EVALUATION OF THE IMPLEMENTATION OF NIGERIA CERTIFICATE IN EDUCATION SOCIAL STUDIES PROGRAMME IN FEDERAL COLLEGES OF EDUCATION IN NORTH-WESTERN POLITICAL ZONE OF NIGERIA

By

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MED/EDUC/02673/2008/2009

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EDUCATION DEPARTMENT
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

NOVEMBER, 2011

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A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA NIGERIA.

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS OF EDUCATION DEGREE (MED) IN SOCIAL STUDIES EDUCATION.

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ZARIA

NOVEMBER, 2011

DECLARATION

I declare that the thesis entitled “EVALUATION OF IMPLEMENTATION OF NCE SOCIAL STUDIES CURRICULUM IN FEDERAL COLLLEGES OF EDUCATION, IN THE NORTH-WEST POLITICAL ZONE OF NIGERIA” has been written by me in the social studies section, Department of Education, faculty of Education under the supervision of Dr. M. C. Ubah and Dr. SadiqMuhammed.

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

_____ _____

Shaibu Kennedy Date

CERTIFICATION

This thesis entitled *"EVALUATION OF IMPLEMENTATION OF NCE SOCIAL STUDIES CURRICULUM IN FEDERAL COLLEGES OF EDUCATION, IN THE NOTH- WEST POLITICAL ZONE OF NIGERIA"* by KENNEDY SHAIBU meets the requirement governing the award of the

degree of masters of education in social studies of Ahmadu Bello University; and is approved for its contribution to knowledge and literacy presentation.

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May God bless you all.

DEDICATION

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

ABSTRACT

This study sets to evaluate the implementation of NCE Social Studies curriculum in the North-Western zone of Nigeria. It considers five research questions and hypotheses on the curriculum contents coverage, qualification of teachers, funding of the programme, regular attendance of workshop and seminars as well as the creation of climate that is conducive for learning. The respondents for the studies are the lecturers of social studies and school management staff of the school under study. The population of the respondents is 108. A sample of 108 was used because the population was not much to leave anybody out of the study. The Pearson product moment correlation was used in the analysis of data at an alpha of 0.05 level of tolerance. The self-report questionnaire, observation and check list were the instruments used for the study. The study reveals significant relationship between implementation of social studies curriculum contents and adequate curriculum content coverage, the qualification of lecturers, the provision of fund by government, the attendance of seminar, conferences, work shop by lecturers, the creation of climate that is conducive by the school administration to proper implementation and learning, The whole null hypotheses were rejected. This work recommended that the federal government particularly the ministry of education should provide adequate fund for building numerous spacious class rooms for Social Studies student and for the purchase of instructional materials and facilities needed for proper implementation of the programme. Lecturers with requisite academic qualification and enduring years of experience should be used to effectively implement the NCE Social Studies curriculum in the Federal Colleges of Education. Lecturers should always display high level of commitment to their job, acceptable moral and maturity disposition both within and outside the school environment as they serve as role model to the student's among others.

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OPERATIONAL DEFINITION OF TERMS

1. National Commission for Colleges of Education (NCCE): The Body is charged with the responsibility of setting out standard and certification of all courses in colleges of education in Nigeria. It came into existence under Decree No.3 of 1989

2. NCCE Standards: This is the minimum level of conditions expected to be obtained by Colleges of Education to qualify them run the NCE courses. These conditions are contained in a document known as the NCCE minimum standard.

3. NCE Social Studies Programme: This is a segment of NCE minimum standards that lend itself to the objectives, contents, methods, staffing and facilities meant for the training of Social Studies teachers.

4. Evaluation: This implies a process or cluster of processes enacted to provide data so that decisions can be made as to whether educational programmes should be accepted, improved, changed or eliminated completely.

5. Implementation:	This refers to a process of putting into use an educational curriculum.
6. Political Zone:	This is referred to as the classification of states based on geographical locations for administrative convince.

LIST OF ABBREVIATIONS USED

F.C.E.	Federal College of Education
NCCE	National Curriculum for Colleges of Education
NERDC	National Educational Research and Development Council
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational and Scientific Co-operation
CIPP	Context, Input, Process and Product
NCE	Nigerian Certificate in Education
NUC	National University Commission
NBTE	National Board for Technical Education
NPE	National Policy on Education
NSSIEQ	NCE Social Studies Implementation Evaluation Questionnaires
SSCOS	Social Studies Classroom Observation Schedule

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The driving force behind all human development (i.e. social, economic, political and technological) and in fact civilization is “education”. This implies education that is anchored on a solid and time- tested foundation capable of relieving man from the cold hands of poverty, diseases, squalor and unemployment, intellectual and technological backwardness.

According to Audu, (2002 p.29), *“the products of any education system should be reasonably empowered, to exert some elements of control over the events that affect them through efficient and functional education”.* That is education should produce people with the necessary abilities and capacity to challenge prevalent educational, cultural, social and economic problems and consequently conquer their world. This will greatly be attainable if education is relevant to the needs, desires and aspiration of the society, thereby leading to the development of individuals and the entire society through the acquisition of appropriate knowledge, skills, ideas, values, attitudes, competencies and abilities. All these are consequent upon changes owing to dynamic nature of the society to meet societal challenges and the test of time.

The National Policy on Education, (2004) re-affirms keeping the dynamics of social changes with the demands on education; with some policy innovation and changes in the educational system. Thus, the federal government of Nigeria after independence to date has been involved in constant reforms of Nigeria educational policy(s) to meet the dynamism of

social changes as it affects the needs, desires and aspiration of our immediate and global society.

According to Fafunwa, (2004 p 239), Nigeria on attainment of independence inherited an educational system that lacks relevance in meeting the pressing economic, social and cultural needs of the country. He observed this during the bi-annual meeting of Joint Consultative Committee (JCC), a national advisory committee held at Enugu in 1964. This he asserts,

> *"After five years of Nigerian independence, the educational system of the country was colonial, more British than British themselves".*

That is to say that, the Nigerian school children was being educated to meet the needs of a foreign culture and was therefore better fit for it than the demands of their own country. The implication of this situation on the Nigerian society is the irrelevance of that education to meet the needs and desires of the country in terms of manpower development and the acquisition of relevant skills, values and attitudes needed to move the country forward. This led to massive criticism on the educational system from the public and consequently led to the proposal of the 1969 national curriculum conference held between 8-12 September at Lagos.

Fafunwa (2004,p.239), Asserts that the national curriculum conference held in 1969 at Lagos was a major turning point in the history of curriculum development in Nigeria and a historical landmark in the history of education in Africa. He observed that it was the first national attempt to change the colonial orientation of the Nigerian educational system and promote national consciousness and self- reliance through the educational process.

The recommendation of the national conference according to Fafunwa, emphasizes national unity, citizenship education, national consciousness, nationalism and national reconstruction. These recommendations became the bedrock on which the Nigerian Educational goals were realized.

The National Policy on Education (1977, 1981, 1998, 2004 revised) spelt out the following as the National Policy on Nigerian Education;

1. The inculcation of national consciousness and national unity.
2. The inculcation of the right types of values and attitudes for the survival of individuals and the Nigerian society.
3. The training of the mind in the understanding of the world around; and
4. The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as required for the individuals to live in, and contribute to the development of the society.

The desire to achieve the aforementioned goals prompted the introduction of more subjects into the primary and secondary schools among which is Social Studies Education which is the focus of this study.

Dubey and Barths (1980) affirmed that the introduction of Social Studies on a national basis in the 1969 National Curriculum Conference marked a great success in the development of social studies in the country. The post 1969 curriculum reform conferences, workshops, seminars recognized and accepted Social Studies as a core subject in the Nigerian Educational System. Consequent upon this development, the National Policy on Education (2004) states that curriculum for Primary Education shall include Social Studies and Citizenship Education. This is sine qua non to the fact that the national philosophy on education and the values to be inculcated in learners are in

harmony with the goals of Social Studies Education as stated in the National Policy on Education (2004). Thus: For the philosophy to be in harmony with Nigeria's national objectives, Social Studies education is geared towards self-realization, better human relationship, national consciousness and national unity as well as towards social, cultural, economic, political, scientific and technological progress". These are the main targets of Social Studies Education. Explicitly put, the contributions of Adejummobi (1979), Aderalegbe (1980) and Dubey (1980), Obemeta (1983), Ogundare (1984); Social Studies programme should aim at achieving the following:

a. Exposing the diverse and ever changing physical and social environment as a whole including its natural resources, together with the rational use and conservation of these resources for development.

b. Developing in the learners, the capacity to learn and acquire skills including not only the basic skills of listening, speaking, reading and writing but also of developing the skills of hand together with those of analysis and inference which are important in the formation of sound judgment.

c. Developing in children, positive and desirable values of citizenship and the desires in them to make positive contribution to the creation of a united Nigeria.

d. Inculcating in the learners sympathetic views which will enable them to appreciate the diversity and interdependence of all members of the local community and of the wider national and international community.

Okam (1998) stressed that of all the subjects studied in the Nigerian school system, Social Studies is the most (if not the only) appropriate for addressing Nigerian societal problems educationally and comprehensively.

Equally, Aina, Adedoyin, Obilo, Ahmadu (1982) supporting the above stated that "Social Studies" is a discipline that emerged as a panacea for societal problems". It is a flexible field of study with adaptive capacity and conceptual amplitude to match with the dynamics and elastic nature of societal condition. Based on this, the curriculum contents of Social Studies programme has to be subjected to effective implementation if it is to achieve its proposition of solving societal problems. It requires adequate implementation for it to be worthwhile in achieving the pre-determined objectives as stipulated and desired for, in 1969 national curriculum conference.

Curriculum implementation means to put in to use, to actualize the planned curriculum. It is the translation of the curriculum contents into practice or action. In the words of Offorma (1994), Nzewi, Okpara andAkudolu (1995), implementation of curriculum is normally done in the classroom through the joint efforts of the teacher and the learners and those concerned. The teacher adopts the appropriate teaching methods and instructional materials to guide the students learning. The students on their own are actively involved in the process of interacting with the learning activities.

A good curriculum according to Nzewi can be marred at the implementation stage if adequate consideration is not given to the input and process that allows for effective implementation, as success is attainable only on the efficient management of the input and process of implementation. In the teaching –learning situation, the teacher teaches while the students are

expected to learn. Teaching and learning are therefore two sides of the same coin. After instruction, there is usually an attempt to evaluate the student with a view to finding out how well he has learned what he was taught. On the other hand, not much effort is made to find out how well he was taught. It is expected that while efforts are made to evaluate learning, we should also endeavour to evaluate teaching because what a child learns depends to a large extent on how he is taught. Unfortunately, in Nigeria, and indeed Africa, serious attention has not been given to the study of teaching effectiveness. This can be shown by the finding made by May-Parker and Ozumba (1981) which indicated that by the close of the 70s, the amount of research done in Africa relating to curriculum implementation still remained scanty, as against the report by Travers (1978), that many studies on effective implementation were undertaken (in the developed countries) during the period 1910 to 1945. This then calls for the need for more conscious effort in the study of teaching effectiveness and its evaluation.

Curriculum is a product of any society that is planned to serve, it consider the problem, needs and aspiration of such society. Since the society is not static but dynamic in nature, therefore the curriculum should also be dynamic in its planning and implementation to achieve the desired needs and aspiration of such society. Based on this focus, Abubakar (2009) posits that, any curriculum should be subject to review or evaluation after ten (10) years of operation if the curriculum is to go by the society it is meant to serve. It is therefore on the basis of this assertion and current trends in our society that the researcher wishes to evaluate the implementation of NCEs Social Studies programme in Federal Colleges of education to ascertain its relevance and adequacy in solving the

present challenges and problems faced by Nigerian society. In the light of these, to ascertain the effectiveness of the implementation of Social Studies programme in various schools in its efforts to checkmate the dynamism of societal problems in a bid to achieve the aforementioned objectives, the programme should be subject to constant evaluation if it is to achieve desired results.

Evaluation of the implementation of the programme, (Social Studies Education) will help to reposition the programme and make it more relevant to the needs of the learners and the society. Thus, Ololobou (2000), defines evaluation as the collection and use of information as a basis for rational decision making on the curriculum. This decision therefore will help to improve on the implementation process which will lead to the attainment of the set objectives. Equally, Yusuf (2009) defines curriculum evaluation as the systematic process of identifying, assembling or gathering data and making value judgments about such data to determine the merit, worth and significance of a curriculum". It is a process of determining whether the implementation of the programme needs to be improved, modified or attracts innovation so as to actualize the set objectives. It is a quality control exercise to ensure that resources are used maximally. Evaluation performs significant roles in any educational programmes. It is through regular process of evaluation that the extent to which objectives of an educational institutions or programmes are realized or determined. It is equally aimed at identifying the strength and weakness of the implementation of the programme (if any) with the zeal to making useful suggestions and recommendations that will enhance it and make it more relevant to the needs of the learners and the society.

1.2 STATEMENT OF THE PROBLEM

Social Studies education is a programme of studies introduced into the Nigerian Educational curriculum to offer partial solutions to social and attitudinal problems facing the country. This is meant to be achieved through the inculcation of desired positive values, attitudes and social skills to learners of Social Studies in the primary, junior secondary and the teachers training colleges in Nigeria. This discipline or programme of study is meant to achieve the objectives of national unity, national consciousness, self-reliance and national reconstruction which are the basis for the national goals of education in Nigeria. These could be achieved through effective inculcation of positive values, ideas, beliefs and knowledge that can enhance the change in the behaviour of learners in the desired direction. The learners of social studies therefore, are expected to be drilled and baptized in the etiquette of social studies education, become more of a social fanatic in the principles of social studies education. Their ways of life, thinking, actions and values should be in conformity to the expectation of social studies for self-development and social re-engineering. Thus expecting a society free of social and attitudinal problems if effectively and efficiently implemented. But the continued existence in an increasing manner of those social problems against which social studies was introduces as in the present day society and revealed by Dubay and Barth 1980, Okam 1989 is an indication that social studies education has not been properly implemented in the schools to equip students with the necessary knowledge, facts and ideas that can enhance positive values and attitudes for the survival of individuals and the society. These social problems range from disrespect to elders and constituted authorities, chronic dishonesty, corruption,

religious crisis, ethnic/tribal crisis, murder, arson, examination malpractices, drug abuse, cultism, indiscipline and other forms of mal-adaptive behaviours.

This investigations is there for hinged on the premise that before any educational objectives such as social studies can be achieved, effective and adequate implementation of the curriculum should be ensured through adequate coverage of the course content, recruitment of qualified Lecturers, provision of adequate fund for the execution of the programme, Lecturers constant upgrading of knowledge through frequent attendance of seminar, conference and workshop as well as the creation of climate conducive for learning.

This study is consequently prompted by the fact that ineffective implementation of social studies education is responsible for the deepening values and attitudinal among school children, youths and adults of our society, thus, an evaluation of the NCE social studies education curriculum in the North western zone of Nigeria.

1.3 OBJECTIVES OF THE STUDY

The objectives of this study are stated as follows. This is to guide the researcher in the course of this study towards an achievable conclusion. These are to:

1. Determine the extent the curriculum contents of NCE Social Studies in Federal Colleges of Education are being implemented.
2. Examine the qualification of teachers handling the NCE Social Studies programme in Federal Colleges of Education.

3. Investigate the efforts of government as it relates to funding and provision of adequate teaching/learning facilities that enhance effective implementation of the programme.
4. Determine the extent to which teachers of Social Studies attend refresher courses such as seminar and workshop and how such courses are likely to enhance proper implementation of the curriculum
5. Determine the extent to which favorable climate is being created by the school administrators for proper implementation of the programme

1.4 RESEARCH QUESTIONS

The study will attempt to find answers to the following research questions.

1. To what extent are the curriculum contents of NCE social studies programme in Federal Colleges of Education implemented in the North western Zone?
2. How does the qualification of Social Studies teachers in Federal Colleges of education in the North western Zone affect the implementation of NCE Social Studies curriculum?
3. How does the provision of fund by the government enhance the implementation of NCE Social Studies curriculum in Federal Colleges of Education in the North western Zone?
4. How does regular attendance of workshop and seminar enhance the implementation of NCE Social Studies curriculum in Federal Colleges of Education in the North western Zone?

5. What climate does the school administration for the implementation of NCE Social Studies curriculum in Federal Colleges of Education in the North western Zone?

1.5 HYPOTHESES

Based on the focus of the problems identified and the research questions raised, the following hypotheses are postulated to guide the researcher in the study.

Ho_1: There is no significant relationship amongst respondents regarding their views that the coverage of NCE Social Studies curriculum content is effectively implemented in the Federal Colleges of Education in the North western Zone

Ho_2: There is no significant relationship amongst the lecturers of social and the school management staff regarding their views on the qualification of lecturers of social studies and the implementation of NCE Social Studies Curriculum.

Ho_3: There is no significant relationship amongst the view of social studies lecturers and the school management staff regarding the level of funding of social studies programme and the implementation of NCE Social Studies curriculum in the North western Zone.

Ho_4: There is no significant relationship amongst the view of social studies lecturers and the school management staff regarding lecturer's frequent attendance of workshop, conference and seminars in the implementation of NCE Social Studies curriculum in the North western Zone.

Ho_5: There is no significant relationship amongst the views of social studies lecturers and the school management staff regarding their view on climate that is conducive and the implementation of NCE Social Studies Curriculum in the Federal Colleges of Education in the North western Zone.

1.6 SIGNIFICANT FOR THE STUDY

This study on the evaluation of implementation of NCE social studies in Federal Colleges of Education is significant in a number of ways. Some of these are outlined in the section.

First, the study provides valid research – based data that will bring about improvement and innovation into the programme. It is difficult to assert that a programme is doing what it is supposed to do when it has not been formally evaluated. This study will determine if the social studies curriculum is adequately implemented to achieve the desired objectives under the existing situation in Nigeria.

Secondly, the research finding will be of immense benefit to policy makers and curriculum developer. The will find the result of this study a useful tool in the future development of the social studies curriculum and make policies that are beneficial to students, the schools, lecturers and the entire society.

Thirdly, the findings of this study will be of significance to social studies lecturers in Federal Colleges of Education. These will therefore lead to amendments and improvements on existing conditions, thereby achieving the affective objective towards the realization of the objectives of social studies.

Furthermore, the students who are the consumers of the NCE programme in Federal Colleges of Education will in no doubt be the greatest beneficiary of this study and it findings. The findings of the study will help to refine this programme and re-position it for greater efficiency thereby producing students that will be the toast of the society.

The entire society stands to benefit from the findings of the study. This study will generate orientation and re-orientation in the learners to apply aptly

their high cognitive and affective skills to novel situations, all aimed at baptizing the Nigerian society polluted by indiscipline, corruption, intolerance and dishonesty- thus reinvigorating the students' performance. The development of any society is anchored on the production of good citizens through the inculcation of positive values, attitudes and skills provided by Social Studies education.

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

1.7 SCOPE AND DELIMITATION OF THE STUDY

The concern of this study is the Evaluation of implementation of Nigeria Certificate in Education (NCE) Social Studies programme in Federal Colleges of Education in North-western political zone in Nigeria. The study is delimited to only the Federal Colleges of education that offers Social Studies programme in North-western political zone of Nigeria. The North-West political zone of Nigeria consists of 7 states which include Kaduna State, Katsina State, Zamfara State, Kebbi State, Sokoto State, Kano State and Jigawa state. The zone has five Federal Colleges of Education which comprise three conventional Colleges of Education and two TechnicalColleges of Education. The conventional Colleges of Education includes; Federal College of Education Zaria, Federal College of Education Kano, Federal College of Education Katsina. The Federal College of Education technical include Federal College of Education (technical) Gusau, Federal College of Education technical Bichi. The research was equally delimited to the use of questionnaire, checklist and observations as instruments for data collection. The Pearson product moment correlation (PPMC) was used for the analysis of data.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

The cardinal focus of this study is to evaluate the implementation of the Nigerian certificate in education (NCE) Social Studies curriculum of the Federal Colleges of Education in North-western political zone in Nigeria. This is to determine the strength and the weakness of social studies objectives and implementation through the development of the cognitive, affective and psychomotor domains of individual learners and the production of a responsible citizen.

Having undergone the NCE Social Studies programme, have the students achieved the basic knowledge and ideas that are required of them to function effectively as a trainers and moulders of learners in the primary and secondary education towards effective citizenship?

Consequent upon this, the researcher wishes to find out whether or not the NCE Social Studies curriculum/programme provides for adequate academic and professional competence to enable beneficiaries function effectively as citizens and citizenship developers in the right direction.

It is also to determine the extent to which the achievement of Social Studies programme affects and relates to the overall achievement of individual goals and the development of the entire society.

This chapter therefore sets to accommodate review of related relevant ideas, information or literatures that have related bearing on this study.

2.1 THEORETICAL FRAME WORK

The theoretical frame work that forms the basis of this study is the fact that the basic goal of Social Studies instruction remains that of preparing the students for full responsible citizenship within their society and the nations in general (Gross, RE, Messic R, Chapin JR, Surther land J, 1978). The teaching of Social Studies has been accepted in many societies as one of the most critical pivot of educational practices which is essentially charged with the responsibilities of aiding the child in his interpretation of the social frame works (including the associated problems in which he operates as a human individuals, (Okam 1998). It has a unique potential for inculcating the right type of skills, attitudes and values in the learner through a unified and integrated interdisciplinary studies of man with particular reference to his social environment.

Thus, Kissock (1981, p3) defined Social Studies as a “programme of study which the society uses to instill in the learner, the knowledge, skills, attitudes and values it considers important concerning the relationship human beings have with each other, their world and themselves”. This study is in no doubt billed to present one of such efforts toward making education a social, functional and responsive to the challenge and propagation of national unity, ethnic tolerance, and enhanced citizenship education, skill acquisition for independence, job creation, inquiry-oriented, national consciousness and social reconstruction. In the light of this challenge and the dynamism of the society, Social Studies programmes are continuously modified in the light of new social needs of the individual and the society. Therefore this study is set to ascertain whether or not Social Studies curriculum at the Federal Colleges of education is

adequately implemented to transmit the objectives that prompted its inclusion in the school curriculum.

A number of evaluation models have been suggested for the evaluation of educational programmes and processes.

This study adopted the work of Popham (1975) frame work to guide the study. Popham classified evaluation model into four groups namely, the goal attainment model which emphasizes on the degree to which stated goals or objectives of a programme are being achieved. Secondly is the judgmental model, which emphasizes intrinsic criteria which is based on certain pre-determined criteria for a successful achievement of the stated goals or objectives; thirdly is judgmental model emphasizing extrinsic criteria which focused mainly on the outcome of a programme; lastly is the decision facilitation model, whose target is to feed decision makers with necessary information about the evaluation with the bid to either improve upon the existing curriculum or programme or to discard the programme.

Much as this framework has been earmarked to guide the work, a number of frame works and models have helped to enrich the repertoire of methods available for curriculum in implementation evaluation. These includes, the centre periphery model, proliferation of centre model, shifting centre model, stake response and countenance model of (1976) and many others. Each of these frameworks has its own emphasis and operational implications and therefore included in the design of this work. Nworgu (1991), commenting on the choice of evaluation models emphasizes that a single complex frame work may not be selected and used but rather, may be extensively modified by the evaluator choosing and implementing features of several frame work. The

achievement of this therefore, largely depends on the quality of the curriculum and the enabling environment.

2.2 THE CONCEPT OF SOCIAL STUDIES

The social studies concept is engrossed with numerous definitions by various scholars and authorities. A search through text books and literature confound the students with numerous definitions of the concepts of Social Studies. This is evident in the multilateral opinions or views held by people on the subject. Thus, Barr in Ikwumelu (1993,p.2) posits that the field of Social Studies is so cut up in ambiguity, inconsistency and contradiction that it represents a complex schizophrenic bastard child. As if that is not enough, Mezieobi (1991) put up this opinion that Social Studies concept is as troublesome as there are many people attempting to define it. The definition of this concept is problematic due to its lack of concept specificity. He engrossed his view to lack of an agreed format among scholars to a universal definition of Social Studies.

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

However, a cursory look and consideration at some definition by scholars will help drive home this point. The committee on primary school Social Studies programme defines the subject as “those common learning of man’s

interaction with his social and physical environments (Okonkwo in Ololobou 2004). Jiboku in Ikwumelu (1993) also describe Social Studies "as that aspect of learning which deals with how to get on (get along) with one's environment, physical as well as human and how to develop those skills, knowledge, values and attitudes that characterizes a responsive and responsible citizen in a free society. Orakwe (1991) noted that Social Studies is the study of man in his unending interactions with his environments as the attempts to make them a better place.

Similarly, an often quoted definition of Social Studies by Kissok cited in Okojie (2007:11) address Social Studies as "a programme of study which a society uses to instill in a students the knowledge, skills, attitudes and actions it consider important concerning the relationship human being have with each other, their world and themselves. While the various definition of Social Studies presented above may be mutually exclusive, a close examination would reveal that their discrepancies are a little more than using different words to describe the same things. Above all, the various ideas, generalizations or features that are common among this definition include the following:

i. Man and his environment constitute the major focus of Social Studies.
ii. There is inter-relationship between man and his environments
iii. Social Studies aim at solving man's problems, i.e social, economic, political etc.
iv. Social Studies provide the learners with citizenship, humanities, intellectual and value education.

These common features, rather than breeding conflicts and controversies that go with the definition, should form the basis for Social Studies discussions and practices in Nigeria.

2.3 HISTORY OF SOCIAL STUDIES IN NIGERIA

There is diverse opinion on the exact beginning of Social Studies the world over. These inexact and divergent views about the origin of Social Studies among scholars have created more confusion than shed correct light with exactitude on the origin of Social Studies.

Joof (1991) asserts that Social Studies originated in the western world more especially in Western Europe and North America. Ezegbe (1987, 1988): Udoh (1989): Osakwe and Itadjere (1993) in Mezieobi (1999) hold a contrary opinion to Joof's assertion. To them, Social Studies Originated from the UnitedState of America. Osakwe and Itadjere, went further to explain the point of direction that host the spread of Social Studies. To them, Social Studies crept from the United States of America into Europe; Especially Britain. Ololobou (2007) and Tikuma (2009) equally share the view that Social Studies emerged in world history in 1916 through American scholars. This they posits that research studies have uncovered that the expression "Social Studies" was first used in the academic circle of Americans during the last two decades of the 19th century and gained official recognition by the American government in 1916.

While the foregoing irreconcilable opinions on the origin of Social Studies was generating hot debates among scholars, SAXE (1991), an American professor of Social Studies Education at the University of Pennsylvania in Philadelphia, USA, allayed the fear and doubts here in Nigeria, when he emphatically stated that " the foundation of Social Studies education had its

beginnings in Great Britain after 1920s and quickly spread to the United States of America where it spread to other parts of the world including Nigeria.

2.3.1 Social Studies in Nigeria

Social Studies education is relatively a new subject or programme of study in the Nigerian school curriculum. Nigerian scholars and writers are equally of contrary and divergent views as to when Social Studies made its head-way into Nigeria and its schools. Obilo (1981) and Ezegbe (1987) are of the opinion that Social Studies emerged in Nigerian schools in the early 1960's, Osakwe and Itadjere assumed it to be in the "mid 1960's, Osabe (1987) assumed it to be at the late 60's. Adedoyin (1982) put it that Social Studies was introduced in Nigeria in the colonial era with the establishment of schools. Thus she observed, "Social Studies was entrenched in the then religious curriculum of our schools. Mezieobi (1990 & 1992) refutes these claims of Social Studies with colonial origin and its 1960s emergence of Social Studies. To him Social Studies has been in existence right from the inception of Nigeria in the Pre-colonial times with goals, content methodology and Evaluative process that was in consonance with the needs, values and aspiration of the then Nigerians and Nigeria.

Mezieobi in his opinion observes that what is new is the concept "Social Studies" which was really borrowed or imported and which has become a discrete subject in Nigerian schools. This he cap it that even today in Nigeria, the Social Studies content is 'Nigeria- specific' as it was in the old as it focuses largely on the Nigerian life style and environment. This he outlined the following as the basic rudiments of traditional or indigenous Social Studies education.

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

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

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

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

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

Tikuma (2009) noted that subsequent upon the introduction in the western region was a series of curriculum innovation conferences that was held locally and internationally. This among others includes the conference of African educators held in Mombasa (Kenya) in 1968. This conference was organized under the auspices of the education development center (EDC) and the centre for curriculum renewal and education/development overseas. (CREDO). This

conference drew eleven participants from African countries including Nigeria. From this conference emerged African Social Studies Programme (ASSP) and later the Nigerian Social Studies Programme (NSSP).

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

Equally in 1969, a national curriculum conference was held in Lagos where large participants were drawn from all the nooks and crannies of the Nigerian society vis-a-vis, doctors, traders, farmers, teachers, business-men etc. to discuss issues of ideology, purpose and objectives of Nigerian education. There SOSAN presented a report on the need for the introduction of Social Studies. The resolution and recommendation of the conference touched on the teaching of culture and Social Studies in the Nigerian Educational system i.e Social Studies should be taught in all teacher training colleges and in the lower classes of the secondary school and primary schools. Thus, the deliberation and recommendation of the conference and seminars forms the pivot of the Federal Government National Policy on Education in 1977. Thus, Ismail (1987) in his statement rose that Social Studies was introduced on a national basis at the 1969 national curriculum conference.

2.4 OBJECTIVES OF SOCIAL STUDIES IN NIGERIA

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

The objectives of social studies vary from one country to another; this is dependent on the situation and conditions of the country adopting it. Thus, they are varieties of objectives of Social Studies as they are varieties of social needs and problems; (Tikuma 2009).

Argungu (2009) posits that, Social Studies as stated earlier was introduced into Nigerian schools as a core and compulsory subject at primary and junior secondary schools as a catalyst to the achievement of the four national educational aims and objectives.

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

The national goals of education as presented by the national policy on education (1998) states the following:

a. The inculcation of national consciousness and national unity

b. The inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society.

c. The training of the mind in the understanding of the world around

d. The acquisition of the appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of his society.

It is based on these goals that the objectives of Social Studies were designed. According to Ololobou (2004:4) a typical Social Studies proramme must encompass four cardinal objectives, Viz: the environment, the various skills, values and skills and emerging issues. Equally in his work, Ololobou (1999, p2), observed that Social Studies in Nigeria seeks to re-establish the pre-colonial African educational values, which includes honesty, hard-work, mutual cooperation and conformity to traditional social order.

Corbin. (NERDC, 1983:11) delineated the Social Studies education objective in two levels, i.e. the junior and senior levels. He maintained that at "junior level the emphasis should be on encouraging the development of social responsibility towards other children, adults and the world about them". While "at the senior level children should be encouraged to develop values attitude, skill and understanding necessary to live in society".

NERDC, (1980:67) in Ikwumelu (2000) categorized the objectives into the following.

a. Citizenship education: Preparing the students for social responsibility

b. Humanistic education: Helping the student to comprehend his life.
c. Intellectual Education: Introducing the students to the mode of thinking and enquiry of the social sciences.
d. Value Decision: Inculcating in the individual some expected. Attitudes, values and feelings.

Bye and large, the opinions of Social Studies scholars are not different from the objectives of Social Studies in Nigeria. Thus; Dubey 1980, Aina et al 1982, Corbin NERDC (1983), Ikwumelu (2000) are of the same view that is based on the rationale for the introduction of Social Studies in Nigeria. The objectives of the Social Studies programme may be broadly outlined as follows.

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

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

Consequent upon these objectives, new objectives can always be conceived and developed in relation to the dynamics and on the move nature of the society to ensure the purposive nature of Social Studies as a problem-solving programme. Thus, Maduewesi (2003) refers to this point in his foreword to the national curriculum for primary school Social Studies. This he stated as follows.

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

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

1. To produce professionally and academically competent NCE Social Studies teachers for the basic 1-9 schools.
2. To prepare teachers who will inculcate in their pupils rational adjustment to their physical and social environment through acquisition of knowledge, attitudes, values, appreciation and skills necessary for developing social and civic responsibilities.
3. To produce students who are capable of benefiting from further education in Social Studies and other related areas.

2.5 JUSTIFICATION FOR SOCIAL STUDIES IN NIGERIA

The dynamics of the society and the demands it has placed on individuals and the entire society requires the search for solutions to arrest certain prevailing circumstances and challenges that these demands have placed on existing conditions. New realities and pressing social needs have compelled very many nations across the world to adopt Social Studies for their country(s) and schools. Reasons for the introduction of Social Studies among these countries are not far–fetched from what it is in Nigeria.

Thus for a clear understanding of the justification for Social Studies in Nigeria, the need to look at the philosophy behind its introduction and what it is intended to achieve is important. According to Aina, Adedoyin, Obilo, Ahmadu (1981) Social Studies was introduced into the Nigerian system as an answer to specific and national problems. In the late 1960s, most educators in Nigeria clamored and agreed that the schools must be Nigerian in outlook rather than emphasizing foreign ideals. This is because in designing the form and content of education for Nigeria, the British colonizer according to Tikumah (2009) aimed at enlightening the Nigerian more about Europeans than about himself as

a Nigerian. In effect, the education provided by the British was inadequate to meet the needs of the Nigerian youths and society. As Fafunwa in Akinylaye (1981) rightly observed,

> *"The present education system instead of developing positive values in the society in which the African child lives, tends to alienate him from his cultural environment, in other words, the system educates the child out of the environment".*

Consequently, the educational reforms that led to the introduction of Social Studies in Nigeria had the following underlying motives which according to him are as follow.

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

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

As Balyejusa in Tikuma (2009) rightly observed that Social Studies was introduced in Nigeria as a "corrective study" that is to remedy the colonial activities of the past with the notion to properly address the present and future needs of Nigerians. The cultural and ethnic diversity of the Nigerian nation provided diverse relationships among the inhabitants of Nigerians. This relationship is manifested in multi-lingual, religious and ethnic sentiments that

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

Dubey and Bath in Amdii (2004) instruct that the social function of Social studies has been the "preparation of pupils or students for responsible citizenship". Thus, Social Studies was introduced as a programme to help in developing and improving social living in the community, country, and in the world as a whole. Amdii (2004) posits that Social Studies was introduced to make Nigerians understand as observed by Lebowitz (1981), in Tikuma (2009) that the people constituting the Nigerian population have much more in common than they differ. Ilori (1994) observed that, if Nigeria is said to be a nation in need of "ethical revolution", then Social Studies as an inculcator of values and attitudes is indispensable for the country.

The justification for the inclusion of Social Studies arise from the deficiencies of the separate social science subjects such as History, Geography, Political science, Economics, Government among others as a means of studying the entire society. Thus, Ken Mezieobi, Fubara, & Sam Mezieobi, (2008) observed that the segregation and fragmentation of courses in humanities and other social sciences in their distinctiveness presents the world in its false view, therefore social studies in its integrative approach to learning

was seen as capable of cutting across artificial subject boundaries and present knowledge in an integrated and unified knowledge approach to learners. Thus, its introduction was facilitated. More so, Social Studies in Nigeria is equally justified by the multitudes of negative values, poor attitudes to work, disrespect for constituted authorities and the absence of a sense of patriotism by Nigerian (Mezieobi, 2008). Therefore Social Studies, a value-laden subject was thought to provide a value re-orientation platform to inculcate socio–civic and effective competence for Nigerian's and Nigeria society. This will expose the Nigerian youths to the problems in the society and equip them with the necessary skills needed for their survival (Aina et al (1981). Amdii (2004) equally informs that, the introduction of Social Studies into the school curriculum in Nigeria was part of a general response to the problems of independence and tends to reverses the colonial education which did not cater for our societal values.

In addition to these, its introduction was designed to develop basic skills that are essential to the healthy development of the ideals of democracy such as thinking and creative thinking among others. (Aina et al (1981), assert that these skills are accomplished through learning experiences which involve problem–solving, critical thinking. Social Studies provide these opportunities. Above all these, the national policy on education (2004) stipulates that the quality of instruction at all levels of Nigerian education system must be geared towards inculcating the following values in learners.

1. Respect for the worth and dignity of the individuals.
2. Faith in man's ability to make rational decisions.
3. Moral and spiritual values in inter-personal and human relations
4. Shared responsibility for common good of society.

5. Promotion of the emotional, physical and psychological health of all children.

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

2.6 THE NATURE AND CONTENT OF SOCIAL STUDIES IN NIGERIA

The institutionalization of Social Studies as part of our educational pursuit in Africa, according to Balyejusa (1981:10), has to be seen as an African ideas and creation of the concerted educators, philosophers and educator such as Kwame Nkuruma, TafawaBelewa, Julius K. Nyerere, JomoKenyata, Leopoid Senghor and a host of many others. These pioneer African scholars and nationalists who were educated under the or during the colonial rule observe and saw the negative consequences of the colonial education as an instrument of European imperialism. They brought it to become heroes and reformers. Their recommendation, policies and charters became the pillar upon which the present- day educational policies take roots. And this helps to form the real core on which social studies stand. The idea of Balyejisa is not to forestall the idea of indigenous Social Studies before the colonial instruction. Thus Onabamiro (1983:287) and Ikwumelu (2001:19) observed that indigenous Social Studies is

as old as man. And they bare their mind with the traditional Social Studies education as,

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

Indigenous Social Studies is thus child society centered. This therefore buttresses the assertion of Fafunwa (1974:15) "that African education (including indigenous Social Studies) emphasized "social responsibility, job orientation, political participation, spiritual and moral values", this therefore portrays that the indigenous Social Studies is both situational and temporal, that is, it is flexible, changing from place to place and from time to time. Nevertheless, it follows the spiral format, extending from known to unknown and from simple to complex.

Social Studies as earlier stated is a corrective study. Belyejusa argues that it is corrective because it aims at upsetting the colonial educational activities. Its purpose is to remedy the educational ills of the society. It seeks to replace irrelevant learning experiences with relevant ones. Since the product of any colonial educational system was not meant to serve the interests of his fellow indigenes. Therefore Social Studies is meant to correct all ills Vis-a-vis, educational, social and technological ills that were inherent in the colonial system of education and the Nigerian society.

Social Studies is a subject that emphasizes on objectives before any content can be of significance to the learner. This, Balyejusa (1981), Ikwumelu (2001) and Mezieobi (2008) bare their mind to. They agreed that the teacher has to understand why he is doing what he is doing before any meaningful

learning can take place. In Social Studies, a teacher must know what he is supposed to accomplish for the benefit of the child and society.

Social Studies is also equally a study that emphasizes the importance of man. It places man in a control position and his activities are studied in relation to his various environments which could be physical, social or psychological, and the goals/objectives of Social Studies is to produce responsible and participative citizens with analytic, relative skills and attitudes to make their environments yield all that make the society for good successful living (Mezieobi 2008). The essence is to make the society a worthy human habitation with fewer problems.

The evaluative criteria of Social Studies focus principally on the affective domain-values and attitudes. Fubara (2008) posits that the evaluation of the learners performance in the other educational domains such as the cognitive and psychomotor domain have meanings and significance only within the context of the affective domain.

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

2.7 THE CONTENT OF NCE SOCIAL STUDIES IN NIGERIA

John Ker (1968, p78) defined, “content” as the total body of knowledge. It is a collection of knowledge, facts, concepts, principles, ideas, skill, information and generalization. The contents of any subject comprise the specific topics to be learnt, based on their merit and relevance to the particular society. A consideration of the relevance of curriculum contents to be learnt by students; Emeruwa (1981) Ali (2002), Gbamanja (2002), subscribed for the selection of cultural contents which should embrace the needs and aspirations of the society as well as the dynamic nature of the society.

The task of developing the Social Studies content i.e (the Social Studies curriculum) for the Nigerian certificate in education (NCE) is an exclusive reserve of the national commission for colleges of education (NCCE) which was borne by Decree No3 of the Babangida Regime in 1989. The mandate of the NCCE included the setting of minimum standard, provision of guide lines and accreditation for all teacher education programme conducted by National Commission for Colleges of Education (NCCE 2002). The contents of Social Studies is derived from the social sciences subjects like History, Sociology, Political Science, Geography, Philosophy, Psychology, Economics, Anthropology, thus, Cobin (1981), Okam (1998) posits that concepts from the social science disciplines and other subject areas constitute the curricular bed-rock of the subject. They affirmed that these disciplines largely provide the subject matter for dealing with the central issues in citizenship education and which Social Studies, as a discipline cannot afford to relegate to the background if it is committed to the dispensation and propagation of the tenets of this new curriculum area Okam (1998).

Cobin (1981) specifies that the various subject areas that make up the contents of Social Studies develop the following area of learner ability. This includes the cognitive, the affective, and the psychomotor domain. The cognitive laying emphasis on information, concepts, and generalization, the affective emphasizes on the development of positive attitudes, values, morals and beliefs while the psychomotor domain lays credence to the development of skills, vis-a-vis the (Physical, intellectual, personal and social development.

Thus the integration of these subject areas afore- mentioned is simply an amalgamation of all relevant concept and generalization in the Social Studies and aimed at studying man within the context of the society he lives. Dubey and barth, (1978) simply put that integrated Social Studies is the totality of life experience. It focuses on the development of appropriate knowledge values, attitudes, skills and abilities. Onyabe (1979) and Obebe, (1981) were quick to add that, Social Studies does not only study man in his physical and social environment, but helps the individual to examine, clarify and isolate the need, assets and problems of the society. This can be attained through the inculcation of the desired knowledge, skills and values which are the basis of the Social Studies content. Thus an outline of the curriculum contents of NCE Social Studies programme (single major) as issued by the NCCE (2009), Shall be provided in the Appendix (F)

2.8 RELEVANCE OF SOCIAL STUDIES EDUCATION TO NATIONAL DEVELOPMENT

The proponent of subject theory according to Udeinya (1998) holds to the view that for any subject to be qualified to be included in the curriculum should be deemed relevant and essential to the achievement of the desired change in

the behaviors of the learners and the overall development of the society. This stance is not uncommon to Social Studies as the subject is deemed fit to guarantee the much needed developmental desire of the Nigerian society. Thus the federal government through the 1969 national curriculum conference saw the importance of Social Studies education in relation the achievement of national goals, included it as a core subject to be taught to the Nigerian primary, junior secondary schools and the teacher training college students for learners to study the social norms and values of the local community and of the country as a whole, (NPE,1981:12).

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

Social Studies education provides common orientation to the over one hundred and forty million Nigerians with almost about four hundred ethnic groups, with diversity of languages, customs and religions etc. to work together as compatriot for nation building. Based on this thought, Okam (2002:465) is of the view that Social Studies in Nigeria aimed at breaking the religious, linguistic and cultural barriers that keep apart the various groups that constitute the Nigerian society, so that nation building can be facilitated by concerted efforts of these divergent people of Nigerian polity. McCauley and Regan (1964) in their

opinion posited that the need for Social Studied education in Nigeria is to foster mutual understanding, mutual respect and mutual appreciation of one another by the divergent people that constituted the Nigerian nation, the same way the need to inculcate democratic values and attitudes arose at the times of the influx of immigrants into the United State of America calls for the introduction and teaching of Social Studies.

The increasing waves of social problems in Nigeria such as corruption, ethno–religions conflict, child-abuse, unemployment, armed robbery among others calls for a living subject that inculcates in the minds of individual the right type of knowledge attitudes, values and skills needed for the development of individual and the entire nation. Alih (2002) put it “since the teaching and learning of the traditional subjects like Economics, Sociology, Anthropology, Political Sciences, Geography have proved inadequate in advancing the growing social problems of bribery, fraud, embezzlement, armed robbery and other social vices in Nigeria. Consequently, there has occurred an aggravated growing need for a positive change not only in our personal life but also in our economic and political life. There was the call for indigenous education, (integrated Social Studies). Thus Social Studies a value laden subject which deals with constant values, attitudes and beliefs that motivate and control people’s behavior is an emerging force that will actualize the developmental dream of the country. Ikwumelu (1990), Uko (2002) Alih (2002) adopted the same line of thought.

Wholesomely, Social Studies education is aimed at producing young and effective citizen. It is a vehicle for citizenship education. Okam (1998) pointed out that one of the goals which directs the enterprise of Social Studies is

citizenship education. The requirement for this is not only the transmission of the requirement of scholarship but also the comprehension of social realities of the time in a given setting. Social Studies education is an avenue for preparing a child to actively participate effectively in the dynamic life of his society. The development of the society require individual who are active, dedicated skillful and patriotic to the cause of the nation.

2.9 CURRICULUM IMPLEMENTATION

The word curriculum implementation means to put into use, to actualize, to concretize or making real the planned curriculum. Any curriculum planned and not put to use or implemented is as good as not planed, it is useless. The planned curriculum is an embodiment of assumption and suggestions. These suggestions guide the action of teachers and students in the teaching and learning process. Based on the received planned curriculum, teachers plan at the classroom level and enter the classrooms with their lesson plans. What happens during the process of classroom interaction is referred to as the implementation of the curriculum. Implementation of the curriculum therefore, is the actual curriculum.

Gbamanja (2002) asserts that “implementation is the stage at which the planned curriculum will be actualized”. The decision taken on what should be studied and how it should be studied will be implemented or put into practice at this stage. This is the stage that lies exclusively within the realm of the school and the teachers who form the instruments for implementation. Offorma (1994) treads the same line of action with Gbamanja as she stressed further that the implemented curriculum determines the extent to which educational objectives are achieved. The planned curriculum may be ideal for the achievement of

educational objectives. The extent of achievement of these objectives depends on the effectiveness of the implemented curriculum. To do this effectively facilities or materials must be obtained to facilitate the conduct of meaningful students learning experiences. These facilities or materials invariably are called curriculum materials. Curriculum materials represent resources that assist a teacher or an instructor in bringing about positive behavioral changes in learners. These in combination with teaching techniques and strategies which are main approaches to teaching, and this is dependent mainly upon the skillful direction of the teacher to achieve desired results.

2.9.1 Models of Curriculum Implementation

A model is presentation of reality, or something you focus at the actual making of a thing. For example dress-makers make paper models of the actual dresses they wish to produce. In the same vein, an engineer could make a model of a dam he wishes to build and looking at that model he constructs the dam following the specification of the model.

In real class room implementation of the curriculum we make models of methods, objects and actual classroom presentations to effect the desirable changes in the behaviour of the leaner. Models of curriculum implementation according to Joyce and well (1972:3) and supported by Offorma (1994) is defined as “a plan or pattern which can be used to shape or put a curriculum on course”. It is therefore a plan or an approach employed to ensure adequate implementation of the curriculum to achieve set objectives. It is on the basis of this that Yunusa (2000) suggests that for any curriculum plan or innovation to be fully meaningful, it must be adequately implemented. The way it is

implemented invariably influences the degree of success. Therefore he pointed at some basic models of curriculum implementation.

Centre Periphery Model: In this model, curriculum implementation is centrally controlled either by the government or an agency. It is at the centre that the agency that is charged with the responsibilities for the implementation controls the experts that monitor the implementation, the resources required and the training facilities it is from the centre that the implementation spread or difusses into the periphery or other parts. The system of implementation can only be effective in achieving the desired objective if there is adequate communication network, effective supply of materials and constant feedback from the periphery as a result of constant monitoring. This notification is supported by variety of scholars such as Nzewi, Okpara and Akudolu (1995) and Yunusa (2000).

Proliferation of Centre Model: This model as the name implies maintains that the agency of implementation should have both primary and secondary implementation centre. The primary centres are responsible for managing the secondary centres. The primary centres provide the secondary centres with training materials and the resources needed. The secondary centres engage in diffusing or spreading the changes in their individual area of control. This model resembles what is obtainable in the then National Primary Education Commission (NPEC). The commission transmits or coordinates the activities of the primary school boards in the state while the state primary education Board (SPEB) coordinates the affairs in the various local governments and send feedback to the commission. The success of this model is bordered on sufficient materials and training facilities at the centres, effective network of

communication, adequate finance and effective supervision are required for effective implementation.

Shifting Centre Model: This model as the name connotes is not a model that maintains a simultaneous implementation of the curriculum plan or innovation. This model involves the implementation of a curriculum plan or innovations in a particular place or region at a time. This model is a reflection of the Universal Primary Education (UPE) scheme in the western region of Nigeria (in 1954). The eastern region (in 1959) introduced it with modification. This experiment was undertaken in this part of the country at different times: (Yunusa 2000) while the federal government of Nigeria introduced it nationwide in 1973.

These various curriculum implementation models has at different times been undertaken in Nigeria.

2.9.2 Participants in Curriculum Implementation

Curriculum implementation engages lots of participants in the bid to ensure adequate and effective implementation of such to achieve the desired objective. These participants can be grouped into two (2) bodies. These includes participants outside the school such as various education boards and commission, institution of education, Federal Government Education Bodies or agencies such as the National Teachers Institutes (NTI), Nigeria Education Research and Development Council (NERDC), Joint Admission and Matriculations Board (JAMB). Nigeria University Commission (NUC) National Commission for Colleges of Education (NCCE) among others.

Secondly is the participant within the school which includes the teachers or lecturers and the non-teaching staffs or supportive staffs, and the Parents Teachers Association (PTA) and the learner. It is this group of participants that

forms the bedrock of this study. Concentration is mostly given to the lecturers and the non-teaching staff.

The Lecturer/Classroom Teacher in Curriculum Implementation

The classroom teacher forms the "corner stone" in curriculum implementation. He is the main force and the last person that ensures that the curriculum is implemented according to specification (Yunusa 2000). The teacher is at the centre of the curriculum implementation which is the stage of bringing the curriculum down to where the learner can learn it. The classroom teacher decides on what to teach and what time to teach even when the teaching scheme must have been prepared in advance to follow.

In the process of implementing the curriculum, the teacher is involved in all the steps of curriculum development. Awka (1995) observed that in the context of implementation, the teacher takes the "curriculum plan at its global level and breaks it down to the operational specific classroom level". Yunusa (2000) supported this claim as he states that the teacher interprets the syllabus and breaks it into teaching scheme and lesson plans". He decides on what instructional materials to use, the methodology to adopt, the amount of time to spend on each aspect and the equipment and space to use. The teacher interprets the curriculum further and breaks it down to classroom level by driving specific performance objectives from the general objectives. These specific objectives are explicitly stated in behavioural terms and are easily measurable. These objectives are very relevant in the implementation process of the curriculum as they give direction to education enabling the teacher to select experiences and control and to consider how best to organize them for effective result.

The classroom teacher (Lecturer) in the task of implementing the curriculum serves as a motivator to learning. He motivates the learners to learn. Awka (1995) refers “motivation to those factors which increase and decrease the vigor of an individual’s activities”, motivation therefore, determines the levels or defines the level or degree of an individual’s activity. To motivate the learner, the teacher uses a combination of positive and negative reinforcements, warm and enthusiastic demeanor, benign tolerance of mistakes, humane attitude and cheerful disposition to achieve effectiveness. This can be achieved through reward and punishment, the teacher knowing the present status of the learner (entry behaviour), enhancing healthy rivalry and competition among students, knowledge of student’s progress and enhancing student’s active participation in the implementation process.

The classroom teacher also serves as a guide of learning in the implementation of the curriculum. Implementation is successful only when there is learning in the students. Awka (1995) posits that to ensure this, the teacher doesn’t just plan the lesson, present it and evaluate it but he carefully guides the learner into learning. Worthwhile learning activity must be followed by proper guidance by the lecturer. The guidance role of teacher applies to all areas of learning and it should be offered to the class members either in group or individually.

The classroom teacher implementing the curriculum is equally a facilitator of learning. The teacher has the “key role or facilitating learning among learners” (Nzewi 1995) after motivating the students to learn and classifying their readiness, it is the duty of the teacher to facilitate learning in them.

The object of teaching is not only to convey knowledge to learners but to excite a determination in the child to acquire it for himself and to teach same on how to go about acquiring it. To successfully carry this out, the classroom teacher has the following roles to play; provision of learning materials, recognition of individual differences among students, the use of appropriate teaching strategies and the need for orderly procedure in the instructional plans.

Administrative Officers/Non-Teaching Staff in Curriculum Implementation.

Administrative officers and the nonteaching staff are very important agents in curriculum implementation These include the provost of the colleges, deputy provost, academic secretaries, admission officers, bursars, registrars, deputy registrars, heads of departments, dean of schools, principals, clerks, laboratory attendants, security personnel, storekeepers, messengers, laborers among others. Although these group of people do not go to the classroom to implement the curriculum directly, their roles help to ensure effective implementation of the curriculum. The administrative staffs equally maintain discipline among staffs and students. They help to ensure adequate implementation of the curriculum through constant supervision. The administrative officers control the finances and therefore decide on what curriculum materials to purchase for implementation of the curriculum. They equally help to ensure a conducive climate effective for adequate implementation. These and other related functions form part of the process of curriculum implementation.

The Learners in Curriculum Implementation

The learners are the key factor in any curriculum implementation. The aim of education is to effect a desired positive change in the behaviour of the

leaner. The students are also partners in the implementation of the curriculum (Yunusa 2000). The students' feed-back and contributions provide an insight on the effectiveness of the methods and strategies adopted by the teacher. No learner in the school is tabular-Rasa (clean slate) learners come to schools with a lot of experiences almost accumulated from their environments. This experience and the presentation of the teacher forms the basis of their contributions and feedback and this forms the corner stone of the teacher decision on whether to continue, review or completely change his strategies of teaching.

Students as participant in curriculum implementation are not limited to classroom activities alone. They are participants in co-curricular activities such as sporting activities, relevant and educational societies (Offorma 1994).

2.9.3 Factors to Consider in Curriculum Implementation

Conducive environment/ climate for learning.

The growing awareness of the effect of environment (climate) on human behaviour has led to the development of the field of "social ecology" described by Rantoul and Frasar in Offorma (1994) as focused on the importance of social environment and its explicit consideration of the environment impact on such psychological variables as intellectual development, interpersonal development, personal growth and learning environment.

The school environment consists of people such as (teacher, pupils, resource person) physical facilities such as ventilations, building structure) their management and organization such as the curriculum, activities in the classroom (implementation) and the classroom climate. The management indices according to Okpara and Onyemekere (1994) includes nature of

relationship between persons, level of active participation, respect for the work and uniqueness of peoples, manageable class size, class code of conduct, seating arrangement availability of classroom and facilities.

The learning environment precisely the classroom is a place where knowledge and skills are transmitted and also a centre of nourishment and stimulation in which pupils construct their own nature of reality. The perception of the environment should be conducive so as to facilitate the teacher/pupils, the administration/teacher/pupils relationship in the implementation of the curriculum.

The nature of the environment plays a significant role in promoting learning, encouraging effective social relationship especially in developing tolerance and determining role behaviour. The environment should be made attractive and adequate to attract or stimulate the learning sensory modalities.

The consequence of unconducive environment for learning according to Nwankwo (1998) is “When the environment, situation is not conducive or adequate uncontrolled learning could occur. Ozeocha (1990) equally posits that if people are too many they will be too difficult to control and individual differences will be neglected. This definitely will inhibit adequate and effective implementation of the curriculum.

Qualification of Teacher Implementing the Curriculum

Qualification is an attractional force that determines the suitability of applicants for employment. The success and achievement of the goals of any establishment is determined by how qualified those that are responsible for carrying out the day to day activities of such organization are. The teacher implementing the curriculum must be duly qualified to be efficient in his

assignment. The adequacy and efficiency of implementation is out-rightly determined by the number of qualified staff the school has. Boobcook (1980) cited that the number of quality staff is generally measured by the amount of his education and experience. It is on the basis of this that (Alih 2002) remarked that the main criterion for determining the composition of teaching staff is "subject matter" competence based on the training and experience. It is based on this premise that the national policy on education (2004) revised pointed out that since the education system may not rise above the quality of its teachers, teachers education shall continue to be given major emphasis in all educational planning and development. This is meant to produce highly motivated, contentious, quality and efficient classroom teacher for all levels of our educational system. To this end, the teacher implementing the curriculum must be duly qualified to be efficient since the classroom teacher is the cornerstone of curriculum implementation.

Their qualification counts so much in the interpretations of the curriculum. The success of the students in learning task and the success of the teacher in the implementation of the curriculum lies considerably on the qualification of such a teacher. The consequence of sub-standard teachers in the school system is the production of half-baked graduates and the end result of this is poor managerial ability and in-efficiency.

Availability of Fund and Implementation of the Curriculum

The task of curriculum implementation is a function of adequate funding. Fund plays prominent role in effective implementation of the curriculum. Availability of fund guarantees prompt payment of salaries and allowance, it enable regular training and retraining of staff. It facilitates procurement of

teaching/learning facilities among others. It is on the consideration of this importance that the Federal Republic of Nigeria through the national policy on education (NPE, 2004 revised) states that education is an expensive social service that requires adequate financial provision from all tiers of governments for successful implementation of the education programme. To realize this, the government set up relevant sectoral bodies such as the education tax funding to respond to the funding needs of education. The United Nation Organization (UNO) has equally tasked all countries to set aside 25% of their annual revenue for the financing of education. It is on the importance of funding to adequately and effectively implement the curriculum that Nwosu (2004) made this assertion that proper funding is a tonic for basic and quality education. He examines the impact of fund on the educational sector and caution that unless both government and the private concern step up funding, the quest for basic and quality education in the country will remain a day dream.

A lot of good curriculum plans has been kept unimplemented and some that were implemented were haphazardly done due to unavailability of fund to enhance adequate implementation. Even where and when funds are released for such, they are grossly mismanaged or catered into private pockets for personal use. Poor funding and mismanagement of fund has been a major hiccup in the implementation of curriculum plans and the development of educational activities. This is evident in official neglect of school activities, poor structures, over-crowded classrooms, dearth of teaching facilities and materials, disgruntled, ill-motivated, poorly paid and irregularly paid lecturers, which has become the common feature of our public school. This reality is in par with the outcry of Ayu (1993), he says,

"We were confronted with a frightening reality. In more than half of the local governments in the federation, primary school teachers were owed salary and allowances for upward of two months. Many of them had abandoned their classrooms for Alternative Avenue of livelihood children of school age either played street football or engaged themselves either in petite trading or petite crime. Disillusioned parents either cried or watched in total disbelief at this waste of generation. Where teachers are paid and teachers are in sessions, the pay itself was hardly adequate for family survival. Teacher or their wives had to supplement from other sources. Many schools could not boast of desks, dusters, chalks and staff quarters. Over-crowded classrooms and dilapidated structures remained the typical feature of our educational institution".

At the tertiary level, added to the general decay and low morals, there are persistent strikes and closure of schools. As union exchanges strike batons among themselves no single school could boast of successful and uninterrupted academic sessions. Teaching and research was replaced by political agitation and pursuit of commercialized externally funded researches. All in a bid for green pasture outside their area of curriculum implementation.

Training and Retraining OF Staffs and the Implementation of Curriculum

The dynamic nature of the society and the prevailing knowledge explosion in the society calls for constant updating of knowledge and refreshing of memories through in-service training, seminars and workshop for up-date of knowledge to effectively implement the curriculum. Researches are conducted daily and new grounds are broken, fresh knowledge; ideas and facts emerged and render existing knowledge obsolete. This therefore calls for constant renewal of knowledge, ideas and facts through training and retraining, attending seminars and workshop to keep to the dynamics of the society (Thompsm, Anyanwu 1998). It is on the basis of this that the federal government through the national policy on education (NPE 2004 revised) posits that, in service training shall be developed as an integral part of continuing teacher education

and shall also take care of all inadequacies. This is an efforts aimed towards the improvement of quality education through the implementation of the curriculum.

Instructional Materials in Curriculum Implementation

One of the roles of the teacher in the teaching learning process is that of a communication concerned with eliciting relevant response from the learners after they have been exposed to the activities of the curriculum. Azikiwe (1994) observed that “the purpose of learning is to effect a change in behaviour of the learners”. The message becomes effective when the teaching rules and procedures involve the learner’s active and meaningful participation, provoke and guide their thinking, stimulate their imagination and finally effect transfer of knowledge.

To be able to effect the desired change in behaviour in the learners which must be through the learner’s active participation the teacher should use a number of devices to enhance his teaching. Similarly the teachers are expected to use a number of devices for successful and maximal achievement of the objectives of the teaching. These devices are termed instructional materials and they have been found to facilitate the quality of instruction when used by the teachers (Agun, 1982); Azikiwe (1987) and Offorma (1990).

Meziebbi, Fubara and Mezieobi (2008) pointed out that “without instructional materials, teaching of novel content/concepts or teaching in novel environment to the learner may be as good as not teaching at all for nothing may be learned in actuality. Instructional materials therefore are teaching pillars or teaching infrastructure without which effective teaching and learning may not be realized.

In the opinion of some scholars such as, (Obemeata et al (1981); Adekeye, (1982); Ogunsanya 1984; Ezegbe (1987), they view instructional materials as “teaching aid. Their impression about instructional materials is to complement or play supportive role in teaching.

Effective management of instructional materials to achieve desired result is dependent on the ability and competency level of the teacher implementing the curriculum. Instructional materials used in curriculum implementation can be classified into materials and non-material resources. Material resources include the visual and audio visual materials that are within and outside our immediate environment while the non-material resources involve human beings in various endeavors of life. This view is in consonance with the views of Alaezi’s (1990) Mkpa (1987) and Dike (1989).

2.9.4 Basic Technique and Strategies for Curriculum Implementation

Teaching techniques and strategies occupy a paramount position in the teaching-learning situation. It serves as link between the teacher, the pupil and the subject (Obaje 2005). Therefore it is an indispensable tool in the realization of the educational objective. It is obvious that a lot of scholars share the view that the way in which we learn is important Hence, (Ajiboye 1990) pointed out that only the suitable methods should be utilized in the implementation of the curriculum.

The issue of techniques and strategies of curriculum implementation is crucial because of the nature of individual subjects as well as the needs of its objectives. It is absolutely necessary to adopt the most effective methods and strategies because it is through effective usage that the contents of the curriculum can be more explicit and its lofty and laudable objectives attained.

Generally, instructional methods or strategies can be described as the procedures through which content is presented in order to achieve instructional and programme objectives. These objectives focus on the relevance to the individual learners and needs of the society. The position of Mezieobi and Fubara (2008, p54) is not different in this regard. Hence they described instructional strategies to be a "chosen systematized and ordered correct way through which the act of teaching is performed in order to accomplish the set objectives of instruction.

It is important here to note that one major problem in curriculum implementation according to Mkpa (1993) and Popoola (2000) is the gross lack of pedagogical skills and competencies by the teacher more especially in social studies. Thus White (2001) observed that some professionally trained teacher do not seem to demonstrate acceptable level of pedagogical competencies probably due to the low quality of educational training they received. Those deficiencies are reflection of the type and quality of training they received. But it should be noted that a large amount of materials will not and of itself guarantee good teaching. This can be achieved mainly when instructional resources are used skillfully by an inspired and creative teacher, (Joof, 1991, p.31). Therefore, a lot of caution and preparation are thus required for the selection of appropriate instructional method for curriculum implementation, since it is the means or procedure through which the desired positive change in the learner is brought about or learning is induced.

2.10 EVALUATION IN EDUCATION

The diverse meanings and definitions of the concept of evaluation includes viewing evaluation as an assessment of the worth or merit of some

educational objects. Saterly cited in Emereole (1987:61) Stufllebeam, (2000, 2005,) Trochim, (2006); Assessment of the achievement of objectives which is also the views of Tyler on evaluation (Madaus (2000), proving the success or failure of a programme (Madasu&Stufflebeam, (2000).

Greenwald and west (1979:387) identified whether curriculum objectives are being or have been achieved so that modification in them can be made necessary. Tyler (1949) and Onwuka (1981:170) views evaluation from the instructional point of view. Onwuka defined evaluation as essentially the provision of information to facilitate decision making at various stages of curriculum development. This implies the selection of criteria, collection of data and data analysis. Yunus (2000) and (Yusuf 2009), shares similar opinion as Yunus, defined evaluation as the process of getting information, analyzing it and drawing final conclusion from it. Evaluation is a systematic process of determining the extent to which instructional and programmes objectives is achieved for value judgment.

Evaluation is thus quantitative and qualitative. In a narrow sense, it could be looked at as the process of making value judgment on measured phenomena. In abroad sense, evaluation refers to the process of seeking, obtaining and quantifying data with a view to making value judgment about objects, events or their characteristics. Therefore, its flow of activities is obvious from the measuring instruments (Test) to assigning scores (measurement) and the value judgment relating to the measured phenomena which are referred to as (evaluation).

Evaluation in education according to Okpanachi, Ejigbo and Omede (2006) covers three main areas; viz:

- The evaluation of achievement: This involves the cognitive, affective and the psychomotor domains.

- The evaluation of the curriculum: This involves all things to be learned.

The evaluation of the system: This involves the process through which one is educated. Thus, an independent and elaborate consideration of these three main areas will justify the researcher interest for this study.

Evaluation of Achievement

Measurement and evaluation is concerned with the attempt to precisely describe what a pupil/student has achieved during or throughout a programme of study. For instance, one may be interested in finding out how much learners have achieved after being taught Social Studies or any other subject. At the end of any semester, the evaluator will develop an instrument for this purpose. The responses are scored, graded, weighed and reported.

Evaluation of a Curriculum

This is the process of assessing/evaluating and ensuring that programmes organized and instituted to train pupils or students are adequate, relevant and functional. It is necessary to evaluate such programme from time to time so that the feed-back from such efforts would be used to improve or maintain the programme. One of the ways of doing this is to identify the objectives of the programme, develop and standardize an instrument which is then administered on the products or beneficiaries of such curriculum to find out if their output is desirable with respect to the specified objectives. Bearing this in mind, the researcher is then motivated to evaluate the implementation of the NCE Social Studies programme in Federal Colleges of education in the North-

Western political zone of Nigeria to assess the adequacy, relevance and functionality of the programme in achieving the desired goal.

Evaluation of the System

Okpanachi, Ejigbo&Omede (2006) refers system to a group of related parts that work together as a whole for particular purposes. Educational institutions are systems in themselves such that the dynamic interaction of the administrative set up, the instructional facilities, teaching staff, infrastructure, policies and practices affect the learning of pupils or learners. To evaluate a system, the component parts of the system are delineated and isolated or identified and carefully listed. The items are then evaluated to confirm the desirability or other-wise of the system. For instance, the funding, adequacy or otherwise of learning/teaching facilities such as chairs/tables, chalkboard, library, social studies workshop, the quality and quantity of teachers and other related things.

2.11 PURPOSE OF EVALUATION

The opinion of variety of scholars over evaluation as in relation to issues such as who is to be evaluated, what is to be evaluated and how evaluation is to be carried out differs. Ikwumelu (2001), holds that the purpose of evaluation is a prerequisite for the design of evaluation strategies. It therefore means that it is the purpose of evaluation that determines the procedure which is used in carrying out evaluative exercises. It is based on the differences in the opinion of scholars over the purpose of evaluation that the purpose of evaluation will be looked at within four perspectives or schools of thought; the first group holds that evaluation is used to determine the extent of achievement of educational objectives, e.g. Tyler (1949), Gronlund (1976), Okoruntifa (1981) are in this

school of thought. The second group that consists of lawton and Dufour (1976), Kissock (1981) thought evaluation as the process of determining the desirability of, or value of a programme.

The third group conceives evaluation as the process of gathering of information or data on the outcome of a programme, i.e. Akin (1970), Onwuka (1981), Akpe, (1982), Yunus (2008), who say that evaluation is the process of selecting appropriate information and collecting and analyzing information in order to report summary data useful to decision makers in relating among alternatives. They maintained that evaluation is a comprehensive process which seeks to provide objectives information on all aspects of a programme or a child's development.

Another group and the last holds that in designing an evaluation tools, the focus should be on its effectiveness in providing a judgment about the changes in learners behaviour. Marvins (1969), Bloom ed (1971:8), Salawu (1992:45), are of uniform view on this assertion. They hold this view on evaluation as a judgment about the nature and desirability of the changes in values, attitudes, skills and knowledge in any given programmes or learners behaviour.

Bloom sees it as "the systematic collection of evidence to determine whether certain changes are taking place in the learners as well as to determine the amount or degree of change in individual students.

Based on the differences in opinion of scholars about the position on the purpose of evaluation, Alaezi (1989:197), posits that *"a consensus concerning school evaluation does not exist; disagreement and doubts about methods and the issues of evaluation cannot be avoided".*

Succinctly, the purposes of evaluation are as follows:

1. It serves as a guide to educational programme and indicates the degree of success attained and the areas that need improvement. Evaluation provides a basis for long range planning as well as follow up work in social studies.
2. Evaluation improves instruction as it checks the effectiveness of the teaching-learning situation. It is used in planning the respective units, selecting materials of instruction, appraising methods of teaching and also revising the instructional program.
3. It provides a basis for individual guidance, determines the strengths and weaknesses of school program and individual students. This enables teachers, curriculum planners and Educationists to make realistic decisions and choices based on the outcome of the evaluation.
4. Evaluation aids decision –making and planning especially by policy makers, curriculum planners and Administrators. It helps the teachers and the authorities as regards grouping students for instructional purposes.
5. It informs the student about his/her own progress and also diagnose learning difficulties within the learner. It helps in determining the understanding; the students have gained as well as the overall effectiveness of the school in providing a basis for prediction, promotion and certification.

2.12 CURRICULUM EVALUATION MODELS

The multiple educational evaluation models and definitions developed by evaluation theorists reflect the diversity of ideas and approaches towards educational evaluation.

Nwankpa, (2000) defines curriculum evaluation model as theoretical proposal which described the manner in which curriculum evaluation should be

carried out. A major feature of planned attempts at curriculum evaluation, change, innovation and improvement requires a development of arrays of evaluation model at the disposal of the evaluator.

Okonkwo (2000), opines that decision-making, which is what evaluation is essentially about can be made easier and effective if the decision maker is aware of the options from the various number of evaluation models the evaluator has to choose from. There are more than (20) twenty models available in the curriculum literature for curriculum evaluation. A number of authors have attempted to classify the available models into groups according to their natural relationship. But for the case of this study attention will be given to that of Popham (1975). He classified evaluation model into four groups namely.

1. Goal attainment models
2. Judgmental models emphasizing intrinsic criteria
3. Judgmental models emphasizing extrinsic criteria
4. Decision –facilitation models.

2.12.1 Goal Attainment Models

The main focus of this model is the degree to which stated goals have been achieved and the operations of this model forms the basis of this study and because of this, this model is given pre-eminence in this research study.

Obomanu (1999), Nwankpa (2000), observed that these classes of models are mainly concerned with how far the instructional objectives were achieved or attained. This idea of determining the extent of objectives attainment or achievement is credited to Ralph Tyler (1949). He maintained that the process begins with a systematic generation of educational objectives which

aims at ensuring that the three main sources of educational goals, viz the learner, the society and the subject matter are duly considered. Following this, is the screening of the goals with psychology of learning and philosophy of education to ascertain specific instructional objective. The learners are then exposed to test when the instructional programme is complete to see how well they perform. Those objectives that are not achieved represent the failure of the instructional programme. These are reasons for why the model is called goal attainment model. Mettessel and Misheal in Nwakpa (2000) provides elaborate steps that constitute eight (8) steps for the process of goal attainment model for evaluation, viz;

1. Involve members of the local community
2. Construct Broad goals and specific objectives
3. Translate specific objectives into forms that are communicable and that facilitate learning
4. Develop measurement instruments.
5. Carry out periodic measurement
6. Analyze measurement data
7. Interpret analyzed data
8. Formulate recommendation for programme change or modified goals and objectives

2.12.2 Judgmental Models Emphasizing Intrinsic

Judgment models as the name implies, gives much concern to professional judgment. In this regard a professional is given the task of conducting the evaluation. Nwankpa (2000) pointed out that this judgment could be based on certain pre-determined criteria. The criteria could be intrinsic as

earlier mentioned such as the quality and quantity of books in the library, the numbers and quality of classroom, the adequacy and qualification of staffs, the facilities and infrastructure that a school possesses. Iliyasu (2000) buttress the earlier assertion of Nwankpa by pointing out that in judgmental model, the evaluation focuses on the processes of the programme being evaluated. This means that the evaluator's judgment carries much weight and determines the acceptability of the programme being evaluated.

The intrinsic criteria of judgmental models are associated with the object of evaluation itself or its inherent qualities. Examples of judgmental models emphasizing intrinsic are accreditation exercises employed by professional bodies such as the Nigerian University Commission (NUC), the National Curriculum for Colleges of Education (NCCE), the National Board for Technical Education (NBTE), among others, who accredit new courses in universities, colleges of education, polytechnics and mono-techniques. They have the mandate to accredit courses in these institutions before their certificates are nationally recognized and accepted. These accreditation factors are assumed to have a positive correlation with the final performance of the students in each school so accredited.

2.12.3 Judgmental Models Emphasizing Extrinsic Criteria

The judgmental model emphasizing extrinsic criteria has been well dwelled upon by Scriven (1972) and Stake (1967) in the goal free and responsive or countenance model respectively. Scriven goal free evaluation model focuses on the outcome of programme. His focus while developing this model was to reduce bias in evaluations. Bias can only be reduced if the evaluator is ignorant of the curriculum developer's pre-determined intention.

Scriven contention is that once the evaluator knows the pre-determined goal, there is every likely-hood to collect data that are related to them.

On the other hand, he argues that if the evaluator is unaware of these pre-determined goals, he will be more focused on the wide range of programmes outcomes. This process will compel the evaluator to collect variety of data either favorable or unfavorable to the programme.

This study has equally attempted to draw from this evaluation model because of its link to goal attainment model and its relevance with the Robert stake countenance or responsive model which emphasizes the antecedents, transaction and outcomes of a programme.

2.12.4 Decision Facilitation Models

This model's target is to feed decision makers with necessary information of the evaluation. The emphasis here is not to judge the curriculum but to present the facts as they are for administrators to pass their judgment and take decision.

Iliyasu (2000) is of the opinion that evaluators using this model are less inclined to personally assessing the work of an educational programme. The decision facilitation model is a product of the discrepancy model and the (CIPP) model which is the context, input, and process and product.

The discrepancy model, propounded by Provus (1971), is based on the premise that evaluation involves the compares of actual performance with posited standard. It has five stages, vis:

1. **Design**: This involves taking note of the nature of the programme including its objectives, the students, staff and other resources necessary for the

realization of stated objectives, the instructional activities that will enhance the attainment of the objectives.

2. **Installation**: This involves attempting to find out whether an installed programme is meeting up with installation plans.
3. **Process**: This involves finding out whether the enabling objectives are being met.
4. **Product**: This involves ascertaining whether the terminal objectives are being met.
5. **ProgrammeComparism**: This involves cost benefit analysis of the programme (quite unlike the first four stages which are development in nature).

The CIPP model stems from its definition of evaluation as the process of delineating, attaining and providing useful information for judging decision alternatives (Popham, 1975), this model distinguishes between four types of educational decisions and recommends a type of evaluation corresponding to each. These educational decisions are in respect of planning decisions to determine objectives, structuring decisions to design of instructional procedure, implement decisions to use, monitor and improve these procedures and realizing decision to judge and react to the outcomes produced by these procedures. The respective recommended forms of evaluation with regard to these educational decisions are context, input and process and product evaluation.

2.13 PROGRAMME EVALUATION

Programme evaluation which is also referred to as the evaluation of curriculum programme is the crucial stage in curriculum planning and

development. Gottan (2004), noted that in the late 1950s and 1960s, an increase in government spending on education and investment in curriculum programmes by both public and private interests was noticed and the need for accountability became desirous. This makes the task of curriculum developers become very prominent as curricula were expected to prove their promises and worth in scholarships. Education, therefore, became a big tool that is required to produce results while evaluation became a respected management tool to ascertain the relevance of the curricula or programme to attain the desired feat.

In Nigeria the appreciative educational project in curriculum evaluation was the 1969 curriculum conference, which redefined the educational programmes and goals of the country. A lot of funds and resources have been expended to institutionalize the school curriculum from that 1969 till date, but lacks adequate monitoring and evaluation to determine their consequence to the society in use.

This seemingly lack of evaluation in education has resulted in disillusionment about educational reforms. The moral education programme which was introduced in the early seventies (70s) and has been forgotten is a case in point. This issue coupled with the deepening values and attitudinal crises among school children and adults in the society calls for an evaluation of the implementation of Social Studies programme which is designed to inculcate positive values and attitudes to ascertain the extent to which the objectives of the programme have been achieved.

2.13.1 Types of Programme Evaluation

A lot of scholars and authors such as (Tyler, 1949; Taba; 1963) wheeler, 1967; Gronlund, (1977) Frankel, 1993, among others pointed out that evaluation could be diagnostic, formative and summative.

Diagnostic Evaluation

Ugodulanwa A. and Ugwuanyi, L. (1999) Gottan (2004) described diagnostic as the types of evaluation conducted to determine what special difficulties are encountered by the students. Gottan (2004) described it as the form of evaluation that takes place prior to the beginning of a unit of instruction. This type of pre-instructional programme evaluation can help the teachers or curriculum developers acquire relevant information regarding the attitudes, skills, and knowledge students have already acquired that will encourage, limit or prevent teacher and student efforts to achieve desired objectives.

Okurountifa in UNESCO (1981:263) posits that diagnostic evaluation is carried out at the level of student evaluation to answer the basic question, “what missing skills are causing the students difficulty”. It is a normal belief that students may enter the course with more competence than assumed by the teacher. As a result the teacher may tend to waste a lot of weeks in teaching what the students already knows. Invariably the students may be less competent than the teacher assumes. They may actually fail to possess the pre-requisite knowledge, skills and abilities needed to accomplish the course objectives. In either of both situations, diagnostic evaluation results may suggest for modification of original objectives.

At the level of programme evaluation, which is the basis of this study, diagnostic evaluation seeks to answer such question as “what are the causes of

the observed problems in the evaluation". (Okurontifa 1981). Basically, diagnostic evaluation at the programme level seeks to find out the precondition for the takeoff of the programme.

Formative Evaluation:

Brolin (1976), described formative evaluation as the process of which information is used to develop a unit of instruction to the point where it is ready to be used. It is referred to the evaluation of the learning process of students during instructions. Ugoduluanwa (1999) posits that it is meant to improve students' learning through provision of constructive feedback and remedial instruction. Ukaechi (1989) also bought this idea as he opines that formative evaluation is employed to monitor the progress of the learner and to serve as a means of feed-back. It is conducted to monitor the instructional process to determine whether learning is taking place as planned. Through the formative evaluation, it is possible to restructure the lesson, period, method of teaching, material used for teaching, and activities provided for the learner.

Formative evaluation is carried out during a unit of instruction rather than before or after instruction. Programme evaluation therefore seeks to find out how well the programme is progressing towards achieving the objectives. According to Baiyelo (1993) in Abok (1996) formative evaluation is usually undertaken during the process of developing the program. Feedback from such activity is used as input for the improvement of the programme before its final adoption.

Tyler in Leihard (1981) pointed out that formative evaluation at the programme level is based on the following questions: What educational purposes should the school seek to attain?

i. What educational experiences can be provided that are likely to attain these purposes?

ii. How can these experiences be effectively organized?

iii. How can we determine whether these purposes are being attained?

He argued it was for the purpose of answering these questions that the idea of formative evaluation became expedient in educational enterprise.

Examination, interview and observation may be used to obtain information about the learner during the formative evaluation.

In view of this, Onwuka (1996) stated that “formative evaluation builds up a strong case for a programme, and re-assures the users of the programme, that the chances of success are more than those of failure.

Summative Evaluation

This type of evaluation is used at the end of a course of instruction to find out what the students have learnt in the course and to what extent the desired objectives have been realized. Gottan (2004), pointed out that “summative evaluation is used to make a summary assessment of the overall value or amount of the programme to see the attainment of the programme objectives by matching student’s performance and the set objectives. It is therefore used to determine the extent to which the learners have progressed in the stated instructional objectives.

Scriven (1962) explained that summative evaluation is concerned with the appraisal of the emergent curriculum as it is offered in the school system. He posits that it usually has several formal features, which include, measurement of students’ attitudes based on carefully constructed questionnaire, assessment of the mastery of each objective for qualitative

indications of the accomplishments of the entire course and measurement of achievement as taken from and of course examination test.

Ogwu (1994), described summative evaluation as relating to evaluation of a whole programme after it has been fully developed. It is at this stage that the conditions under which a programme will be most profitably used are stipulated. Towards this direction the student achievement, the quality of the teachers and the process and strategies used by the teachers are evaluated to give the verdict as to the usefulness of the programme.

According to Leinhard (1981:22) summative evaluation tells the real story that depicts the real picture as to whether or not the educational programme is yielding good results. In carrying out summative evaluation also, the evaluator gives tasks to the pupils or learners to perform in order to determine whether they have achieved the objectives of the programme. He scores the performances of the task, analyses and interprets them to see whether the particular goal has been achieved.

2.14 EVALUATION IN SOCIAL STUDIES

Evaluation aims at assessing the extent to which the anticipated outcome is achieved. It enhances a comparison between the actual outcome and expected outcomes. Evaluation therefore can be defined as the process through which the performance of the students, their teacher as well as the effectiveness of the programme is assessed.

In the words of Ogunsanya (1984) Social Studies evaluation therefore is “concerned with one’s attempt to find out the extent to which the teaching and learning objectives of the subject have been met by the teacher and the students; but more importantly the latter”.

This goes to show that the primary aim of the teacher is to enable pupils to show and understand what they are taught rather than to fail or pass them. Evaluation should thus not end with grading the pupil's performance because whether or not the pupils do well as expected, the teacher ought to ask himself why some of them perform very well and others perform badly. He should also find out whether or not he has contributed to the problems or success of the pupils as might be indicated by the evaluation results, and what has been the nature of his contributions. For instance, did he teach the subject well enough? Did he sufficiently motivate the pupils? Did he take special care of individual differences in the class?

However, Ogunsanya (1984) in Mangga opines that the current practice in evaluation generally and in the evaluation of Social Studies in particular tends to completely ignore the evaluation of the teacher himself and to concentrate on the learners.

Kissock (1981) has this to say, *"Evaluation presents students, teachers and curriculum developers with feedback on their success in achieving programme objectives and form the basis for making sound decisions on which to modify and improve the programme".*

In Social Studies, evaluation serves three major purposes; firstly, it is used for course improvement. This is because it helps in identifying weaknesses in the set objectives, contents, materials and methods. Secondly, evaluation helps in identifying the needs of the individuals for the purposes of planning their instructions. Thirdly, it assists in the judgment of an educational programme in terms of workability and suitability. It is obvious then that

evaluation is multidimensional in nature, focusing on programmes, students, teachers and the society.

Social Studies lends itself to the use of a good number of evaluation techniques, this is to enable the teacher to determine the extent to which instructional objectives are achieved. These evaluation techniques include test, observation, interview, questionnaire, self-report among others. Mobolaji in Ogunsaya (1991) asserts that “a comprehensive assessment in Social Studies should involve the use of combinations of some of these techniques even if all the techniques mentioned above could not be used together, it is still much better to use more than one technique at a time than to use a single one to the exclusion of others”.

2.15 REVIEW OF RELATED EMPIRICAL STUDIES

There is no doubt that quite a number of studies have been carried out in Social Studies by undergraduates, postgraduates and their teachers. But there has relatively been few researches done on the evaluation of NCE Social Studies programme. This is predicated on the fact that Social Studies is relatively a new subject in the Nigerian school curriculum as reported by Dubey and Barths (1980) that Social Studies being a new subject in Nigeria, there has not been time enough to have a variety of empirical investigation studies on the teaching of Social Studies in Nigeria. Therefore it will be quite unsafe to draw any generalization cogent enough to be appropriate in modifying the NCE Social Studies programme in Nigeria based on the previous researches. Never-the-less, the following studies will attest to the empirical studies in Social Studies programme evaluation.

Diweri (1989) evaluated the NCE Social Studies programme of Rivers State College of Education. The research was carried out to evaluate the NCE Social Studies programme of Rivers State College of Education, Port Harcourt with the view to determine the extent to which the objectives of the programme are being realized. The respondents of the study were the final year students and the lecturers. Three hypotheses were raised and tested. Questionnaire and tests scores of the period under study i.e. 1988/1989 were the major sources of data for the study. The instruments employed were the (X^2) chi-square, phi-correlation coefficient and simple percentage in the analysis of data.

The revelation of the findings of the research work shows that the objectives of NCE Social Studies Programme are good. Others are hindrances to the achievement of the programme objectives and these include adequacy of instructional materials, text books and the predominant use of lecture methods in instructional strategies. The study equally reveals that the performance of students under study has been satisfactory in spite of the aforementioned hindrances in the proposed achievement of objectives.

Diweri study on the NCE Social Studies programme is equally a helpful tool in the achievement of this present study (the evaluation of the implementation of NCE Social Studies programme in Federal Colleges of Education in North-western zones of Nigeria). Though Diweri's work covers only one school, it will serve as an effective guide to the present study.

Adekeye (1986) undertook a study to evaluate the NCE Social Studies programme of the Institute of Education ABU Zaria. Two sets of questionnaire were designed and administered to one hundred and forty-four (144) students

and twenty (20) lecturers of five colleges of education that offered Social Studies for 1984 – 1986 were sampled.

Lack of instructional materials that includes text books and teachers were dominant problems.

Though the performances of the students were satisfactory, the traditional method of teaching was pre-dominant. An evaluation of the programme was recommended.

However, the study failed to embrace other relevant aspects such as the effectiveness of the teaching practice exercise. Teaching practice is to student – teacher as Houseman-ship/inter-ship is to prospective medical doctors. It is in the process of teaching practice that the student-teacher acquires the practical skills of teaching which equips him/her for the profession.

Abubakar (2009) evaluated the implementation of nomadic primary school Social Studies programme in Nigeria and its implication for curriculum renewal. The research set out to study the extent of the implementation of the nomadic curriculum by the various stake holders with the view to make suggestions for improvement for effective implementation in Nigeria.

The study accommodates about nine research questions and hypotheses in the course of this work. The population of study included all the Social Studies teachers in the one hundred and thirty-four (134) nomadic primary schools in the twelve (12) local governments that operate nomadic primary school in Plateau States and all the implementers and administrators of National Nomadic Education Board In Plateau State.

The respondents to the questionnaire include the headmasters of such schools, the nomadic parents in Plateau state, and the supervisors of nomadic schools.

The collection of data was carried out through the use of questionnaire as the major instruments. Analysis of variance and percentage was used in the analysis of data at ninety-five (95) percent confidence interval of an alpha level of 0.05 in the analysis of variance.

The research findings indicate or reveal that the curriculum of the nomadic education requires modification to meet or achieve the desired objective, since there exists a significant difference in the mean perception of the adequacy of the objectives of the nomadic primary school Social Studies programme. Other revelations include inadequate teachers for the implementation of the programme, poor participation of government in the implementation of the programme among others.

This study though tailored towards the extent to which the implementation of the nomadic primary school Social Studies programme in Nigeria does not differ significantly from the present study since this is a conventional Social Studies programme in Federal Colleges of education.

Ganang (1990) evaluated the Christian Religious studies programme of the College of Education in Jalingo. The research was carried out to examine the content of the NCE programme as being carried out in the college and therefore to determine whether the objectives of the programme were being achieved.

The respondents of the study were lecturers and part II and III students in the CRS department. Four hypotheses were raised and tested. Analysis of

variance and t-test statistics were used to test the significance of difference in the responses.

The revelation of his findings on the performance of CRS graduates was satisfactory. This is based on the fact that the means of each year ranging from 1984-1988 were within the grade of merits (c).

Other findings revealed that the syllabus was not comprehensive enough to achieve the desired objectives but rather skeletal. Relevant reading materials were inadequate; staffs were under-utilized though they are highly qualified. Though Ganang study is only limited to the CRS programme and only in a single college of education but relatively relevant to this study since it is an evaluation of a programme of a study in a college of education.

In 1983, Ndubuisi carried out a study to find out the methods in Social Studies, the evaluation techniques employed and the attitudes of teachers towards the subject in Anambra state. Involving 48 Teachers, the expository and lecture methods were mostly used and only cognitive aspects were evaluated, and teachers not qualified too.

Adoke (1987) studied teachers and students perceptions of Social Studies and teaching methods in selected JSS in the Northern States of Nigeria. It also focused on the qualifications and teaching experience of the teachers, their attitudes, and whether Social Studies should remain a compulsory subject in the JSS. Using a total of 1,985 students and 160 teachers and employing the t-test and percentages, it was discovered that the methods mainly employed were the discussion and story-telling methods while the problem approach, group method and use of resource persons ranked the least. Furthermore, lack of trained teachers and inadequate textbooks were

predominant. Social Studies was conceived of as more informative subject that draws facts from social science subject.

2.16 SUMMARY OF THE LITERATURE REVIEWS.

The chapter has attempted to review essential areas that are related to the present study to gain an insight into issues bordering on Social Studies and evaluation in its many ramifications. The review was intentionally presented from two perspectives, viz: the conceptual and previous studies perspectives. Some of these issues that emerged at the literature review include the introduction, the theoretical frame-work, Social Studies in Nigeria, the origin of Social Studies, objectives of Social Studies, justification for Social Studies in Nigeria, the nature and content of Social Studies in Nigeria, the content of NCE Social Studies in Nigeria, relevance of Social Studies education to national development, curriculum implementation, evaluation in education, curriculum evaluation models, goal attainment models, judgmental models emphasizing intrinsic, decision facilitation model, programme evaluation, Social Studies evaluation, the purpose of evaluation, empirical and survey studies on the evaluation of Social Studies programme and summary of the literature reviews.

Observation from previous researches has shown that no study on the evaluation of the implementation NCE Social Studies programme has been carried out thereby creating a vacuum that necessitated the present studies. Thus, the researcher wishes to carry out an investigative approach into the implementation of NCE Social Studies programme in Federal Colleges of education so as to determine the workability and suitability of the programme. Of all the researches reviewed and best known to the researcher, there is no work that critically investigated the idea of the implementation of NCE Social

Studies programme in Federal Colleges of Education North-west political zone. With the restructured instrument used by the present researcher, touching on the objective, the contents, the qualification of teachers, adequacy of fund, regular attendance of seminar and workshop and administrators creating favourable climates to ensure effective implementation. Researches therefore are made for comparison. The researcher feels that no work of this nature was conducted in Federal College of Education in North-west political zone Nigeria. Thus this research work will provide relevant data for further empirical study with the purpose of general improvement on the implementation of the programme in Nigeria colleges of education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the procedure that was employed in the answering of the research questions and testing the hypotheses of the study. The issues treated fall under the following sub-sections: Research design, population and sample of study, sampling techniques, instruments for data collection, procedure for data collection and methods of data analysis.

3.2 RESEARCH DESIGN

The survey research design was adopted for this study. The variable for the study includes the curriculum contents of NCE Social Studies, the qualification of lecturers, funding of the programme, regular attendance of seminar and workshop as well as the creation of climate that is conducive to implementation of the Social Studies programme. The researcher adopted this design because the study in question is survey by nature. If survey research is the gathering of information about a large number of people and seeking the response of few of them, then one can claim that the present study falls within the ambient of survey design. This is because in attempting of find out how the curriculum contents of NCE Social Studies in FCEs is implemented, how does the qualification of NCE Social Studies teachers in Federal Colleges of education affect the implementation of NCE Social Studies Curriculum, How does the provision of fund by the government enhance the implementation of NCE Social Studies curriculum in Federal Colleges of education, How does regular attendance of workshop and seminar enhance proper implementation of NCE Social Studies curriculum in FCEs, as well as to what extent does the

school administration create climate that is conducive to proper implementation of NCE Social Studies curriculum in FCEs. The researcher depended among other considerations, on the sampled opinion of a section of the population.

3.3 POPULATION OF STUDY

The population of the study comprised of Social Studies lecturers and the school management staff of the three (3) Federal Colleges of Education that have been accredited to run NCE Social Studies programme in the North-western political zone of Nigeria. The population studied is one hundred and eight (108) which comprised of sixty-eight (68) lecturers and forty (40) management staff. These two groups were considered for this study because they form the major implementer of the Social Studies curriculum/programme in the studies Federal Colleges of Education.

3.4 SAMPLE AND SAMPLING TECHNIQUE

To determine the sample size for the study in relation to the schools, the lecturers and the school management staff, the Krijcie and Morgan (1970:608) design was adopted. They observed that as the population increases, the sample size increases at diminishing rate. To them a population size of about 100-110, a sample size of between 80-86 suffices. For a population between are thousand (1000) and one million (1000, 000), (386) three hundred and eighty six suffice as sample and so on. Therefore, the researcher used the three conventional Federal Colleges of education that have been accredited to run the NCE Social Studies programme by the NCCE out of the five (5) Federal Colleges of education in the North-western political zone of Nigeria. The three schools were listed differently along with the names of the school management staff and the lecturers. Ballot papers tallying the number of both staff which

entails Yes/No was provided and the sampled population was randomly arrived at. The distribution of sampled schools and the population is shown below.

Table 3.1 **Distribution of Sampled Schools and their Population**

Name of sampled school	Number of lecturers	Number of school management staff	Sampled lecturers	Sampled school management staff	Total population samples
FCE Zaria	22	13	22	13	45
FCE Kano	21	14	21	14	35
FCE Katsina	25	13	25	13	38
Total: 3	68	40	68	40	108

3.5 INSTRUMENTATION

The method of self-report questionnaire was used for the collection of data in the study. This is in affirmation to the opinion of Afolabi 1993, Okam 1998, Gottan 2004. Observation and checklist was equally used to ascertain the availability, non-availability and the limit of existence of material resources such as class-room accommodation, class room facilities and instructional material among others.

The instrument was a close ended question which the respondents were only limited or confined to options given by the researcher. The instrument was based on 4 Likert-type scale which required the respondents to agree or disagree with the attitude statements. The questions are constructed to elicit relevant information pertaining to the research question. The instrument was the 4 Likert scales which compel students to emit their response to either agree or disagree. This is in agreement to the modified 4 scale proposal (1) as presented by Nworgu (1986) to force respondents to share their opinion on particular issues. The strongly agreed and agreed were merged to be agreed while disagreed and strongly disagreed were merged to be disagreed. The responses were coded as, strongly agreed (4) agreed (3) disagreed (2) strongly disagreed

(1). The lecturers and school management staff questionnaires are structured closed ended format.

3.6 VALIDATION OF THE INSTRUMENT

In order to make sure that the final copy of the questionnaire is valid after adopting the instrument of Gottan (2004) for the study, the researcher employed the services of some Postgraduate students in the Department of Education, lecturers, and statisticians during the construction of the questionnaire. Based on the input of the students, a draft of the questionnaire was submitted to the supervisors for validation. On the basis of their expert inputs, a well-structured questionnaire consisting of 4 demographic variable and 6 sections each consisting of several 4-likert scale questions of strongly agree, Agree, Disagree and Strongly Disagree carrying points of 4,3,2, and 1 respectively which were thus administered to the respondents. A total of twenty (20) questionnaires were administered. Fifteen (15) of these were distributed to the Social Studies lecturers and the rest five (5) were shared to the school management staff. The entire twenty questionnaires distributed for the pilot study were personally retrieved by the researcher.

These were thus distributed to respondents in Federal College of Education, KontagoraNiger state, because they are not within the states which will be used for the final study but share similar characteristics in almost all respects. These questionnaires were distributed and personally retrieved by the researcher.

3.6.1 Reliability of Instrument

The data thus collected from the pilot study were statistically analyzed for purpose of reliability co-efficient. The Guttmann Option of the Split-half and spearman –Brown reliability coefficient was used. Consequently, reliability co-efficient of alpha level of .941 and standard alpha level of 0.940 were obtained. These reliability co-efficient were considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability which according to Spiegel and Stevens (1999). According to them an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument used as fit for the main work.

3.7 DATA COLLECTION PROCEDURE

The data for the study were collected through the administration of the instruments with the aid of two trained research assistants who were trained by the researcher. Official permission was obtained from the head of department of Social Studies and the provosts of the sampled schools.

The trained research assistants therefore helped to administer the instruments by direct delivery technique and collect back the administered instruments from respondents of sampled schools.

3.8 STATISTICAL ANALYSIS PROCEDURE

The various data analysis tools used in the study are discussed here in. The analysis was carried out based on the research questions and hypotheses selected. Both descriptive and inferential statistical techniques were used in the

analysis of data. The descriptive statistics involved the use of frequencies and percentage, mean, standard deviation for the bio-data and other variables. The inferential statistics involved the answering of research questions and testing of the postulated null hypothesis.

The analysis was done through the use of computer statistical package (SPSS) in the analysis of data and testing of the hypotheses, hypotheses 1, 2, 3, 4 and 5 were analyzed through the use of Pearson product moment correlation. The data analysis is thus presented in three main sections. Section one, for bio-data analysis, section two, for answering the research questions and section three, for testing the postulated null hypotheses.

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

CHAPTER FOUR

DATA ANALYSIS: PRESENTATION INTERPRETATION AND DISCUSSION OF RESULTS.

4.1 INTRODUCTION

This chapter discusses the analysis and interpretation of the data collected through questionnaire, checklist and observation. In the course of the analyses of the data, tables of frequencies and percentages were used. The demographic characteristics of the lecturers and the management staff are presented in tables of frequencies and percentages. The responses of the lecturers and management staff who are the respondents to this study on several questions and testing of research hypotheses form the basis of the analysis in this chapter. Consequently, the analysis is presented in phases or sections. Section one (1) is analysis of the personal data, section two (2) is on the answering of research questions, section three (3) is on testing the research hypotheses, section four (4) is discussion on findings while section five (5) is the summary of its major findings.

4.2 ANALYSIS AND INTERPRETATION OF DATA

Table 4.1. **Distribution of Respondents by Gender**

Gender	**Frequency**	**Percentage**
Male	57	69
Female	25	31
Total	**82**	**100**

Details of table 4.1 revealed that 57 of the sampled respondents representing 69% are males while the remaining 25 representing 31% are females. The dominance of the male respondents both as lecturers and management staff is a reflection of the population imbalance in occupational distribution which is in favor of males.

Table 4.2 **Distribution of Respondents by Educational Qualification**

Educational qualification	**Frequency**	**Percentage**
BA/BSc/BED	49	60
MA/MSC/MED	22	27
PHD	11	13
Total	**82**	**100**

A great majority of the respondents totaling 65 and representing 62.2% have the BA/ BSC/ BED qualification while 30 others representing 27% possess the MA/MSC/MED qualification. The remaining 13 respondents representing 12.0% possess the PHD qualification. The implication of this is that great number of the respondents most especially lecturers implementing the curriculum are dominated by those with the least qualification.

Table 4.3 **Distribution of Respondents by Area of Specialization**

Area of specialization	**Frequency**	**Percentage**
Social studies education	55	50.9
Geography	12	11.1
Political Science	13	12.0
History	15	13.9
Sociology	6	5.6
Economics	5	4.6
Religious Studies	2	1.9
Total	**108**	**100**

Table 4.3 Revealed that 55 of the sampled respondents representing 50.9% are specialized in Social Studies education while 45 others representing 49.1% are specialized in related Social Science courses. This goes to show that just above an average of the respondents dominated by lecturers are specialties in the course (Social Studies) under consideration while about half representing 49.1% are specialties in other discipline but still teach social studies.

Table 4.4: **Distribution of Respondents by Work Experience**

Years of Work Experience	Frequency	Percentage
1 – 10 years	40	37
11 – 25 years	33	30
26 – 35 years	35	33
Total	**108**	**100**

In line with the details presented in table 4.4 above, 40 of the respondents representing 37% had between 1 – 10 years working experience while 33 others representing 30% have between 11 – 25 years working experience and the remaining 35 others representing 33% had between 26 – 35 years of working experience.

4.3 ANALYSIS AND INTERPRETATION OF RESEARCH QUESTIONS

Table 4.5 **Opinion of respondents on the level of coverage of NCE Social Studies curriculum content in FCE**

S/N	Level of implementation of NCE Social studies curriculum contents.	RESPONSE CATEGORIES					
		Strongly agree	**Agree**	**Disagree**	**Strongly disagree**	**Mean**	**S.d**
1	Social studies curriculum content can properly be implemented in a conducive classroom	14 13.0%	60 45.5%	34 31.5%	**-**	3.8704	.33346
2.	Implementation of social studies curriculum outside the classroom can be more effective when combined with that of the class room	39 36.1%	69 63.9%	- -	**-** **-**	3.3611	.48256
3.	Efficient implementation of social studies curriculum is dependent on the number of lecturers.	14 13.0%	60 45.5%	34 31.5%	**-** **-**	3.8704	.33746
4	The school management staff do not have prominent role in the implementation of social studies in FCEs.	- -	- -	94 87.0%	14 13.0%	1.8704	.33746
5	Implementation of social studies curriculum only covers the curriculum contents of social studies.	- -	66 61.1%	42 38.9%	- -	2.6111	.48977
6	The lecturers/students ratio of 1:25 is a good measure to guarantee effective implementation	- -	- -	67 62.0%	41 38.0%	1.3796	.48756

7	The minimum requirement of Bed graduates as lecturers to implement social studies curriculum of FCES cannot yield the desired result expected of social studies.	14 13.0%	- -	52 48.1%	42 39.9%	1.8704	.94812
8	Attending seminars/workshops is not an effective measure towards improving the implementation of social studies curriculum in FCES.	14 13.0%	- -	52 48.1%	42 39.9%	1.8704	.94812
9	The requirement for fund in FCES is designed only to pay lecturers salary who implements the social studies curriculum.	- -	- -	28 25.9%	80 74.1%	1.2593	.44027
10	Fund meant for implementation of Social Studies curriculum should be the responsibility of the government alone.	- -	- -	39 36.1%	28 25.9%	2.5000	1.24180
11	The purchase of teaching/learning materials and building of structures in FCES is not a good measure that can enhance effective implementation of social studies curriculum	41 38.0%	- -	39 36.1%	69 63.9%	2.5000	1.24180
12	Adequate and effective usage of teaching/instructional materials is a good consideration for effective implementation of NCE social studies in FCES.	- -	- -	- -	108 100.0%	4.000	.00000
13	The combination of the three domains of learning for effective implementation of NCE social studies in FCES is a waste of time.	- -	14 13.0%	53 49.1%	41 38.0%	1.7500	.67152
14	The consideration of three domains in the evaluation process in the social studies is compulsory for implementation to be adjudged effective.	- -	- -	- -	- -	4.0000	.00000
15	Healthy academic rivalries among social studies students in FCES are desired for proper implementation of the curriculum.	80 74.1%	28 25.9%	- -	- -	3.6111	.48977
16	Effective implementation can be guaranteed if the library is stocked up with information needed for adequate implementation of social studies in FCEs.	66 61.1%	42 38.9%	- -	- -	3.6111	.48977
17	Instructional method and strategies are deliberate ways to only cover the curriculum.	16 14.8%	6 5.6%	15 13.9%	71 65.7%	2.8796	.70668
18	The use of many instructional	16	11	10	71	2.7407	.70668

	strategies can bring the best in the implementation of social studies curriculum in FCEs.	14.8%	10.2%	9.3%	65.7%		
19	Lesson plan are not necessary for effective implementation of social studies curriculum in FCEs.	34 31.5%	6 5.6%	11 10.2%	57 52.8%	2.6759	.73407

Response rate as presented in table 4:5 showed that the respondent totaling 108 representing 100% with the highest mean response of 4.000 agreed to the fact that effective and adequate usage of instructional materials is a good measure for effective implementation of social studies curriculum in the Federal Colleges of Education. This goes to show that the use of social studies curriculum in FCEs. The same number of respondents of 108 representing (100%) with the highest means of 4.000 equally agrees that the consideration of the three educational domains (the cognitive, affective and the psychomotor) are compulsory in the evaluation process of social studies to examine how effective is the acquisition of knowledge gain from implementation.

Respondents totaling 108 (100%) with the mean response of 1.3796 strongly disagreed with the assertion that the teacher/students ratio of 1:25 as provided in the NCCE minimum requirement is unhealthy to ensure effective implementation of the curriculum.

Research Question 1: To what extent are the curriculum contents of NCE social studies programme in FCEs implemented?

Table 4:6 opinion of respondents on the level of coverage of NCE social studies curriculum contents in FCE.

S/N	Coverage of implementation of NCE social studies curriculum contents.	RESPONSE CATEGORIES					
		Strongly agree	Agreed	Disagreed	Strongly disagreed	Mean	S.D
1	The NCE curriculum content for social studies is too large to be adequately implemented in three years.	39 36.1%	-	55 50.9%	14 13.0%	2.5926	1.11101
2	The period for social studies lectures on the time table are not enough to guarantee adequate coverage of the course contents.	25 23.1%	14 13.0%	55 50.9%	14 13.0%	2.4630	.98991
3	The number of quality lecturers implementing the course contents is not enough to adequately cover the course contents.	69 63.9%	39 36.1%	- -	- -	3.63389	.48256
4	Some lecturers in social studies department do not have the prerequisite qualification of effectively implement the social studies course content.	53 43.1%	27 25.0%	28 25.9%	- -	3.2315	.083841
5	Lecturers only administer written examination to evaluate student's performance in social studies.		39 36.1%	69 63.8%	1 1%	2.3611	.48256
6	Lecturers assist students in their academic difficulties outside the classroom activities.	27 25.0%	53 49.1%	28 25.9%	-	2.9907	71689
7	The use of resource students in their academic difficulties outside the classroom activities.	70 65%	38 35%	- -	- -	3.7000	.45000
8	The use of instructional materials makes it easier of adequate coverage of the curriculum content.	39 36.1%	14 13.0%	14 13.0%	41 39.0%	3.4722	1.32170
9	It is important to only cover the course content one can implement effectively	41 38.0%	-	42 38.9%	25 23.1%	2.5278	1.21869

On respondents' opinions on the adequacy of implementation of NCE curriculum coverage most of the respondents numbering 70 are of the opinion

with strongly agree while the rest 38 agreed, with the highest mean response of 3.7000 are of the opinion that resource persons are not usually considered in the implementation of social studies. The non-consideration and difficulty in getting a resource person contributes immensely to the problem of effective coverage of social studies for the achievement of desired goals. The use of resource person to adequately cover the curriculum contents of social studies helps to stimulate the student's interest and serve as a motivating factor to learning.

The second high means response of 3.638 with the population of 69 strongly agree to the assertion that the number of quality lecturers implementing the curriculum contents is not enough to adequately cover the course contents. This goes on to show that the effective coverage of the curriculum contents is mostly dependent to the number of quality staff and in their numerical strength.

Table 4.7 **Opinions of Respondents on the effect of Qualification of social studies lecturer in FCE on the Implementation of NCEs social studies curriculum.**

S/N	Effect of qualification on implementation social studies curriculum	RESPONSE CATEGORIES					
		Strongly agree	Agree	Disagree	Strongly disagree	Mean	S.D
1	Not all lecturers in social studies have the prerequisite qualification to teach the course effectively	67 62.0%	41 38.0%	- -	- -	3.6204	.45756
2.	The disparity in the qualification of lectures in social studies is the reason for improper implementation of the curriculum.	-	53 49.1%	28 25.9%	27 25.0%	2.2407	.83016
3	Lecturers with lower qualification implement the social studies curriculum better than those with higher qualification.	-	-	53 49.1%	55 50.9%	1.4907	.50224
4	Lecturers do not need social	-	-	39	69	1.3611	.48256

	studies qualification to teach social, studies very well.			36.1%	63.9%		
5	Effective implementation of social studies can be achieved through the use of highly qualified staff.	108 100%	- -	- -	-	1.000	.00000
6	The rate or extent of experience acquired by lecturers in teaching has no bearing with implementation of the course content.	- -	- -	- -	108 1000%	1.000	.00000

According to the opinion level of respondents on how the qualification of social studies teachers affect the implementation of social studies in FCEs, all the respondents strongly agreed with the statement that effective implementation can be achieved through the use of highly qualified staff with the total mean response of 1.0000. equally the respondents strongly disagreed with the beliefs that rate or level of experience acquired by social studies have no bearing with implementation of the course content and all of them also strongly disagreed with the belief that lecturers with qualification in other discipline have the same performance rating with those that have qualification in social studies.

Table 4.8 **Opinions of Respondents on Effect of provision of fund by Government on the Implementation of NCE social studies curriculum**

S/N	**Effect of provision of fund on implementation social studies curriculum**	**RESPONSE CATEGORIES**					
		Strongly agree	Agree	Disagree	Strongly disagree	Mean	S.D
1	Social studies curriculum can be effectively implemented even if government does not provide adequate fund.	55 50.9%	-	25 23.1%	28 25.9%	2.7593	1.31753
2.	Instructional materials for proper implementation of social studies contents can be provided when there are adequate funding.	67 62.0%	- -	27 25.9%	14 13.0%	2.7593	1.31753
3	Inadequate provision of classroom for social studies lesson as a result of poor	14	-	52	42	1.87704	.94812

	funding can guarantee adequate implementation.	13.0%		48.1%	38.9%		
4	A functional and equipped social studies workshop for proper learning cannot enhance implementation of NCE social studies in FCEs.	-	-	80 74.1%	28 25.9%	1.7407	.44027
5	Training and retaining of staff are ensured even when the programme is under-funded.	5 50.9%	-	14 13.0%	39 36.1%	2.6574	1.40867
6	Lecturers will be motivated to work through prompt payment of salary and allowances	53 49.1%	14 13.0%	41 38.0%	-	3.1110	.93061
7	Recruitment of staff is not linked to the funding of the programme.	41 38.0%	-	39 36.1%	28 25.9%	2.5000	1.24180
8	Promotion of staff can be enhance through proper funding	28 25.9%	39 36.1%	14 38.0%	-	2.8769	.79387
9	Update of library does not require adequate funding	41 38.0%	- -	39 36.1%	28 25.9%	2.5000	1.24180

Majority of the respondents numbering 67 strongly agreed with highest mean response of 3.111 are of the opinion that instructional materials for proper implementation of social studies content can be provided if there is adequate funding. In addition, the second highest means response of 3.1110 on the effect of provision of funding on implementation of social studies curriculum is that lecturers will be motivated to work harder through prompt payment of improved salaries and other allowances. This is because 53 or the respondents strongly agreed and 14 agreed with this notion.

Table 4.9 **Opinions of Respondents on how regular Attendance of workshop and seminar Enhance proper implementation of NCE social studies curriculum in FCEs.**

S/N	**Effect of Regular attendance of workshop and seminars on implementation of NCE social studies Curriculum.**	**RESPONSE CATEGORIES**					
		Strongly agree	Agree	Disagree	Strongly disagree	Mean	S.D
1	Workshop and seminar are to update knowledge necessary	67	-	14	27	3.0107	1.12701

	to enhance implementation.	62.0%		13.0%	25.0%		
2	The FCEs make money available for attendance of workshop/seminar so as to reduce financial stress of the lecturers.	41 38.0%	-	39 36.1%	28 25.9%	2.5000	1.24180
3.	The system makes it mandatory for lecturers in social studies to attend workshop/seminar so as to enhance the ability to implement efficiently.	67 62.0%	-	14 130%	27 25.0%	1.8704	.33746
4	Lecturers in social studies do not attend seminar/workshop regularly because it has no effect on the implementation of the curriculum of NCEs social studies in FCEs.	- -	- -	94 87.0%	14 13%	1.8704	.33746
5	The number of days for seminar/workshop is inadequate to impact positively on lecturers for proper implementation.	- -	25 23.1%	55 50.9%	28 25.9%	1.9722	.70324
6	Lecturers derive pleasure in attending seminar and workshop only on the financial benefit attached to it.	- -	- -	39 36.1%	69 63.9%	1.36111	.48256

On the opinion of respondent on how regular attendance of workshop/seminar enhance proper implementation of social studies curriculum, the highest mean response of 3.0107 showed that 68 of the respondents are of the views that workshop/seminars are to update knowledge necessary to enhance implementation. This signifies that the lecturers need to update their knowledge and ideas from time to time to be in tune with recent happening in the world of knowledge. Therefore for implementation to be effective, lecturers require updating their knowledge for adequate implementation of the NCE social studies curriculum.

Table 4.10 **Opinion of Respondents on what climate the school Administration Create for the Implementation of NCE Social studies Curriculum in FCEs.**

S/N	**Provision of conducive**	

	climate for proper curriculum implementation	RESPONSE CATEGORIES					
		Strongly agree	Agree	Disagree	Strongly disagree	Mean	S.D
1	The present school environment has not effect on the implementation of NCE studies in FCEs.	-	-	14 13.0%	94 87.0%	1.1296	.33746
2	Social studies classes which are always crowded during the teaching/learning process have no negative effect on the implementation of the curriculum.	41 38.0%	-	28 25.9%	39 36.1%	2.3981	1.31803
3	The school administration has always supported the social studies department in its entire programme of activities.	67 62.0%	-	41 38.0%	- -	3.2407	.97511
4	The social studies department has always accused the school administration of negligence to important administrative issue as reason for their inability to implement their curriculum effectively.	- -	-	108 100%	- -	3.2407	.97511
5	The host community does not make support available to social studies department	- -	-	81 75.0%	27 25.0%	2.5000	.87008
6	Incentives are always given to lecturers in order to motivate them to do their work effectively.	- -	-	27 25.0%	81 75.0%	3.5000	.82006
7	Lecturers are not always rewarded for excellent performances thereby making them reluctant in the effective implementation of the curriculum.	27 25.0%	-	39 36.1%	42 38.9%	2.1111	1.17873
8	The students can walk up to their lecturers any time to discuss their academic difficulties.	95 88.0%	-	13 12..0%	- -	3.393	.5582

According to the opinion of respondents on the extent to which school administrator create environment that is conducive for implementation of social studies curriculum, 67 of the respondents believe that the school administration has always supported the department in their various activities. The respondents totaling 94 with the mean response of 1.1296 disagreed with the statement that the present school environment has no negative effect on the

implementation of the social studies curriculum in the federal colleges of education. This therefore means that teaching/learning environment requires conducive environment for proper learning and implementation.

4.4 TESTING OF RESEARCH NULL HYPOTHESES.

Hypothesis Ho_1: The null hypothesis states that there is no significant relationship amongst respondents regarding their views that the coverage of NCE Social Studies curriculum contents is effectively implemented in the Federal College of Education in the North Western zone of Nigeria

Table 4:11 **Pearson product Moment correlation (PPMC) Statistics to test relationship between NCE social studies curriculum content average and adequacy of implementation of social studies programmes in FCE.**

Variables	N	Mean	S.D	Corr Index r	Critical r	Df	R	Dec. rule
Implementation of social studies curriculum in FCE	108	51.7315	3.3837	.547**	.195	106	.000	Ho_1 Rej.
Curriculum coverage content adequacy	108	26.2778	2.47920					

** Correlation is significant at the 0.01 level (2-tailed)

The Pearson product moment correlation statistics in Table 4:10 revealed that existence of significant relationship between curriculum content coverage and the implementation of social studies curriculum in FCE. This was as a result of the outline of the correlation statistic which showed that the calculated correlation index r value of .547 is higher than the critical value of .195 the calculated p.000 is lower than the .05 level of tolerance confirming the presence of significant relationship between the two variables, therefore, the null hypothesis which states that there is no significant relationship between curriculum content coverage and implementation of NCE social studies curriculum in FCE is hereby rejected.

Hypothesis Ho_2: The null hypothesis states that there is no significant relationship amongst the lecturers of Social Studies and the school management staff regarding their views on the qualification of lecturers of Social Studies and the implementation of NCE Social Studies curriculum in the Federal Colleges of Education in the north western zone of Nigeria

Table 4:12 **(a) Pearson product Moment correlation (PPMC) statistic on the relationship between implementation of social studies curriculum and the views on the qualification of social studies lecturers.**

Variables	N	Mean	S.D	Corr. Index r	Critical r	Df	R	Dec. rule
Implementation	108	51.7315	3.3837	248**	.195	106	.010	Ho_2 Rej.
Views on qualification of lecturers	108	10.7130	2.04180					

**Correlations is significant at the 0.01 level critical

According to the outcome of the Pearson product moment Correlation (PPMC) statistic in Table 4:12, significant relationship exists between implementation of social studies curriculum and views on qualification of Social Studies lecturers. Reason being that the Pearson product Moment Correlation calculated correlation index value of .248 is higher than the critical r value of .195, while the calculated level of significant (p) value of .01 is less or equal to 01 level of tolerance:

Hence the null hypothesis is hereby rejected.

Hypothesis Ho_3: The null hypothesis states that there is no significant relationship amongst the views of Social Studies lecturers and the school management staff regarding the level of funding of social studies programme and the implementation of NCE social studies curriculum in the Federal Colleges of Education in the north western zone on Nigeria

Table 4:13 **Pearson product Moment Correlation (PPMC) statistics to test relationship between level of funding and implementation of NCE Social studies curriculum in FCE**

Variables	N	Mean	S.D	Corr Index r	Critical r	Df	R	Dec. rule
Implementation of social studies curriculum in FCE	108	51.7315	3.3837	.547**	.195	106	.038	Ho_3 Rej.
level of funding	108	26.1019	3.88849					

**correlation is significant at the 0.01 level (2-tailed)

An understanding of the Pearson moment correlation (PPMC) statistics Table 4:13 revealed the existence of significant relationship between level of funding and implementation of NCE social studies curriculum in the FCES. This is because the result revealed that the calculated correlation index r value of .200 is greater than the r critical value of .195 while the calculated sig. (2-tailed) value of .038 is lower than 0.05 level of tolerance confirming the existence of significant relationship between both variables. Consequently, the null hypothesis which states that there is no significant relationship between level of funding and the implementation of NCE social studies curriculum in FCE, is hereby rejected.

Hypothesis Ho_4: There is no significant relationship amongst the views of Social Studies lecturers and the school management staff regarding lecturer's frequent attendance of workshop, conference and seminars and the implementation of NCE Social Studies in the Federal Colleges of Education in the north western zone of Nigeria

Table 4:14 **Pearson Product Moment Correlation (PPMC) statistics between Implementation of social studies curriculum and lecturers frequent attendance of seminar/workshop**

Variables	N	Mean	S.D	Corr Index r	Critical r	Df	R	Dec. rule
Implementation of social studies curriculum in	108	51.7315	3.3837					Ho_4

FCE				.547**	.195	106	.000	Rej.
Lectures frequent attendance of seminar and workshop	108	18.6944	4.89795					

*** Correlation is significant at the 0.01 level (2tailed)

Result of the Pearson Product Moment Correlation (PPMC) statistics in Table 4:13, revealed significant relationship between implementation of social studies curriculum and lecturers frequent attendance of workshop/seminar. This is because the calculated significant level of .001 is lower than the 0.1 level, while the calculated correlation index r value of .324 is greater than the .195 critical r values. Hence, the null hypothesis which states that there is no significant relationship between implementation of social studies curriculum and frequent attendance of workshop and seminar is hereby rejected.

Hypothesis Ho_5: There is no significant relationship amongst the views of Social Studies lecturers and the school management staffs regarding their views on climate that is conducive and the implementation of NCE Social Studies curriculum in the Federal Colleges of Education in the north western zone of Nigeria

Table 4.15 **Pearson Product Moment Correlation (PPMC) statistics to test Relationship between creation of conducive climate and the implementation of NCE social studies curriculum in FCE.**

Variables	N	Mean	S.D	Corr Index r	Critical r	Df	R	Dec. rule
Implementation of social studies curriculum in FCE	108	51.7315	3.3837	.547**	.195	106	.000	Ho_5 Rej.
Provision of conducive climate	108	26.2778	2.47920					

** Correlation is significant at the 0.01 level (2-tailed)

Details contained in Table 4:3:5, revealed significant relationship between the provision of conducive climate and the implementation of NCE social studies curriculum in FCE. This is due to the fact that the result of the Pearson product moment correlation's calculated correlations index r value of -.785 is greater than .195 (r critical) while the calculated p value of .000 is lower than the 0.01 level of tolerance. This therefore suggests that the null hypothesis which states that there is no significant relationship between provision of conducive climate and the implementation of NCE social studies curriculum in FCE should be rejected.

4.5 RESULT OF SOCIAL STUDIES CLASSROOM OBSERVATION SCHEDULE (SSCOS) AND CHECKLIST CONDUCTED.

Research conducted through the use of social studies classroom observation schedule on the implementation of NCE social studies curriculum in federal colleges of Education in the North- West geo-political zones of Nigeria records the following results. As at the time of this study,

i. Some of the social studies lecturers in federal colleges of Education are not always punctual to the classroom during the period of their lessons and they often leave the classroom even before the expiration of the lessons periods.

ii. The implementation of the course contents is mostly dominated by the use of traditional techniques of instruction notably the lecture methods to the detriment of other instructional strategies,

iii. Most lecturers with qualification in social studies discipline display exceptional qualities in the implementation of social studies curriculum than those with qualification in related social science studies disciplines.

iv. Most lecturer ignore the use of instructional aids,

v. Students are mainly seen as passive listeners during the teaching/learning process. The process is mainly one way as the lecturer dominate the class activities

vi. Each social studies lesson is always overcrowded by too many students to one lecturer, thereby making the classroom un-conducive for effective implementation and learning,

vii. Some lecturers abandon their lesson periods of instruction for Personal business and give out notes to students to copy in place.

viii. Some lecturers are ill-prepared for their lessons as their Presentation is illogical

ix. Lecturers with vast years of working experience tend to demonstrate boldness and competencies in the implementation of the social studies curriculum than those with less experience,

x. Lecturer/Students relationship seems to be cordial as they trade on jokes at interval of instructions during lesson periods,

xi. Majority of the students makes little or no contribution through the period of lesson. They neither ask questions nor give answer to question.

Checklist procedure

The checklist procedure adopted for ascertaining the availability of instructional materials learning facilities and classroom accommodation reveals that, as at the period of this study, instructional materials meant for the implementation of social studies such as computers, slides, overhead projector, television, tape recorder are conspicuously unavailable. Others like wall charts and magazines are available but packed in cupboard covered with dust. The

unavailability of instructional materials and the manners those available are dumped is an obvious testimony that they are rarely used in the implementation of social studies curriculum contents.

The available classrooms for social studies lectures are so small to conveniently accommodate the entire number of students of social studies in the studied schools. The sitting facilities such as chairs and desks are mostly broken down forcing students to hang on, sit on bare floor while others receive lectures from outside the classroom peeping through the windows. The social studies workshops are virtually empty of learning facilities as they only accommodate chairs and desks. Social studies department library does not exist in these schools.

4.6 DISCUSSION OF FINDINGS

The analysis of the data collected for this study provided some insight into the main objectives of the study, which was to evaluate the implementation of NCE Social Studies Curriculum in the Federal Colleges of Education in north-western geo-political zone of Nigeria. The study is made up of a sample of 108 respondents comprising lecturers and school management staff, on various issues relating to the implementation of the curriculum in three (3) Federal Colleges of Education whose responses were analyzed in three (3) sections of this chapter; this section discusses the findings as they conform or disagree with opinions of some authors as earlier cited in the literature review.

Majority of the respondents accounting for over 70% are of the view that; the use of resource persons is not always given considerable attention in the implementation of the social studies curriculum among the Federal Colleges of Education Studies. The use of instructional materials makes the understanding

of concept significantly higher among students than when it is not used. Consequently, it is evident from this research. Work that lack of teaching resources (human & material) constitutes great problem to effective implementation of social studies curriculum among the studied schools. Considering many literature notably that of Onwuka (1981) and Obeameaa (1981), Onwuka (1981), documented that apart from the proven value of these materials; common sense should teach us that in the present phase of development; the child is faced with insurmountable difficulties if left unguided. Besides, there is so much to learn in so little time. According to Obeameata (1981) these materials which are relevant to the Nigerian background are not available in sufficient quantity. He lamented the non-availability of these material and money to procure them thereby making effective implementation an arduous task. Results from the use of checklist and observation have equally shown that instructional materials are not adequately available for curriculum implementation and where few exist, they are not adequately used. This position cannot guarantee adequate implementation of the curriculum in achieving the stated goals as this is an aberration of the position of some scholars like Agun (1982) Azikiwe (1987) Offorma (1990) Mezieobi, Fubara and Mezieobi (2008). They hold that instructional materials in form of people and materials are devices which have been found potent and efficient to facilitate the quality of instruction. The position and impression of Ogunsanya (1984), Ezeigbe (1987) about instructional materials is that they complement or play supportive role in teaching to enhance adequate implementation of the curriculum. It is in these circumstances that, the result of hypothesis one

showed the existence of significant relationship between the implementation of NCE Social Studies curriculum in the Federal Colleges of Education.

Furthermore, significant relationship was established on the qualification of lecturer's teaching social studies and the level of implementation of the NCE Social Studies Curriculum in Federal Colleges of Education. This is in line of the fact that all the respondents shares the same view that effective implementation of social studies curriculum can be achieved through the use of high qualified staff with the mean response of 1.000. About 99% of the sampled respondents were of the opinion that some lecturers in Social Studies have no prerequisite qualification to teach the course just as 49.1% of them also say they are aware that there is disparity in the qualification of lecturers in Social Studies department which account for in adequacy and in efficiency in the implementation of the social studies curriculum. To stress the importance of qualification of Social Studies teacher, over 50.9% of the respondents vehemently disagreed with the notion that lecturers with lower qualification do not perform better than those with higher qualification. This implies that the highly qualified lecturers of Social Studies are in a better position to implement the NCE Social Studies curriculum in FCE than their counterparts with lower qualifications. This is in corroboration with the view of Boobcook (1980) that the adequacy of implementations of any programme is out-rightly determined by the number of quality staff which is generally measured by the amount of his education and experience. It is on the basis of this that Dreeben in Ubah (1992) remarked that the main criterion for determining the composition of teaching staff is "subject matter" competence based on training and experience.

To this end, the teachers are the central focus of curriculum implementation; they are required to have full mastery of their area of discipline to enable them adequately implement the curriculum to inculcate the required knowledge, skills, values and attitudes towards effecting positive changes in the behaviour of learners. Another important revelation of the study is that the social studies lecturers dominate the teaching process with the traditional methods of teaching than other techniques and strategies of instruction. This finding is in line with the vies of Mkpa (1993) who said that, the major problem of social studies education in Nigeria is the gross lack of appropriate pedagogical skills and competences by the teachers. According to Whyte (2001), the professionally trained teachers do not seem to demonstrate acceptable level of pedagogical competences probably due to the low quality of educational training they received. It is equally apt to present a correlation between this work and the findings of Ololobou (2004). He posits that many of the social studies lecturers are inadequately informed regarding the subject philosophy, contents and instructional techniques. He concluded, it is the case of ill-equipped teachers instructing ill-prepared and unwell clients.

These deficiencies are reflections of the type and quality of training received by the teachers. Teaches tend to teach the way they were taught not minding change in time, space, methods and techniques, human and social development. The study also revealed that the teacher did not take time to find out or study their student's problems and respond favorably to their needs in the classroom to stir their spirit of inquiry. It was observed that student's questions were not borne out of curiosity or imagination or critical thinking. Rather they were mainly responses to lecturer's regular questions as "do you understand"

“Is it clear?” Students mainly ask question as “what did you say is the meaning of…?” or “how do you arrive at the answer to this question?” or “could you repeat what you have said last”. Obviously students are supposed to be exposed to learning and questioning that should enhance reflective thinking, curiosity or active mind that is capable of finding solution to problems. The main function of education is the development of the mind through reflective thinking and not just the acquisition of certificate, since the development of the mind is a strong foundation for the development of the entire society.

The provision of fund to any institution is very vital to curriculum implementation, this explains why the respondents views shows that the provision of fund by the government will greatly enhance the implementation of the NCE Social Studies curriculum in the FCE, which explain the existence of significant relationship between provision of fund and the implementation of NCE social studies curriculum in the federal college of education. To buttress the high relationship between these variables, over 67% of the respondents agree that lecturers will be motivated to work harder through prompt payment of salary and allowances while 67% of the respondents pointed out that in-adequate classroom accommodation affect proper implementation of NCE Social Studies Curriculum at the Federal Colleges of Education. In the same vein 53% of the respondents completely disagreed with the notion that training and retraining of staff are ensured even when the programme is underfunded. Majority of the respondents equally ascertain to the facts that social studies curriculum cannot be effectively implemented if government does not provide fund. Result of the checklist and observation conducted equally revealed the existence of poor structures, over-crowded classroom, dearth of teaching and

learning facilities and materials which are basic ingredients to proper implementations of the curriculum.

It is on the importance of funding to adequately and effectively implement the curriculum that Nwosu (12004) made this assertion that proper funding is a tonic for basic and quality education. He examined the impact of fund on the educational sector and caution that unless both government and the private concern step up funding, he quest, for basic and quality education in the country will remain a day dream. The position of government on funding as it relates to adequate implementation of the curriculum or educational polices is concerned, is not negative; the federal government of Nigeria through her national policy on education (FRN, 2004) stated that, education is an expensive social, service and requires adequate financial position from all tiers of government for successful implementation of the education programme. To realize this, the government set up relevant bodies such as the education tax fund to respond to the funding needs of education. Yet money allocated for school programmes and activities are diverted into private pockets. The United Nations Organization (UNO) equally emphasized that all member nations should commit 25% of their annual budgetary revenue to education of their country. It is on the importance of having enough funds to achieve the target of any organization that this study establishes significant relationship between implementation and funding.

The result of the fourth hypothesis revealed significant relationship between social studies lecturer's regular attendance of workshop and seminar and proper implementation of NCE social studies curriculum. According to an overwhelming majority, 93% of the respondents are of the firm believed that

lectures in social studies do not attend seminars/workshop regularly which negatively affects the level of implementation of social studies curriculum.

Majority of the lecturers want to attend an organized workshop/seminar not only on the financial benefit attached to it but to gain new ideas in order to be able to upgrade their knowledge to implement the NCE Social Studies Curriculum in their schools. This position is in corroboration with the views of (Thompson and Anyanwu, 1998) that researches are conducted daily and the new grounds are broken, fresh ideas, knowledge, ideas and facts emerged and render existing knowledge obsolete. This therefore calls for constant renewal of knowledge, ideas and facts through training and retraining, attending seminars/workshops to keep to the dynamics of the society. It is on the basis of this that the federal government through the national policy on education (FRN 2004) stated that in service training shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies. This is an effort aimed towards the improvement of quality education through the implementation of the curriculum.

The views of respondents on the last hypothesis showed significant relationship between climate that is conducive and the implementation of NCE Social Studies Curriculum in FCES. The responses rate showed that the climate in most FCES is not conducive enough and these negatively affect the level of implementation of NCE Social Studies Curriculum in FCE. For instance over 67% of the respondents were of the strong views that the Social Studies classes are always crowded during the teaching/learning process just as 98% of them also said that the school environment is considered too noisy as a result of overpopulation emanating from excess admission and they consequently

disagreed with the notion that the school administration provides incentives to lecturers. The perceptions of the environment should be conducive so as to facilitate the teacher-pupils, the administration-teacher-pupil's relationship. This is because the nature of the environment plays significant role in promoting learning, encouraging effective social relationship especially in developing tolerance and determining role behaviour. Nwankwo (1998) warned on the consequences of unconducive environment as he pointed out that inadequate and uncontrolled learning could occur in unconducive environment. The position of Ezeocha (1990) was not different as he claimed that if pupils are too many in the classroom, there will be difficulties in controlling them and individual differences will be neglected. This will definitely hamper the achievement of stated goals and objectives.

4.7 SUMMARY OF MAJOR FINDINGS

The Summary of Major Findings as presented from the answers to Research Questions as follows:

1. The use of resources persons to cover the curriculum is not always given top priorities in the implementation of Social Studies in FCES.
2. Some lecturers in Social Studies Department do not have the requisite qualification to effectively implement the Social Studies course contents.
3. Lecturers with lower qualification do not implement the Social Studies curriculum better than those with higher qualification.
4. lecturers with high of years of experience in Social

Studies perform better than those with lower years of experience in social studies.

5. Modern instructional materials for prompt implementation of Social Studies curriculum are grossly lacking in the schools.
6. Lecturers mainly adopt the traditional methods of teaching Social Studies to the detriment of modern techniques of teaching.
7. Fund is found to be inadequately provided for effective implementation of Social Studies programme in FCEs.
8. lecturers would be motivated to effectively do their work if there is regular payment of salary and other allowances.
9. workshop and seminar are to update knowledge of Social Studies lecturers' necessary to enhance curriculum implementation.
10. School administration has always supported the Social Studies department in its programme of activities.
11. The Social Studies classroom are always overcrowded thereby creating un-healthy environment for learning.
12. The teachers-students ratio of 8:1:25 is grossly abused

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATION AND SUGGESTIONS FOR FURTHER STUDIES

5.1INTRODUCTION

This chapter gives the summary of the work, in addition it present conclusion drawn from the study. The chapter finally presented some workable recommendations arising from the findings for subsequent practical implementation of the NCE social studies programme in federal colleges of education including those of states and private colleges of education in the country. Suggestions for further studies are equally provided in this concluding chapter.

5.2 SUMMARY

The purpose of this study is to evaluate the implementation of NCE social studies programme in FCES in the north-western political zone of Nigeria. The study analyzed 108 respondents comprising 68 lecturers and 40 school management staff who are the main implementers of the NCE Social Studies curriculum in the Federal Colleges of education. it was found out that the level of implementation of NCE Social Studies curriculum in these Federal Colleges of education is significantly affected by curriculum content coverage adequacy, qualification of NCE Social Studies lecturers, level of government provision of fund, frequency of Social Studies lecturers attendance of workshop/seminars and the provision of climate that is conducive by the school administration.

5.3 CONCLUSION

Implementation of NCE social studies curriculum in FCEs depends on several variables which include the use of resource person, the adequate use of

instructional methods, instructional materials, adequate lecture time, highly qualified Social Studies lecturers, motivational needs of the teachers including equipped functional Social Studies workshop for proper learning. How regular does the NCE Social Studies lecturers attend lectures also determines the effectiveness of the curriculum implementation in NCE Social Studies. The number of Social Studies students in an organized classroom always goes along way on how much the teachers and administrative staff can implement the Social Studies curriculum in the Federal Colleges of education.

5.4 RECOMMENDATIONS

Based on the outcome of the data analysis, the following recommendations will go a long way in improving the implementation of the curriculum of social studies in the Federal Colleges of education.

1. The federal government particularly the Ministry of Education should provide adequate fund for building numerous spacious classrooms for social studies students, and for the purchase of instructional materials and facilities needed for adequate implementation of the programme.
2. Admission of students to Social Studies courses should be done within the schools coping strength to reduce the two much noise always experienced in the Social Studies department in order to make for proper climate that enhances proper implementation of the curriculum in FCE.
3. Adequate incentives and rewards should be given to Social Studies lecturers who perform excellently in the course of implementing the NCE Social Studies curriculum.

4. The school administration should encourage regular attendance of workshop/seminars by lecturers through providing adequate financial obligations.
5. Salaries and allowances of Social Studies lecturers should be promptly paid to motivate them.
6. Training and re-training of staff especially for Social Studies lecturers be encouraged, supported and sustained in all the Federal Colleges of educations.
7. Lectures with requisite academic qualification and enduring years of experience should be used to effectively implement the NCE Social Studies curriculum in the Federal Colleges of education.
8. Only lecturers with academic qualifications in Social Studies should be used to implement the NCE Social Studies curriculum in the Federal Colleges of Education.
9. Lecturers should always display high level of commitment to their jobs, acceptable moral and maturity disposition both within and outside the school environment as they serve as role model to the students.

5.5 SUGGESTIONS FOR FURTHER STUDIES

The researcher hereby suggests that similar studies be carried out in other political zones of the country so that ideas can be compared and holistic action be taken by the government in other to realize full and proper implementation of the NCE curriculum in all the Federal Colleges of education in Nigeria.

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APPENDIX A

Social Studies Section

Department of Education

AhmaduBelloUniversity,

Zaria

Dear Respondents,

This research is designed to evaluate the implementation of the NCE Social Studies programme in Federal Colleges of Education in North-Western-political zone of Nigeria.

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

The purpose of this study is to help improve the implementation processes of the Social Studies programme in FCEs in Nigeria. Your responses are basically for research purposes as you are requested to participate in this study and whatever information provided will be treated in strict confidence.

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

Thank you.

Shaibu Kennedy

MED Student

APPENDIX B

RESPONDENTS QUESTIONNAIRE

NCE Social studies evaluation implementation questionnaire.

Please tick, (√) fill or indicate as appropriate

(Section A) Personal data.

Gender: Male ( ) (b) Female ( )

Age:_____

School:_____

Status:_____

Educational qualification (s):_____

Area of specialization

NCE:_____

1st Degree:_____

2nd Degree:_____

3rd Degree:_____

Others:_____

Working

experiences:_____

Section B:

These sections contains subsection 1-5 please tick (√) on the column that best describe your opinion. The opinions given include strongly agreed (SA) Agreed (A), Disagreed (D) and strongly disagreed (SD)

1	Social studies curriculum can properly be implement in a conductive classroom the classroom.	SA	A	D	SD
2	Implementation of social studies curriculum outside the class room can be more effective when combine with that of the classroom.				
3	The number of lecturer's implementation the curriculum in FCE goes a long way to dictate the efficiency of implementation.				
4	The school management staff do not have prominent role in the implementation of social studies in FCES.				
5	Implementation of the curriculum does not only cover the curriculum content of social studies minimum standard				
6	The students/teachers ratio of 1: about 200-400 as against 1:25 is a good measure to guarantee adequate implementation.				
7	The minimum requirement of Bed fresh graduates as lecturers to implement social studies curriculum of FCES cannot yield the desired result expected in social studies.				
8	Attending seminars/workshop is not a right measure towards improving the implementation of social studies curriculum in FCES.				
9	The requirement for fund in FCES is designed only to pay lecturers salary who implements the social studies curriculum.				
10	Fund require for implementation of the social studies curriculum should be the responsibility of the government alone.				
11	The purchases of teaching/learning materials and building of structures in FCES is not a good measure that can enhance effective implementation of social studies curriculum.				
12	Adequate and effective usage of teaching/learning materials and building of structures in FCES is not a good measure that can enhance effective implementation of NCE social studies in FCES.				
13	The combination of the three domain of learning for implementation of NCE social studies curriculum is a waste of time.				
14	The consideration of three domains in the evaluation process in social studies is compulsory for implementation to be adjudged effective.				
15	Health academic rivalries among social studies students in FCES are desired for proper implementation of the curriculum.				
16	Effective implementation can be guaranteed if the library is				

	stocked up with up to date information needed for adequate implementation of social studies in FCES.				
17	The use of instructional methods and strategies are deliberate ways to only cover the lesson contents.				
18	The use of many instructional strategies can bring the best in implementation of the curriculum.				
19	Lesson plan are not necessary for effective implementation of social studies curriculum in fees.				
	Item I: Curriculum content coverage and adequacy of implementation of Social Studies	**SA**	**A**	**D**	**SD**
1	The NCE curriculum content is too large to be adequately implemented in three (3) years.				
2	The periods for lectures on the time table are not enough to guarantee adequate coverage of course contents.				
3	The numbers of lecturers implementing the course content are enough to adequately cover the curriculum.				
4	Some lecturers in social studies department do not have the prerequisite qualification to effectively implement the social studies course contents.				
5	Lecturers only administer written examination to evaluate students' performances.				
6	Lecturers assist students in their academic difficulties outside the classroom activities.				
7	The use of resource person is not always considered in the implementation of social studies in FCE.				
8	The use of instructional materials makes it easier for adequate coverage of the curriculum contents				
9	It is good to only cover the course contents one can implement effectively				
	item II: Qualification of teachers and the implementation of social studies course contents				
1	Not all lecturers in social studies have the pre-requisite qualification to teach the course effectively.				
2	Lecturers in social studies are more qualified than each other.				
3	Lecturers with lower qualification do perform better than those with higher qualifications.				
4	Lecturers do not need academic qualification to teach social studies very well.				
5	Lecturers with qualification in other academic discipline have the same performance rating with those that have qualification in social studies.				
6	The rate or extent of experiences acquired by lecturers in teaching has no bearing with implementation of the course content.				
	Item III: Funding and implementation of social studies contents.				
1	Social studies curriculum contents can effectively be implemented even if government does not provide fund.				
2	There are adequate instructional materials for proper implementation of social studies contents.				
3	There is inadequate provision of classroom for social studies lesson.				
4	There is a functional and equipped social studies workshop for proper learning.				

5	Training and re-training of staff are ensured even when the programme is under-funded.				
6	Lecturers will be motivated to work through prompt payment of salary and allowances.				
7	Recruitment of staff is not linked to the funding of the programme				
8	Promotion of staff can be enhanced through proper funding				
9	Update of library facilities does not require adequate funding				
	Item iv: Regular attendance to workshop and seminar and implementation of NCE social studies				
1.	Workshop and seminar are to update knowledge necessary to enhance implementation.				
2	The FCEs make money available for attendance.				
3	The system makes it mandatory for lecturers in social studies to attend workshop/seminars				
4	Lecturers in social studies do not attend seminars/workshop regularly.				
5	The number of days for seminars/workshop is inadequate to impact positively on lecturers for proper implementation.				
6	Lecturers derive pleasure in attending seminar and workshop only on the financial benefit attached to it.				
	Item v: Conducive climate and implementation of social studies.				
1	The school environment is considered to be too noisy as a result of over-population arising from over admission.				
2.	The social studies classes are always crowded during the teaching/learning process.				
3	The school administration has always supported the social students department in its entire programme of activities.				
4	The social studies department has always accused the school administration of negligence to important administrative issues as reasons for their inability to implement their programme effectively.				
5	The host communities do not make support available to social studies department.				
6	Incentives are always given to lecturers				
7	Lecturers are not always rewarded for excellent performances				
8	The students can walk up to their lecturers anytime to discuss their problems.				

Thank you.

APPENDIX C

CHECKLIST.

1. NUMBERS OF INSTRUCTIONAL MATERIALS AVAILABLE

Instructional Materials	Available	Limited	Not available
Television			
Video recorder			
Computer			
Tape recorder			
Magazines, Journals in social studies			
Wall maps			
Over-head projector			
Charts			
Departmental library			
Equipped social studies workshop			

2. NUMBERS OF CLASSES AVAILABLE AND THEIR FACILITIES

	Numbers	Number in use
Classes		
Desk		
Chair		
Chalkboard		

3. NUMBER OF LECTURER AVAILABLE AND THEIR PARTICULARS

Teacher (S/N)	Qualification(s)	Area of specialization	Years of teaching experience

APPENDIX D

ITEMS ON SOCIAL STUDIES CLASSROOM OBSERVATION SCHEDULE (SSCOS)

1. Punctuality of lecturers/students in lecture attendance.
2. Time management/coverage by lecturers during lecturer Periods.
3. Introduction of the lesson and its relevance to the topic
4. Class management during social studies lectures
5. The usage of instructional resources, its variety and its Relevance.
6. The instructional strategies used during the social studies lectures
7. lecturers mastery of the subject matter
8. Lecturer/students relationship
9. Level of students participation/involvement in the course of lecture.
10. evaluation procedures in the class
11. Availability of tutorial classes
12. The class climate
13. Quality and standard of social studies curriculum workshop
14. Evidence of excursion or field trip by students.
15. Evidence of journal publications and joint authorship in textbooks writing among social studies lecturers
16. The library, its adequacy and its relevance to NCE social studies programme.

APPENDIX E

N.C.E SOCIAL STUDIES (SOS) MINIMUM STANDARD FOR COLLEGES OF EDUCATION

Single major

11.1 Philosophy

Social studies is a core subject form Basic 1-9 schools in Nigeria. The large numbers of these instructions coupled with their ever-increasing enrolments have necessitated the production of specially trained teachers who are equipped with the knowledge and special skills for implementing the social studies programme in these schools

The fundamental concern of social studies is with man and his complex relationships with the world around and beyond. It is in this context that the NCE social studies curriculum attempts to instill in the student; the basic knowledge, desirable values, and skills for investigating, analyzing and explaining these interrelationship

The social studies prgoramme is therefore, designed with the objective of producing teachers who are both professionally committed and academically competent in its philosophy, content and methodology.

11.2 Objective

The programme is designed to achieve the following:

1. Produce professionally and academically competent NCE

Social Studies teachers for the basic 1-9 schools.

2. prepare teachers who will inculcates in their pupils rational adjustment to their physical and social environment through acquisition of knowledge,

attitudes, values appreciations and skills necessary for developing social and civic responsibilities

3. Produce students who are capable of benefiting from further

Education in social studies and other related areas:

11.3 Admission Requirements

i. General

a.) A senior Secondary School Certificate (SSS) of G.C.E. 'O'

level with passes in 5 subjects including English Language, which must be at credit level in the same sitting or at two sitting. Two of the credits must be relevant to the course the candidate wishes to offer. Credit in English and mathematics are required.

b.) A grade it teachers' certificate (TCII) with credit or merit in the subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/merit I English Language and/or mathematics are required.

c.) For candidates wishing to offer courses in Vocational and technical education, the federal craft training certificate, RS or City and Guild intermediate certificate with credit/merit I at least four subjects, are acceptable qualifications.

d.) Successful candidates in the Pre-NCE final examinations

who also take and succeed in a selection examination organized by the accredited body such as JAMB.

e.) It should be noted that colleges should in addition to all of the

above, administer their own elimination tests and/or interviews. This is legitimate.

ii. Specific

a.) In addition to the General Admission Requirements for NCE programmes, candidate with SSC wishing to read Social Studies most have a credit pass in any two of the following subjects.

i) Social Studies

ii) History

iii) Geography

iv) Economics

v) Government

vi) Islamic Religious Knowledge

vii) Christian Religious Knowledge

Candidate with TC II must have a merit/credit pass I Social Studies.

11.4 FACILITIES

i.) Space and classrooms: At least three (3) large classrooms

ii.) Social Studies Workshop with a sitting capacity for at least 80 students.

iii.) Staff Office: Each Senior Staff should have a comfortable furnished office to himself. There should be an office for support staff (typists Clerks) with relevant equipment e.g. typewriters, cyclostyling machine etc.

iv.) Books in the library: There must be enough books to cover all the areas of the subject in the ratio of one students to ten books

v.) Equipment such as projectors, film strips; slides, video machine; camera, Tv set, world Globe and materials such as atlases well maps, text books journals, painting materials, newsprints, newspapers and computer sets should be provided.

vi.) Special needs: Functional wealth stations in institutions

where Geography is not offered.

PERSONNEL

i. Academic:

Eight lecturers or staff-Students ration of 1:25

ii. Qualifications:

a. Second class upper (2.1) degree; master or Ph.D in any of the social sciences and at least NCE (Social Studies) or PGDE

iii. Support Staff

a. A typist

b. Technical Staff (Workshop Assistant)

c. Department Secretary

d. Departmental messenger/Cleaner

e. Computer operators

Mode of Teaching

Various methodological approaches should be adopted in teaching NCE Social Studies, with special emphasis on inquiry and field trip

Graduation requirement

i.	Education Course	-	36
ii.	General studies course	-	19 credits
iii.	Teaching practice	-	6
iv.	Social Studies Course	-	36

v. Second teaching subject minimums of 36 credits

TEACHING PRACTICE

Every student is required to go on teaching practice and the credit earned recorded in EDC 324 Every student is required to write a project in

either Social Studies Education or the other teaching subject and the credit recorded in EDUC 323.

SUBJECT COMBINATION

Social Studies as a single major subject could be combined with any one of the following subjects; history; Economics, Geography; political Science; Studies; Christian Religious Studies, Ecumenist, Hausa, Yoruba, Igbo and other Nigerian Languages, English, Special Education Cultural and Creative Arts, French and Arabic.

APPENDIX F

SOCIAL STUDIES CURRICULUM COURSE CONTENTS (SINGLE MAJOR)

COURSE CODE	COURSE TITLE	CREDITS	STATUS
	100 level (1st Semesters)		
SOS 111	Foundations of Social Studies	2	C
SOS 112	Origin and nature of man	1	E
SOS 113	Man and his social environment	2	C
SOS 114	Man and his physical environment	2	C
SOS 115	Man and his economic activities	1	E
	100 level (2nd Semester)		
SOS 121	Introduction to NERDC national curriculum for social studies	2	C
SOS 122	African community	1	E
SOS 123	Man and his government	2	C
SOS 124	Nigeria as a nation	2	C
SOS 125	Dynamics of group behaviour	1	E
SOS 126	Environment studies	1	E
SOS 127	Field trip	2	C
	200 level (1st Semester)		
SOS 211	Nigerian political life	2	C
SOS 212	Practical for NERDC national curriculum	2	C
SOS 213	Social Studies research methods and statistics	2	C
SOS 214	Social services in Nigeria	1	E
SOS 215	Social change in Nigeria	1	E
	200 level (2nd Semester)		
SOS 221	Issues and problems of national development and modernization	2	C
SOS 222	Contemporary public issues	2	C
SOS 223	Citizenship education	2	C
SOS 224	Law education	1	E
SOS 225	Transportation and communication	1	E
	300 level (1st Semester)		
SOS 321	Exultation and family life education	2	C
SOS 322	Nigeria external relations	2	C
SOS 323	Social institutions	1	E
SOS 324	Globalization	1	E
	Summary		
Year of study	Compulsory	Elective	Total
Year one	14	5	19
Year two	12	4	16
Year three	13	2	15
Total	39	1	50

APPENDIX G

KREJCIE AND MORGAN TABLE FOR DETERMINING SAMPLE FROM A GIVEN POPULATION

N	S	N	S	N	S
10	10	220	140	1200	201
15	14	230	114	1300	207
20	10	240	140	1400	320
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	159	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	186	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
95	76	480	214	5000	557
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	369
140	103	700	848	10000	370
150	108	750	204	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	330
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384