with the research objectives, four research questions were stated as well as four null hypotheses. The study is significant as it provides the state government and the Jigawa state educational zone as well as parents, the best way to find a balance between social environment and the social on the impact of Social Studies on campus stability as perceived by lecturers and students in Colleges of Education in Jigawa State

Chapter two presented the literature reviews that are related to this study under the concept of Social studies, Stability. Instability, Theoretical Framework, and Empirical Studies of the Related Literature

In chapter three the research methodologies used and adopted were discussed. . The survey design was used .The population of this study comprised of all the Social Studies lecturers and NCE III and NCE II Social Studies students of two colleges of education in Jigawa state. A total 140 students and 35 lecturers were used as samples for this study. The

reliability test was also carried out in this chapter to determine the reliability of the instrument used for gathering the data. In chapter four the analysis, presentation and discussion of the results of the data analysis was carried out here. The SPSS version 20 statistical package was used to carry out the entire data analysis. It was discovered that parental attitude is of significance in predicting students behavior in colleges of education in jigawa state, Through the course students discover the existing problem and the solutions of such problems of the society and then how to develop appropriate functional approaches.

Indecent dress among male and female students is a key to prostitution among female students and is an abuse to societal culture, Both male and female students believe that parental attitude is of significance in predicting students behavior in colleges of education in Jigawa state.

Both social studies lecturers with M.Ed and B.Ed Social Studies social studies students are of the belief that through the course Social Studies students discover the existing problem to the solutions of such problems of the society and then how to develop appropriate functional approaches.

While the male lecturers believed that Indecent dress among male and female students is a key to prostitution among female students and is an abuse to societal culture, the female lecturers believe that Indecent dressing among male and female students is a social problem that lead to the menace of raping and cultural abuse

Both social studies lecturers with Med and Bed qualification were of the opinion that maintenance of law and order through the experience of citizenship education aid in better academic achievement of male and female students of colleges of education. Indecent dressing among male and female Social Studies students is a social problem that lead to the menace of raping and cultural abuse and maintenance of law and order through the experience of citizenship education aid in better academic achievement of male and female students of colleges of education

Chapter five presents the study's summary of the five chapters and offered conclusion and recommendations.

5.2 Conclusions

Based on this research, the findings revealed that social studies is a subject that promote peace and stability in the society, which is one of the National objective of social studies. Also the course promotes positive attitudes and values among the citizens which are ingredient of maintenance of peace and stability among the citizens. Attainment of National Development either socially politically, culturally, economically technologically or otherwise is only achievable in a peaceful or stable community which are only obtained through proper orientation of values to the citizens and is also packaged in the objective of social studies. Therefore, social studies is course that promote National unity, stability, progress and developments.

5.3 Contribution to Knowledge

The work contributed to the existing knowledge in the following areas:

- The study revealed that there is significant differences between the views of male and female social studies students on the impact on social studies on campus stability in colleges of Education in Jigawa state.
- Also the study revealed that there is significant differences between the perception of NCE III and NCE II social studies student on the impact of social studies on campus stability in colleges of education in Jigawa State.
- However, the study revealed that there is significant differences between the opinions lecturers with B.Ed and social studies lecturers with M.Ed on the impact of social studies on campus stability in colleges of education in Jigawa State.

5.4 Recommendations:

The following recommendations are hereby put forward as a result of the analysis of result.

1. Teachers should consider seriously the objectives and content of social studies that relates to peaceful living in the society and all students should trained to have proper understanding of the Nigerian social studies objective so as to promote such objectives in their lives and useful citizenship.
2. Social studies teachers should endeavor to attend seminars, workshops and conferences on how to avoid the occurrences of violence and conflict in the colleges and how to maintain peace and stability in the colleges. And the government should stress the importance of social studies in the curriculum of primary, secondary and tertiary education.
3. Social studies subject should be made compulsory to every student as the subject has all the ingredients to correct all the social problems that lead to insecurity in the society. And parents should develop positive attitude towards their children general behavior and correcting them.
4. There should be dressing code in the college and any students who violate it should be reprimanded appropriately.

5.5 Suggestions for further studies

The study is by no means exhaustible, further studies are therefore suggested in the following areas:

Impact of social studies in prevention of occurrence of violence and conflict as well as maintenance of peace and stability in colleges of education.

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APPENDIX A

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T-Test

[DataSet1] C:\Users\umar\Desktop\Umar Magaji Jigawa\Umar Magaji Student's data.sav

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
total impact stability	male	51	149.2745	35.33275	4.94757
	female	70	159.4286	8.79158	1.05080

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
total impact stability	44.638	.000	-2.311	119	.023	10.15406	4.39289	18.85242	-1.45570
Equal variances assumed			-2.008	54.532	.050	10.15406	5.05793	20.29234	-.01579
Equal variances not assumed									

APPENDIX B

T-TEST GROUPS=level(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=ttimstab
 /CRITERIA=CI(.95).

T-Test

[DataSet 1] C:\Users\umar\Desktop\Umar Magaji Jigawa\Umar Magaji Student's data.sav

Group Statistics

	Level	N	Mean	Std. Deviation	Std. Error Mean
total impact stability	NCE III	53	161.3019	4.83809	.66456
	NCE II	68	150.3529	31.38769	3.80632

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
total impact stability	Equal variances assumed	33.634	.000	2.514	119	.013	10.94895	4.35503	2.32555	19.57234
	Equal variances not assumed			2.834	71.062	.006	10.94895	3.86390	3.24467	18.65322

APPENDIX C

T-TEST GROUPS=qual(2 3)
 /MISSING=ANALYSIS
 /VARIABLES=timpstability
 /CRITERIA=CI(.95).

T-Test

[DataSet1] C:\Users\umar\Desktop\Umar Magaji Jigawa\Umar Magaji Lecturer's data.sav

Group Statistics

	Qualification	N	Mean	Std. Deviation	Std. Error Mean
total impact on camp stability	B.Ed	14	169.86	.363	.097
	M.Ed	26	143.35	30.555	5.992

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
total impact on camp stability	Equal variances assumed	532.431	.000	3.227	38	.003	26.511	8.216	9.879	43.143
	Equal variances not assumed			4.424	25.013	.000	26.511	5.993	14.168	38.854

APPENDIX D

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

T-Test

[DataSet1] C:\Users\umar\Desktop\Umar Magaji Jigawa\Umar Magaji Lecturer's data.sav

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
total impact on camp stability	Male	36	150.47	28.331	4.722
	Female	29	169.41	.501	.093

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
total impact on camp stability	151.614	.000	-3.594	63	.001	-18.942	5.270	-29.472	-8.411
			-4.011	35.027	.000	-18.942	4.723	-28.529	-9.354

Faculty of Education,
Department of Art and Social
Science Education.
Social Studies Section,
Ahmadu Bello University
Zaria.
10/05/2014.

Dear Respondents,

QUESTIONNAIRE

I am a postgraduate student of the Department of Education, Social Studies Section conducting a research on the “Impact of Social Studies in the Eradication of insecurity among Studies in colleges of Education in Jigawa State”.

This questionnaire is designed specifically to collect information on the “Impact of Social Studies on campus stability as perceived by lecturers and students of colleges of Education in Jigawa State.

The researcher is therefore soliciting for your cooperation to accurately respond to the under listed questions. Kindly note that whatever information you provide will be kept confidential and used strictly for the purpose of this research work.

Thanks for contributing

Magaji umar

Med/Edu/10258/2011/2012

INSTRUCTIONS: You are requested to tick (✓) the appropriate alternative that best suits your personality or fill in the gaps where necessary. The instrument contains some statements presented in a 4-point Likert scale. There are four (4) options in the scale and you are required to tick (✓) the alternative that best describes your opinion.

SECTION A: PERSONAL DATA

1. Sex: Male [] Female []
2. Level: NCE III [] NCE II []
3. Name of College: _____
4. Status: Student [] Lecturer []
5. Qualification: B. Ed [] M. Ed []

SECTION B: IMPACT OF SOCIAL STUDIES ON CAMPUS STABILITY

The options are: SA= Agree, A=Agree, D= Disagree, SD = Strongly Disagree

Ite m	Statement	SA	A	D	SD
1	Socio-Economic status of parent has positive impact on studying Social Studies				
2	Socio-Economic status of parent has negative impact on studying Social Studies				
3	Social Studies education helps in security maintenance.				
4	Social Studies education did not help in security maintenance.				
5	Good attitude is acquired through Social Studies experiences				
6	Good attitude is not acquired through Social Studies experiences				
7	Stability is achieved through Social Studies experience				
8	Stability is not achieved through Social Studies experience				
9	Social Studies experiences help in school property maintenance.				
10	Social Studies experiences did not help in school property maintenance				
11	School rules and regulation are respected through Social Studies knowledge				
12	School rules and regulation are not respected through Social Studies				

	knowledge				
13	Social Studies education helps in acquiring citizenship education.				
14	Social Studies education is not helping in acquiring citizenship education				
15	Better academic achievement is realized through the knowledge of Social Studies education				
16	Better academic achievement is not realized through the knowledge of Social Studies education				
17	School rules and regulation are guided by Social Studies experiences				
18	School rules and regulation are not guided by Social Studies experiences.				
19	Social Studies experience aid parents in guiding their children positively				
20	Social Studies experience did not aid parents in guiding their children positively				
21	Good parental care is obtained through Social Studies				
22	Good parental care is not obtained through Social Studies				
23	Tolerance among citizens is achieved through the experience of Social Studies				
24	Tolerance among citizens is not achieve through the experience of Social Studies				
25	Interdependence among citizens is acquired through Social Studies experience.				
26	Interdependence among citizens is not acquired through Social Studies experience.				
27	Social Studies education aid in the development of culture.				
28	Social Studies education aid not in the development of culture.				
29	Games and recreational activities encourage through Social Studies education				
30	Games and recreational activities are not encourage through Social				

	Studies education				
31	Social Studies education fight against rape act in the society				
32	Social Studies education did not fight against rape act in the society				
33	Drug addiction among NCE students is overcome through Social Studies experiences.				
34	Drug addiction among NCE students is not discouraged through Social Studies experiences.				
35	Social Studies experience fight against tribal violence among students				
36	Social Studies experience supports tribal violence among students				
37	Religious group among students live in peace through the support of Social Studies experience				
38	Social Studies education aid in religious violence among students.				
39	The experience of Social Studies education reduce the menace of indecent dressing among female students				
40	The menace of indecent dresses is not discouraged by the experience of Social Studies education in college of education.				
41	Social Studies education teaches student how to shy away from prostitution.				
42	Social Studies education never discourages prostitution among students in college of Education.				
43	Cultural respect among students is encouraged through Social Studies experiences				
44	Social Studies education never encourages respect of culture among student of college of education.				
45	Social amenities available in schools are maintained through Social Studies experience.				
46	Social amenities in the school are not maintained through Social Studies experience.				
47	Good leadership experience is acquired through Social Studies education.				
48	Experience of good leadership is not acquired through Social Studies.				

INSTRUCTIONS: You are requested to tick (✓) the appropriate alternative that best suits your personality or fill in the gaps where necessary. The instrument contains some statements presented in a 4-point Likert scale. There are four (4) options in the scale and you are required to tick (✓) the alternative that best describes your opinion.

SECTION A: PERSONAL DATA

6. Sex: Male [] Female []

7. Qualification: M ed [] B ed []

3. Name of College: _____

SECTION B: IMPACT OF SOCIAL STUDIES ON CAMPUS STABILITY

The options are: SA= Agree, A=Agree, D= Disagree, SD = Strongly Disagree

Ite m	Statement	SA	A	D	SD
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6	Good attitude is not acquired through Social Studies experiences				
7	Stability is achieved through Social Studies experience				
8	Stability is not achieved through Social Studies experience				
9	Social Studies experiences help in school property maintenance.				
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11	School rules and regulation are respected through Social Studies knowledge				
12	School rules and regulation are not respected through Social Studies knowledge				
13	Social Studies education helps in acquiring citizenship education.				

14	Social Studies education is not helping in acquiring citizenship education				
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16	Better academic achievement is not realized through the knowledge of Social Studies education				
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19	Social Studies experience aid parents in guiding their children positively				
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21	Good parental care is obtained through Social Studies				
22	Good parental care is not obtained through Social Studies				
23	Tolerance among citizens is achieved through the experience of Social Studies				
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36	Social Studies experience supports tribal violence among students				
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48	Experience of good leadership is not acquired through Social Studies.				