EVALUATION OF TEACHING METHODS EMPLOYED IN SOCIAL STUDIES EDUCATION IN AHMADU BELLO UNIVERSITY STAFF SCHOOLS, ZARIA

BY

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SEPTEMBER, 2000

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A DESERTION SUBMITTED TO THE POST GRADUATE SCHOOL OF AHMADU HELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MAS PER OF EDUCATION IN CURRICULUM AND INSTRUCTION (SOCIAL STUDIES) FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA.

SEPTEMBER, 2000

DECLARATION

I hereby declared that this Thesis has been wholly produced by me as it is the outcome of my own research work.

Its topic has not been presented an any application for a higher degree. All quotations are carefully indicated and sources of information are duly acknowledged by means of references.

(Ese(Mrs) 11/12/2020

KATE E. ESEZOBOR(MRS) DATE

CERTIFICATION

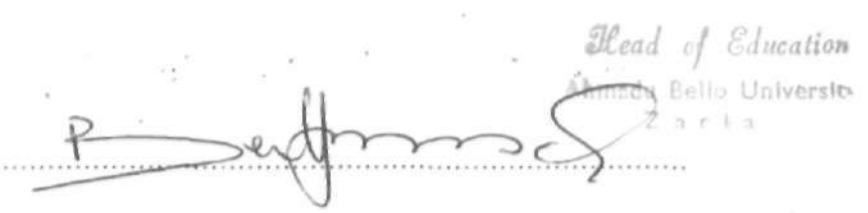
This thesis titled. AN EVALUATION OF TEACHING METHODS EMPLOYED IN SOCIAL STUDIES IN AHMADU BELLO UNIVERSITY STAFF SCHOOLS ZARIA, by Kate E. Eseozobor meets the regulation governing the award's of Master's of Education Degree in Curriculum and Instruction (Social Studies) of the Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.



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DEAN POST-GRADUATE SCHOOL.

DEDICATION

With genuine humility, I dedicated this research work to Almighty God for sparing my life to witness the successful completion of my higher degree course.

The work is also dedicated to my husband MR ANTHONY A . ESEZOBOR who realised that , Education is indispensable in all phases of human endavour and haS thus contributed no small measure both spiritually, financially and his words of encouragement. And also my children Pompey, Naomi, Wallace, Penelope and Fergus for their patience during my absence at home.

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It is usually postulated the " a creative venture is most often impossible without Genuine ideas and assistance coming from relevant sources and helpful individuals".

If this is any thing to go by, then that made this Thesis a huge success.

Firstly, my sincere gratitude to DR. F. O. OGUNLADE (Head of Social Studies Section) is earnestly immeasurable. His suggestions and constructive criticism assisted in the course of this research and all the pains he took in supervising correcting setting up my Defence committee and all other initiatives and genuine concerns he showed in making this thesis see the light of the day.

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ABSTRACT

This study was conducted to examine the teaching of social studies with regard to teaching methods the subject of social studies in Ahmadu Bello University Staff Primary Schools. The questionnaire were designed for teachers and pupils. The questionnaires were administered to pupil's in primary six and their teachers in the schools of Ahmadu Bello University.

Out of thirteen questionnaires meant for teachers ten were returned duly completed by the respondents. While pupils questionnaires which totaled 300 only 270 were returned fully completed. The responses thus received were statistically analysed to answer the research questions.

The data analysis revealed the following:

i. Pupils hold positive altitudes towards social studies,

ii. The majority of social studies teachers were NCE holders,

iii. Discussion, Questioning, project, Excursion and activity frequently used methods employed by teachers in the teaching of social studies,

iv. Almost all the pupils have more favourable altitudes towards social studies.

In the light of the findings, a few recommendations were given as social studies, teachers should be made to attend inservice training programmes to upgrade their qualification.

Teachers were advised to use more improvised teaching aids rather than relying much on the imported ones. The teaching in Social studies, inquiry and discovery methods should be emphasised and employed in the teaching of social studies.

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CHAPTER ONE

1.0 THE PROBLEM AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Nigeria is a developing nation that is doing everything that seems possible to make her education system sound. Education is an important tool for national development and technological advancement. Development cannot be effective without having the individuals advancing themselves in all intent and purpose. This comes through the kind of awareness that is given to these individuals.

That is why Peters (1966) cited in Nwosu (1994:1) says that " Education initiates young people into the value of society." This awareness of societal values is better inculcated when the children are still young. This is where primary Education comes into play. Primary Education is the foundation of learning, training and acquisition of skills formally and in a systematic manner. Whatever is taught to children stays with them for a long time, if not for life.

No wonder there is biblical injunction in Proverbs 22.6 which says " Train up a child in the way he should go, and when he is old he will not depart from it." Is worthy of mention at this point.

The foundation for and the kind of life expected by society is laid during childhood days. The Nigerian education system has identified subject areas or discipline as tools for the inculcation of these values, knowledge and skills that are needed for the growth and development of the society of which social studies is one.

It is however disturbing that the teaching of this subject in schools have left much to be desired. In Kaduna state Kanu (1996) reported that there is poor performance of social studies students in secondary schools. (JSS). This state of

affairs is assumed to have its roots at the primary school level. This researcher is , therefore of the opinion that the problems of teaching social studies at primary school level need re-examination.

For instance, there is the shortage of qualified social studies teachers in the primary schools and they lack adequate training.

In spite of the fact that the government had given room for part time courses and training, the problems of poor teaching of social studies has persisted other problems associated with the teaching of the subject. Some of such problems are salaries and other allowances which are not paid on time. This alone had made the teachers to lose every enthusiasm to work. Lack of resource and mismanagement of funds meant for materials to teach social studies social studies are among other problems faced by teachers at the primary school level.

other problems are parental negligence to supporting their children in school through parental provision of teaching materials and house-help.

In the light of the above problems and many others yet to be discussed, this research si out to evaluate the teaching of social studies in primary schools with regard to teaching using Ahmadu Bello University staff schools as a case study and to make relevant practical suggestions towards resolving them.

1.2 RESEARCH QUESTIONS

For the purpose of this research, the following research questions are put forward to be tested.

i. How well are the pupils performing in social studies at the primary school level?

ii. How well trained are the teachers teaching social studies at the primary school?

iii. Are there adequate teaching to be used by teachers at the primary school level in A.B.U. staff school?

iv. Are the teachers using relevant instructional materials in teaching social studies at the primary school level?

1.3 THE PURPOSE OF THE STUDY

The social studies curriculum at primary school is structured to provide for academic needs of the pupils. It is also designed to give the pupils proper citizenship education, and so pave way for the emergence of Nigeria as a strong, united and viable Nation. So much is expected to be achieved through social studies education. If these are to be achieved, it is required that social studies be properly taught. This can only be ascertained through the process of planned evaluation. the objectives of teaching social studies in primary school is one of such evaluation.

i. To evaluate the teaching of social studies with regard to teaching methods of social studies in ABU Staff Schools.

ii. To identify variables that influence the teaching of social studies at the primary school level of ABU staff school.

iii. To provide relevant literature for future research in this area.

iv. To make relevant practical recommendations that will remedy problems of teaching methods of social studies in ABU staff schools in particular and in Nigeria in general.

YASHIM IBRA

1.4 THE SIGNIFICANCE OF THE STUDY

This study is one aspect of institutional evaluation which according to Miller (1979:9) serves several purposes. These includes:

i. Enhancement of individual, performance

ii. Determination of efficiency and effectiveness of educational programmes.

iii. Provision of basis for decision making.

iv. Satisfaction of societal expectation.

Again, this background can be said that continuous evaluation of educational programmes is not only necessary but imperative. This study is an attempt to evaluate the teaching of social studies strategies in the primary schools using A.B.U Staff Schools as a case study. This study also seeks to establish the effectiveness of social studies teaching strategies at the primary schools and to suggest ways of improving instruction and pupils performance. in every respect. this study is evaluative and diagnostic in nature. For this reason the study will provide an independent knowledge and understanding of the problem and prospects of teaching of social studies strategies in ABU Staff primary schools in particular.

The search for a sound functional education in Nigeria brought the replace of the former traditional subjects, such as history, geography, Civics, Economics and others with Social Studies, a more integrative school subject. This policy was aimed at laying a solid foundation for the development and progress of the nation. The National Policy on Education (1981) recommended that education at all levels should inculcate the following values.

v. Respect for the worth dignity of the individual.

vi. Faith in man's ability to make rational decisions.

vii. Moral and spiritual values in inter personal and human relations.

viii. Shared responsibility for the common good of society.

ix. Respect for the emotional physical and psychological health of all children.

The consequences of these aims and objectives are the quality of instruction to which the philosophy is linked, explain the rational on which any social studies in Nigerian extent should be based.

1.5 SCOPE AND LIMITATION OF THE STUDY

The scope of the study is an evaluation of pupils in Staff School Kongo and Main Campus, teachers classroom practices that influence better out-put in A.B.U Staff School. The schools in this institution have been selected at random. This is because the researcher is going to use descriptive method appropriately.

The period under investigation in this spans is between January - June 2000. The choice of this period is informed by the fact that teachers of these primary schools are available for easy reach to respond to questionnaires.

Finally, it is believed that the findings of this study will be of interest not only to the teachers but curriculum planners as well. Like any other study it is expected that the study will not only serve as a reference material, but also provide basis for further research in other areas of studies education in Nigeria.

1.6 SUMMARY

Social Studies is a field of study in which content and purpose focus on relationship. It provides knowledge, skills, attitudes that will enable people to

understand their physical and human environment in order to act or behave as responsible citizens. This chapter has treated the problem of this research, the statement of the problems, the objectives of the study and its important to the individual and the society. It has also discussed the assumptions, hypotheses, scope and limitations of the study.

CHAPTER TWO

2.0 INTRODUCTION

The purpose of this research is to determine the teaching methods of social studies teachers in primary school in A.B.U Staff School and with a view to suggest means and methods of improving their teaching methods positively. In order to find appropriate direction and necessary background information, on this topic, a brief review of research of literature and textbooks opinions on teaching especially in social studies are presented in this chapter.

2.1 THEORETICAL FRAME WORKS

The general objectives of social studies in Nigerian schools as stated by Uche (1978) can be categorised into:

a. Humanistic Education: that is helping the child comprehend his life.

b. Citizenship Education: that is preparing the child for social responsibility.

c. Intellectual Education:" that is introducing the child to the modes of thinking and inquiry of the social sciences.

d. Value Education: that is inculcating in individual, some societal expected bahaviours and group activities, attitudes, values and feelings.

To achieve these objectives in the teaching of social studies, Uche (1978) observed that the strategies and materials adopted must aim at :

i. Promoting responsible and active citizenship.

ii. Understanding the socio-economic problems of the country, how they arise, and how they are being resolved.

iii. Making the environment physical, social, economic, political etc more

intelligent.

iv. Creating a desire for intelligent willing participation, in civic and social activities and also providing students with knowledge skills for occupations and family membership.

v. Developing a knowledge and appreciation of civic duties, rights and responsibilities.

vi. Developing the power of evaluating facts and of clear, independent thinking and judgement.

vii. Creating a knowledge of appreciation of the principles underlying sound and enduring government and society.

viii. Promoting broad interests in co -operation, tolerance for and sympathy with all ethnic groups, races and creeds.

ix. Increasing knowledge and appreciation of our past background, an moral values;

x. Transmitting our cultural heritage.

These objectives attitudes and values which social studies for Nigerian schools should aim at inculcating in Nigeria pupils. The teaching of Social Studies to pupils according to Plaget (1980:20) is that " the sense of imagination of children of five or six years is the stage of pre-operational thought, the stage when thoughts are represenations of actions actually performed, or of objects the child has had contact with, that is what he can see, hear and touch or feel," It is pertinent therefore that any work on social studies, which involves understanding the social environment of the child should begin from the immediate surroundings of the pupils. From there it extends outwards, thus the work goes from known to

unknown" from concrete or tangible to abstract. For example city, the market square and on the trip where a number of features of interest are pointed out. The teacher does not give any precise information and instead asks a series of questions, such as , how old is that building? What kind of people live there? What do people use the building at the market square for? how do people travel down the street? What are the people along the street or by the market square doing? Another example it may be someone selling all sorts of food stuffs. Where do the fruits, yam, gari come from? Where are they grown? Where do the customers some from? A little further down the street there might be a policeman controlling traffic. What does the policeman do besides controlling traffic? Who are the other workers that wear uniform? A little further down, there may be traffic dams. How many people obey traffic regulation? The last two questions could provoke a lot of investigations, experiment and involvement of resource people from outside the school.

These are just a few examples of a large number of questions and comments that can be made. The pupils are required to select something from the walk that they find of interest and to investigate it. Many of them may take up points that have been mentioned but quite a few selected others. These pupils work either individually or better in small groups of three of four. They are given advice as to how they might proceed and the basic methods are as follows:

i. They are asked to investigate and find out some facts about the selected items. This involves them in activities including reading, writing, away from information interviewing people, visiting various offices, libraries and Museums.

Having done a reasonable amount of investigation and having collected sufficient information, it is necessary to call a halt in order to examine the data , and discuss their implication. This interpretative element is the most difficult and tends to be neglected by students of all ages. This is probably because consideration of results may be somewhat superficial, but nevertheless it should be attempted. The older the pupil, the more important. The interpretative element should become obviously great. Caution must be exercised in drawing firm conclusions and pupils should be made aware of the danger of rush judgments based upon small samples and too little information.

The next phase in the work is to consider how best to communicate the information, ideas and conclusion (if any) to other people. It is here that Social Studies extends beyond the work attempted in most projects, and the communication of finding through the use of various media is considered to be of major importance.

Written work is obviously very significant here and the pupils should be encouraged to write what is meaningful to them, etc. The pupils are encouraged to communicate their work to the class through the use of the two three dimensional art, such as painting, drawing, modeling, photography, group discussion, story telling and writing etc.

This last phase is perhaps the most recent development. Here the pupils are asked to use their study as a source of inspirational work. If carefully handled from the beginning, pupils often show tremendous interest and ingenuity at this stage. The media that can be used include sketching,

mapping, painting, photography, design and painting wood, sculpture and modeling in wide range of media including clay plastics. Creative writing including poetry, prose and plays can also stem from the work. Thee is no doubt that pupils will find social studies very interesting if properly handled. Related to everyday life and if they derive some learning from it.

Concept of Education:

What is Education? Education is the all-round development of a person physically, intellectually, morally and spiritually (R.S. Peters Pp. 54 - 66). Also is the process of learning to live as a useful and acceptable member of the community to which one belongs. (J.S. Farrant Pp. 369 - 70). Any of the definition agree in the following details:

i. Education has to do with men in all the aspect of his being (physical, mental, spiritual and emotional).

ii. It encourages a wholesome development of the individual through participation in the activities of his social group.

iii. It begins from birth and continues through out life.

iv. It leads to full self realization (realisation of one's potential powers and aptitudes).

v. It prepares one for happy and useful living.

vi. It gives that feeling of satisfaction that comes through faithful and

Traditional Education:

Every society, whether simple or complex, has its own system for training and educating its youths. This is the education that existed at least in Nigeria, before the arrival of the white man and his African society the purpose of education was functional in nature. That is education was generally for an immediate induction into society and a preparation for adulthood. Particular emphasis was laid on such things as social responsibility, job orientation, political participation, and spiritual and moral values.

Children learned by doing. That is, they were engaged in participatory education through ceremonies, rituals, limitation, recitation, and demonstration at various stages in the course of their education. They were to be involved in practical farming, fishing, weaving, cooking, carving, knitting, and so on. These are practical activities where you learn by doing. Any mistakes as might occur were immediately corrected and work continued.

The system of traditional African education was not all work without play. There were recreational subject as well. These included wrestling, dancing, drumming, acrobatic displays, racing and the like.

During such recreational activities, the African child learn to live with children in the same age group, to fill a determined role, to appreciate and respect his friends, to judge his own capacities and those of others in practice, and to work with others as a team. Another aspect of traditional African education centres around intellectual training. Here the African child studies legends, the environment which includes the local geography of his area, the names of various plants and their possible uses, the animals. Poetry, riddles, proverbs, and story

telling all feature prominently in the intellectual training of the African child for obvious reasons. In traditional society for instance, the ability of a child to recite unwritten poems fluently would, alter in life, qualify him to join the secret cults which were the institutions of higher learning to any western university of today. His mastery of proverbs would be a great asset to him late in life when taking part in settling family 'palavers' . These are usually thrown in at strategic points during the course of handling down judgement. In the same way, hearing stories contributed to the character formation of the African child. These describe, laugh at or ridicule certain faults just as they praise, glorify, or make the child appreciate and love various other qualities. As for the legends, the events they tell of and the deeds of their heroes are always an occasion to stress a character trait, a vile, or a glorious act. Thus we see that there is nothing studied in the intellectual area that is not of use later in life of the African child.

The last but not the least form of traditional education in Africa is the apprenticeship system.

Under this system the child was taught, at a very early age, to cultivate by following his father to the farm, or tending his little piece of land, or to watch over sheep and goats. Apprenticeship for most of the other occupations took place within professional groups. Such as the blacksmiths, the wood workers, the glass melters, cobblers, weavers and to a certain extent, the drummer. In the case of hereditary occupation, family handed to the child the techniques and secrets of the trade, which he in turn, would pass on. The important secrets were usually only revealed to the oldest of the male children in the family, or sometimes the child judged most worthy to receive them, utilise them, and keep them in the family.

Under the apprenticeship system, the child's year of graduation from any trade depended very much on his intelligence, capability, and aptitude. In other words he could progress at his own pace.

At the end of any stage along the ladder of education which was usually demarcated either by age level or years of exposure, the African child was given a practical test relevant to his experience and level of development and in terms of the job to be done. This was a for of continuous assessment which eventually culminated in a ' passing out' parade, or initiation into adulthood.

Islamic Education

Islamic Education came to Nigeria through Islamic scholars and travelers. The earliest Islamic influences came from Kanem rulers (Kanem lay directly north-east of Lake Chad), who encouraged Islamic religious beliefs and scholarship.

However, it was not until the first half of the fourteenth century that Islam spread into present day Northern Nigeria. Islam was firmly established in the city kingdom of Kano under the reign of Muhammed Rumfa in the latter part of the fifteenth century at the same time; Katsina emerged as a strong political centre with a firm Islamic basis under its first Muslim leader Muhammad Korau. Also in this period the first Islamic King of Zazzau, (now Zaria), Muhammad Rabbau, was established. Under the patronage of these three kings, important centres of Islamic learning developed, and in Kano in particular the developments of this early era were quite extensively recorded, due in part to the presence in Kano of a

famous Muslim scholar, AL-Maghili, who was an expert on constitutional law and wrote a treaties on the art of government for Mohammad Rumfa' contact between these Northern cities and Mecca, brought about pilgrimage of those leaders of the community, ensured the development of Islamic learning, and this development was increased by the visits of scholars from Timbuktu and other parts of the largely Muslim Songhay Empire, who brought with them books on language, religion and philosophy.

In Qur'anic school, teaching is carried out by the Muslim who may be assisted by a pupil teacher or one of the brighter pupils. School education starts at the age of about four, with learnng of some of the simpler and shorter passages of the Qur'an.

Gradually, by repetition first with the teachers, then in the pupil group, the first two chapters of the Qur'an are committed to memory. This initial stage of memorisation is then followed by a reading programme which starts with memorisation of the various letters of the alphabet from which vowel and word building exercise are carried out. The children learn to recognise the letters and words as they are written by the teacher on his slate. Writing is also taught at the same time. Again, the methods are those of constant repetition, dictated by the methods are those of constant repetition, dictated by the teacher who will write the letters, words or syllabus on his slate and the children will copy these onto their own slates, until a satisfactory level of competence is reached. Once reading and writing skills have been established, the pupils are expected to read for themselves those parts of the Qur'an which they had previously memorised simply by ora repetition, and to be able to write out verses from the Qur'an. They will also

receive some instruction in the history of Islamic belief.

With the establishment of the basic literacy skills, primary education is considered tot be completed. Once the pupil advances to the secondary stage of his education he will begin to learn more about the meaning of the Arabic verses he has been studying and his studies will therefore take on a stronger theological aspect. At this stage he will be introduced to commentaries on the Qur'an and on other holy writings such as the Hadith (Book of Prophets(, and then to other curricular subjects such as grammar and syntax, logic, arithmetic, geometry, algebra, rhetoric, Arabic literature, Islamic law, scholastic theology and so on. He will then be able to choose an area of specialisation for further studies at university level. The major Nigerian centres for advanced education were from the earliest times, Ilorin, Katsina, and Kano but students could also travel abroad to centres such as Cairo for advanced studies.

Qualification to teach are embodied in a licence granted to a student who has received sufficient instruction and proved his proficiency in reading and understanding the Arabic of the Qur'an. The Wolimat is the famous graduating ceremony in which the student travels round the town reciting a selected passage from the Qur'an. In so doing he receives a number of presents from the local people, and at this timed certain gifts are also made to his teacher.

It is important to remember that traditional Islamic Education is strongly based on the Qur'am and its religious and devotional aspect is the core of the subject areas. Muslim administrators, doctors and jurists have played an important part historically in Nigeria, thus underlining the importance part historically in Nigeria, thus underlining the importance and respect given to education by

traditional Muslim society. Even at primary school level, pupils often join their teacher in the performance of religious duties, and the emphasis has always been on achieving literacy in order to become a more devout and spiritual Muslims.

Western Education

The history of Western education in Nigeria dates from the arrival of the Christian missions to the Coast areas of the southern provinces. Missionary activities in education can be traced to the early 16th century in 1515, Portuguese missionaries visited Benin and obtained permission of Oba of Benin to teach his son, and the son of a number of chiefs, the rudiments of visiting mission to Benin found Negro who has held prisoner by the Oba, teaching his boys to read. The Portuguese seminary established in Sao Tom, off the Nigerian Coast, in 1571 sent missionaries to Warri to teach the Itsekiri to read. However, these early attempts were scattered and so made no lasting impact as far as organised education was concerned.

It was not until the last quarter of the 18th century that western education made any significant impact upon Nigeria.

The first full missionary contact in Nigeria was made by the Wesleyan Methodist Society which began its work in the Coastal town of Badagry, in 1842 where it established a mission and built a school. This was in answer to the appeal made bo one James Fergusson, a Yoruba freed slave who left Sierra Leone and came to settle at Badagry. In his letter dated March 2, 1841, to Reverend Thomas Dove, the Wesley Missionary in Freetown who converted him to Christianity . In fact, their agent arrived in Badagry within three months of each other. At Abeokuta, where most of the freed slaves had settled , Oba Soaeke invited the first

Methodist Missionary in Badagry, Thomas Birch Freeman, to visit this town. Freeman entered Abeokuta on Sunday December 11th 1842. There he started a second mission station with small school.

The situation in Northern Nigeria during the period was different form that in the south. The activities of Christian missions commenced in earnest, much later. The first missionary activities in this part of the century before the turn of the century were few and sporadic because of opposition from the Northern Muslim Emirs. They saw the introduction of Christianity in the area as a threat to Islam, and therefore to political stability.

The first missionary expedition into Northern Nigeria was undertaken by Bishop Crowder and a small group of followers. In 1841 they started a model farm in Lokoja, and although it was followed by a more permanent mission station in 1865. In the same year, with the help of a CMS colleagues, Dr. Baikie , Samuel Crowther was able to open the first school in Northern Nigeria situated in Lokoja, the school still exists today under the name Holy trinity College. This was the only established centre, for Christian education in Northern Nigeria before 1900.

The effective political subjugation of the Northern emirates was not competed until the early part of 1903 when the area became a British Protectorate under the Logar administration. The nest stage in the proctorate's existence was the establishment of an efficient civil administration in the form of indirect rule. Lugard wanted and needed at this time, the good will of the Emirs and people of Northern Nigeria, so he gave pledges to the Northern Nigeria. Emirs that he would not allow any missionaries into their emirates without their consent. However, Lugard needed educated Northerners to help him in his policy of indirect rule. He

evidently thought the Fulani to have administrative potential when he said " The Fulani are unfit at present to exercise power except under supervision, nor do I hope and believe that with careful guidance their sons and grandsons will form invaluable rulers under British supervision and that their superior intelligence can be developed as a useful asset in our administration."

Finally, let us briefly look at the system of Western education in Nigeria at present so as to point out the differences in structure between it and Islamic education. At present the first stage of western education starts either at the kindergarten or nursery schools or at the infant primary level. as the case may be. Children of the age of six starts primary one and spend approximately six years to complete primary six.

Then the child moves into a post-primary institution. These include: secondary schools and teacher training colleges. Most secondary schools provide a five year course before but now is six years. Three years of Junior secondary and three years of Senior secondary. The successful students obtain either the West African School Certificate or the General Certificate of Education (G.C.E.) At ordinary level. on completion of post-primary education some of the students move on to post-secondary and tertiary institutions. These include Schools of Basic Studies, Colleges of Arts and Science, higher school of Certificate Classes, Colleges of Technology, Polytechnics, and professional courses in Nursing Schools, Survey Schools. Teacher Training Colleges and Advanced Teachers Colleges. Some may go universities for more advanced studies and degree courses.

The major issues involved here entailed seizing every opportunity classroom-wise in making social studies education functional and relevant to the

needs of Nigeria as a young democracy. The processes involved must be geared to relating all lessons in the subject area to the dilemmas of the times within the Nigerian context. These lessons have to be rendered in such a way as to emphasise a display of the skills of analytical reasoning rather than engendering mere rote learning.

Generally, lesson programmes must not only be preoccupied with the highly diversified content of the social science (from where social studies mainly derives its raison d,etre) but need to emphasise the process by which this content is interconnected and interrelated. More importantly, an underscoring of the human chemistry that stems from the interaction and interrelationship of this content must always be clarified if pedagogy in social studies is expected to be relevant and to serve the needs of Nigerian society. The issue of this content is examined with reference to the role it occupies in relationship to the various components of social studies reflected above. The philosophy behind the teaching of social studies in our schools and colleges should be seen as one of the main avenues of establishing a strong basis for the production of effective citizenry and support a nation and of forgoing a cohesive society that will support a nation of a nation building within the context of Nigeria as a democracy. This philosophy presupposes that the curriculum package envisaged in this development has to be functional. This functionality principle necessarily demands that social studies education needs to be problem-solving, it must not only possess retentive and transfer value but must display a purpose that relates to life situation (Aderalegbe: 1980). These criteria of the philosophy must be made operational in a classroom setting within a framework of an understanding that social studies represents a relevant curriculum

package which aims at integrating many related offer to the young learner a wholistic portrait of man and his knowledge of society.

The philosophy behind the curriculum underpinnings of social studies should not only be Nigerian in orientation but must portray her as a dynamic and developing society. Based on this philosophy, young learners need to be equipped not only with the necessary tools for making their own contributions in terms of societal changes but also for giving directions to these changes within the framework of Nigeria. This philosophy must be governed by the principle that schools engaged in classroom dispensation of social studies education to be activity oriented and need to offer learners the opportunity to practice skills which will assist them function effectively at school and in life situations.

The major issues involved here entail seizing every opportunity classroom-wise in making social studies education functional and relevant to the needs of Nigeria as a young democracy. The process involved must be geared to relating all lessons in the subject area to the dilemma of the times within the Nigerian context. These lessons have to be rendered in such a way as to be emphasize a display of the skills of analytical reasoning rather than engendering mere route learning. Generally, lesson programmes must not only be preoccupied with the social science (from where social studies mainly derives its raison d, etre) but need to emphasise the process by which this content is interconnected and interrelated. More importantly, an under-scoring of the human chemistry that stems from the interaction and interrelationship of this content must always be clarified if pedagogy in social studies is expected to be relevant and to serve the needs of Nigerian Society. The issue of this content is examined with reference to the role it

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2.2 OBJECTIVES OF PRIMARY EDUCATION:

The aims and objectives of primary education are formulated as an attempt of Nigeria to catch up with the technologically advanced countries of the world and also for moral development of Nigerian child.

These aims are :

a. The inculcation of permanent literacy and numeracy and the ability to communicate effectively in English and vernacular.

b. The laying of a sound basis for scientific and reflective thinking.

c. Citizenship education as a basis for effective participation in and contribution to the life of the society.

d. Character and moral training and the development of sound attitudes.

e. Developing in the child the ability to adapt to his changing environment.

f. Giving the child the opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity

g. Providing basic tools for further educational advancement, including preparation for trades and crafts of the locality.

From the above stated objectives, primary education is aimed at giving children the basic qualitative foundation that would enable them grow into useful adult members of a progressive society.

2.3 CONCEPT OF TEACHING AND LEARNING PROCESSES:

The early idea of teaching was that a group of children was gathered under a teacher who commenced to instruct and drill them in knowledge that was

considered of importance to life such as the three Rs (reading, speaking and writing). This idea is still widely felt by people who think that knowledge can be pumped into a child like petrol into a tank and that when he is full he is educated. The error of this view lies in its adult assumption that learning is a passive process in which the teacher does the filling and the pupils is filled. There is error too in the idea that learning is dependent on teaching.

Today teaching involves far more than mere imparting of knowledge to the children in order to prepare them for their future. It involves more than pumping a mixture of knowledge into the brains of our pupils without bearing in mind their level of readiness and maturation.

First, and most necessary of all, a teacher must know the subject he/she teaches. This sounds obvious, yet it is not always practised. It means that, if his job is teaching, he must know the exact amount of chemistry which is taught in schools and required for the final examinations. He must really understand the science of chemistry. Its upper regions must be clear to him, at least in outline, and he should know what are the most important, new discoveries made every year. If a boy show a gift for chemistry, the master must be able to encourage him, by throwing open window after window into future, showing him what he can learn at the university, what types of chemistry are most vital in peace and war, which big problems still remain to be solved, and (this is always important) how the great chemists of the past and present have lived and worked.

Therefore, teaching is inseparable from learning. Every good teacher learn more about his subject every year- every month, every week if possible.
If a girl chooses the career of teaching french in school, she should not hope to

commit the prescribed texts and grammars to memory and then turn her mind to other things. She should dedicate part to her life to the french language, to the superb literature of France, to French art and history and civilisation. To become a good teacher of French, she will build up a growing library of her own french books, spending one year (for instance) reading Balzac, the next year reading Proust, the next with Moliere, and the next with Giraudoux. Cocteau, Romans, and the other modern play wrights. She will visit France, if and when she can save up enough money to do so which will be fearfully difficult with salaries at their present low level. she may take Summar Courses at a French University. Certainly she will see every available French firm, and learn to enjoy Raimu's rich Marseillaisa accent, to guffew with fernadel. For it will not be living, and therefore it will contain enjoyments and even frivolities, like the latest records at the same time, and it will make better teaching. The first essential good teaching, then is that teacher must know the subject. That really means that he must continue to learn it. The second essential that he must like it. The two are connected, for it is almost impossible to go on learning anything year after year without a spontaneous interest in it.

2.4 CONCEPT AND NATURE OF SOCIAL STUDIES

Just as people have different ideas and interpretation of education itself, so do they have of social studies has not been easy to come by many social studies writers have tried to give their own views as what they feel social studies is unfortunately most of them have ended up offering just a parchial definition.

Social studies is a broad based subject aspects of their lives therefore, it

cannot afford restriction in its definition. In an attempt to say that it is one ends up just describing it instead of coming up with the sentence definition. It is said that Kissock has identified twenty-seven definition of social studies. Here we will take a brief look at a few of them.

The curriculum workshop at Ibadan defined it as " the study of man and his interactions with the physical and social environments." " The Mobassa Conference (1968) saw it as the learning of man and his interactions with his social and physical environments. Another definition was forwarded by the authorities in Zambia, Uganda and Kenya in 1973. To them, social Studies is the study of man's relationship to his physical and social environments and his interaction with them, in the past, present and emerging future.

N.E.R.C. (1981:3) states that social studies is the study of man as he interacts with the various environments, physical, economic, psychological, social and intellectual. Thus its true nature is seen as the study of man, how he influences and is influenced by other forces or how he influences and is influenced by other forces or how he solves his problems.

Kissock(1981:11), defines it as a programme of study which a society uses to instill in students, the knowledge, skills attitudes and actions it considers important concerning the relationship human beings have with each other, world and themselves.

Social studies is viewed by (Udoh 1979:136) as the study of man and the outcome of his environment.

According to (Jiboku 1980:87) Social Studies is 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 these skills, knowledge, attitudes and values that characteristics a respective and responsible citizen in a free society. It also seen as the investigation of human activity. It studies man at work, at home, at workshop, in politics, at play, in the village, in the nation, everywhere engaged his business his busy programme of living, (Dubey et al. 1986:2).

This definition connotes that social studies is particular interested in man's problems and how to help him solve him solve them.

As described by Nwosu et al. (1977), it is a subject whose primary concern is human relationship that is man's relationship with his physical and social environments.

It concerns how man is influenced by his environment, how he in turn, alters his environment to satisfy individual and group needs how man is attempting to deal with certain pertinent questions, issues and problems and how he draws upon his experiences to plan for the future. While Rogers sees social studies as being concerned fundamentally with man both as an individual and as a member of a host of groups.

From studies so far, it is agreed that social studies is primarily concerned with man's relationship with all his environments which because they are varied, call for different forms of knowledge and experiences to understand man himself.

The following common features are stressed in most definitions. They include (i) The individual (ii) His relationship within the society (iii) His environments. Furthermore, in an effort to define social studies Barth, et al (1980:58) has discovered that the concept revolves around these three main traditions: Social Studies, seen as citizenship transmission (i) Social studies seen as

social sciences (iii) Social Studies seen as reflective enquiry.

In their own opinion, Social Studies seen as citizentship transmission refers to a mode of teaching in which the teacher intends that certain behaviours, knowledge, outlooks and values will be learned by his students. These behaviours, knowledge, values are traditional in the culture in which bot the teacher and students participate.

Social Studies as social sciences in this sense, it is believed that citizens in democracy are best seen as social 'scientists'. The rationale is that the students who learn to think about issues scientifically will be in the best position to analyse and understand the structure of society and its problems. Social Studies as reflecture enquiry believes that those who live in society are continually caught up in complex situations which require them to make rational, considered and well thought out decisions.

Therefore, Barth et al (1980) have summed up the meaning of Social Studies as an integration of experience and knowledge concerning human relations for the purpose of citizenship education.

In the Nigerian context the writers' definition of Social Studies goes thus: it is the study of man as he interacts and influences his social and physical environment, for citizenship training with the general aim of becoming self reliant all round i.e achieving economic, political, technological, cultural, educational and socio self reliance. Taking a careful look at al the information given on the definitions in itself could be said to be completely satisfactory. However, what is of value to us in the definition of social studies is not so much the technicalities of vocabulary connected with the subject, but the impact of it on the learner. That is,

as Postem in NERC (1969) enquires; does Social Studies develop in young people the competence in applying the best available strategies for survival in a world filled with unprecedented troubles, uncertainties and opportunities.

The answer to these questions are necessary according to (Nwosu et.al., 1977) because Social Studies aims at improving living standards, not only in the classroom but also in the community, the nation and in the world at large. It's aims include the development of intelligent, responsible, and self reliance citizens.

In conclusion, the general objectives of Social Studies, in the Nigerian schools maybe categorised into:

a. Humanistic Education, that is helping the child to comprehend his life.

b. Citizenship Education, that is introducing the child for social responsibility.

c. Intellectual Education, that is introducing the child to the mode of thinking and enquiry of Social Studies (NERC, 1981).

Social Studies as said earlier as when compared to other discipline like Geography, Economics, Psychology etc is new in the Nigerian educational system. It was colonial in ideology and practice and was not meeting the needs of the Nigerians. As (NERC, 1981:6) puts it " A product of the colonial system was not meant to serve the interests of Nigerians indegenes." Therefore, Social Studies came as a corrective study because it aims at upsetting the colonial era and also to examine the present educational system which have been found to be ill-equipped to deal with the present demands of National Unity and Development. The new demands of National Unity and Development. The new Social Studies according to NERC (1980) emphasis the importance of man as he interacts, influences and relates to his physical , cultural and social environments for a useful, responsible,

productive and happy citizenship. Therefore, to achieve this end, the king of social studies expected to be taught in Nigeria, the foremost aim ought to be citizenship oriented so that social studies education in our day may produce Nigerians who are loyal to a central unit and not tribal groups.

In consonance with the above, the teaching of social studies has to begin from the immediate environment of the child to the wider world. For instance, the child has to learn about the family being the first, unit of the community, before proceeding to the school, village, town, states, national and International communities.

The major concern of the Nigerian Social Studies first and foremost is that it should possess Nigerians or African authenticity. In order to teach Social Studies to suit the needs, values and interests of Nigerian society, the subject adopts interdisciplinary approach i.e it does not deal with different fields and makes use of it to build onits content. Social Studies emphasis the interdpence of subjects or knowledge. For instance Zuagutu (1981), has said that Social Studies disciplines like History, Geography, Anthropology, Sociology, Philosophy, Economics, Political Science and psychology study man and accumulate a wealth of ideas (alsò known as concepts), they each embrace one aspect of man only. None of them alone give the child a comprehensive picture of himself and his world.

But, Social Studies is one area which integrates i.e which relates the concepts from te various social sciences in order to give the students a whole or a complete view of man and his world. The above social science subjects are thus described as social studies disciplines. All the social sciences are important in their own right and to social studies as the latter cannot do without them.

In fact, the concepts from the Social Sciences form the basis of the content of Social studies. But these concepts are not added, one to the other. They are integrated. This means that only those ideas of facts required for solving a particular problem are selected or extracted. Thus, Social Studies is not concerned with facts as such, but what the facts mean to man. It discovers meaning by way of enquiry. In other words, Social Studies tries to understand man's behaviour by identifying and interpreting the political, social, historical, economical, psychological and environmental factors or forces which influences him at any time. This mode of operation enables the student to make gneralisation about himself and the world around him for successful problem solving ability.

Social Studies message is clear, it looks as the positive. It equips people with knowledge to go about solving daily problems because human beings are continually caught up in complex situations (problems that need to be remedied or removed) (NERC, 1981:3). On the whole, it is expected that Nigeria in this changing evolutionary world, should encourage values and skills development in individuals for technological, economic and social advancement of the country. To achieve this end, interdisciplinary approach, enquiry and problem solving methods if employed in the teaching of Social Studies, will be very useful. The outcome which undoubtedly will be responsible and productive citizenship which is the major goal of the Nigerian Social Studies. Social studies means different things to different people. This is its major problem. Whenever Social Studies is mentioned, many educationists immediately think of History, Geography, Civic and perhaps, other may add Economics, Sociology, Anthropogy and Social Psychology depending on their area on interest

and specialisation. In Britain for example, social studies would be regarded as integration of History, Geography and possibly other human subjects in the curriculum (Ukaonu Uche, 1978). And in other countries there are two different schools of thought abut social studies. First there are those who view it as being primarily concerned with the development of good citizen. F.A. Adeyoyin (1977) is of the opinion that the significance of social studies in Nigeria can best be appreciated when we look back to the experiences of the two and half years civil war which taught all Nigerians the lesson of the age-long adage," United stand divide we fall". Unity for strength learnt from the war has been translated into all aspects of our life political, educational, economic etc. The schools in answering the call introduced social studies education through which national consciousness, unity in diversity, national tolerance and respect for others are to be taught.

Whatever Social Studies aim at, in Nigeria the foremost aim ought to be citizenship oriented in order that social studies education in our day may produce Nigerians loyal to a Central Unit and not tribal groups. To this end, the kind of Social Studies expected to be taught in Nigeria should aim at Nigerianizing the learners. It should ameliorate, ethnocentricism and stimulate loyalty to the nation. There are those who see it as essentially the same as the social sciences. R.C.Preston (1968) for example, writing specifically about primary social studies defined it as those portions of social sciences that are selected for use in teaching in elementary schools. He goes on to explain that History , Geography, Economics, Government, Anthropology and Sociology are drawn upon, they are not taught as separate subjects but are frequently drawn upon by elementary school social studies topics which contain generalisation that cut across the boundaries

separating one social science topic from another.

This however, does not mean that one group is concerned with what contributions the other group could make. The distinction is one of the degree of emphasis on the subject matter, and the aim of each group. All the schools of thought in Social Studies Loius J. Herbert and William Murphy, (1968) John U. Michaels (1976), Richard B.Ford (1974), D. Lawton and Darry Dufour (1974) and Uche (1978) agree that it should provide knowledge, abilities and skills and value attitudes that will enable people to understand their physical and human environment.

Dewey (1895 - 1952) expressed the same sentiments when he states that instructions in social studies be governed not only by the principals of immediately and utility but also directed towards creating the good citizen in a democracy. In a similar way Beard (1932) revealed that the teaching of Social studies in schools must contributed to the acquisition and sustenance of desirable attitudes characteristics of effective citizens within a democratic society. According to Beard (1932:96-97) and effective citizen possessing certain desirable attributes can be visualised thus: He should believe in decency and fair play, forbearance and respect for others, he should acquire the customs, traditions and nationalistic ideals of his country, he should believe in the idea of progressive improvement of society, he should desire to provide the general welfare and be pledge to raise and safeguard standards of living for all, he should also believe in universal education.

Banks and Clegg (1972) expressed similar views and endorsed, that classroom dispensation in social studies must lay solid foundation for sustenance of democratic principles and just society. In the Nigerian situation too Okobiah

(1985) also observed that the main philosophy behind the birth of social studies in the country during the 1960's was informed by the need to mobilise pupils and young learners for the purpose of helping them to cultivate awareness and understanding that would change them to citizens with skills, competencies, attitudes, moral, values and reasoned judgment.

Corbin et al (1983) noted that the corporate existence of Nigeria was being threatened by ethnicity tribalism and seetionalism. He noted also there were barriers between groups and classes in the Nigerian society as a result of birth, occupation, language, race and religion, there are also barriers between generations, the schooled and unschooled, between townsmen and countrymen. The task of overcoming these barriers so doubt is enormous. It was with this in view that Social studies as a discipline was introduced in schools and colleges. Indeed the National Policy on Education stresses that acquisition of citizenship norms and values by the young in school must be allowed to be a chance affair. These have to be learnt and cultivated through planned classroom instructions in Social studies.

The effectiveness of any educational system can hardly be ascertained without systematic and comprehensive programme of evaluation.

Uche (1980) Obemestea (2983) and Okobiah (1985) were critical of the evaluation procedures adopted by teachers of social studies. They criticised evaluation techniques that tend to measure the extent to which facts were recalled or memorised. In other words, they condemn undue emphasis on cognitive achievements to the neglect of other domain. Miller R.I (1979:7) on the other hand, perceived evaluation in a wider perspective. He contended that institutional

evaluation can be examined in at least ten aspects. He went further to identify forty-five evaluative criteria.

With so much expected from this discipline it becomes imperative that it is taught properly so that set objectives can be attained.

This study is therefore concerned with the teaching of Social studies in the primary school.

2.5 OBJECTIVES OF SOCIAL STUDIES IN PRIMARY SCHOOLS:

The purpose of any curriculum are derived from the general aims and philosophy of education of any country, the needs of the child as learner and the society in general.

Social studies in Nigerian schools can be well understood if the present aims and philosophy of education of Nigeria are placed in their proper place.

The above mentioned aims and objectives (the consequence of these aims and objectives are the quality of instruction to which the philosophy is linked) explain the rational on which any social studies in Nigerian context should be based.

The general objectives of Social Studies in the Nigerian schools may therefore be categorised into:

a. Humanistic Education: that is helping the child to comprehend his life.

b. Citizenship Education: that is, preparing the child for social responsibility.

c. Intellectual Education: that is, introducing the child to the modes of thinking and inquiry of the Social Sciences.

d. Value Education: that is inculcating in the individual, some societal

expected behaviours and group activities, attitudes, values for feelings.

In the teaching of Social Studies to achieve these objectives, the strategy and materials adopted must aim at:

1. Promoting responsible and active citizenship.
2. Understanding the socio - economic problems of the country, how they arise, and how they are being resolved.
3. Making the environment - physical, social, economic, political etc more intelligible.
4. Creating a desire for intelligent, willing participation in civic and social activities and also providing students with knowledge, skill for occupations and family membership.
5. Developing a knowledge and appreciation of civic duties, rights and responsibilities.
6. Developing the power of evaluating facts and of clear, independent thinking and judgment.
7. Creating a knowledge of appreciation of the principles underlying sound and enduring government and society.
8. Promoting broad interests in co-operation, tolerance for the sympathy wit all ethnic groups race creeds.
9. Increasing knowledge and appreciation of our past background, and moral values.
10. Transmitting our cultural heritage, etc Uche (1978).
11. The development of an understanding of how the lives of people who lived in the past affect our present day lives and how we can

improve the present for the future.

These objectives represent the types of knowledge, skills, attitudes and values which social studies for Nigerian schools should aim at inculcating in Nigerian pupils. These objectives include all levels of social studies education. The only difference will be of social studies education. The only difference will be the type of learning experience, materials or topics and teaching strategy.

2.6 PROBLEMS AND PRACTICE OF SOCIAL STUDIES TEACHING AND LEARNING:

The development, implementation and utilisation of the knowledge that the Social Studies could provide about society calls for the right laws, ethics and values for the society. This objectives are made possible through the use of the inquiry approach. The inquiry method employed by social studies develops critical consciousness in individuals. In other words, students are assisted to learn to perceive social political and economic contradictions, and to take appropriate actions against the oppressive elements of reality.

Corbin, (1981) supports the above claim when he sees social studies as developing attitudes, beliefs and values of people and their interaction with themselves and with their environment.

In this direction, the social studies teacher should be able to provide a conducive environment to enable students to be able to recognise the exact meaning or facts in a given situation, identify the main issue and ideas, recognising sequence such as in time, place, events, ideas or steps, understanding and following direction implied meaning and making inferences, recognising

relationships and time, place, cause and effect, events and characters, predicting outcomes, recognising authors intent, bias, mood, tone, making comparisons and contrasts and suggesting conclusions and developing generalisations. We cannot expect our students to comprehend what they are reading or listening unless they understand the concepts presented in the case. In order to provide an effective base for the achievement of desired contents, in line with educational objectives, the teacher should have considerations of the learners themselves contemporary life outside the school, the nature of the subject, the psychology of learning, and a philosophy or set of values in the formulation of his instructional objectives.

Popham, (1968) probing the validity of arguments against behavioural goals id of the opinion that those who are discouraging educators from precisely explicating their instructional objectives are often permitting, if not promoting, the same kind of unclear thinking that has led in part to the generally abysmal quality of instruction in schools. Currently, the emphasis on how values can be inculcated is on those techniques that will not lead to indoctrination, but those that would lead to actual development and internalization of values that enables an individual acquire skills of approaching new value issues daily in life.

Dubey (1985) has observed that social studies students at Ahmadu Bello University in their research findings agree that teachers in primary schools in Nigeria do not emphasis the use of the inquiry approach, in their teaching - learning situations.

Rather they rely on traditional expository methods of leeture, discussion and questioning.

Adekeye (1979) likewise found in her study on "problems of Teaching

Social Studies in primary institutions in Zaria Local Government Area" that questioning techniques was mostly used, followed by the lecture method.

Ibietan et al (1985) also carried out a research in Teachers Colleges in Kano Municipality. They came out with the result that only a negligible few used the inquiry method. They blamed the unfortunate situations as inadequate teaching-learning materials.

In this light, the social studies teachers must approach his teaching with deep insight into human nature and his problems. His approach must develop a critical mind which is prepared to accommodate and indeed encourage constructive disagreement with him from his students, by being less dogmatic and accept the fact that the teacher is not a monopolist or knowledge (NERC, 1981).

To employ the inquiry approach in the classroom, the teacher has got to develop skills of observation, analysis and ability to make inferences. This will be further enhanced by the teacher learning to expose himself to various sources of information.

Dubey, (1980) sees the overall objectives of Social studies as that which aims at helping students to develop the ability to make reflective decisions in order to resolve individual and social problems and participate intelligently in social action.

In order to achieve this objectives , the social studies teacher must apply the inquiry method through which the desired knowledge, attitudes and values would be acquired for use.

Smith, (1979) observes that teaching by inquiry simply means that the teaching and learning in the classroom is based on involvement and investigation

on the part of the students. He sees inquiry as having to do with the ability to develop such skills as:-

1. Observing
2. Classifying
3. Hypothesizing
4. Analysing
5. Infering
6. Generalizing
7. Drawing conclusions
8. Synthesizing
9. Critical and Creative reading

Birth and Shermis, (1985) believe that there are two general methods of teaching. The expository and the inquiry approaches. The expository approach is teacher - centred and uses for most times the lecture technique to transmit content in terms of skills information, attitudes beliefs. On the other hand, the inquiry approach is student-centred and emphasizes the acquisition of content through the problems-solving technique. This second approach develops in students the ability to identify problems, formulate hypothesis and evaluate data.

Massialas and Sprague, (1974) opined that the inquiry approach to teaching-learning situations is different from the expository approach because the inquiry classroom creates a high degree of openness where both the teacher and students initiate discussion and explore together.

Olarinoye, (1982) in an article on " The Inquiry and Discovery Methods of Teaching Science" accepts that the use of inquiry method leads to high success in

teaching - learning situations. He believes that the inquiry method does more than just discovery. According to him, the discovery method which is the mental process of assimilating concepts and principles forms only a part of the inquiry process. He reasons that one develops the inquiry thinking ability only by being involved in activities requiring the performance of mental tasks.

For this reason, he suggests that teachers must provide activities that require manifest investigate abilities. As a summary, Olarinoye identifies the importance of the inquiry approach to include:

a. The building of students self interest and self concept.

b. The development of talents, because of the more the freedom they have, the more opportunity they have to develop talents in planning, organising, communicating, creating and socializing.

c. The reduction in great deal of memorization.

d. The classroom instruction becomes student centred, the greater the learning.

Anderson in Keach et al, (1976) writing on " what the philosophy of windows on our world" observed that social studies should be able to help students develop an understanding of who they are and their intellectual capabilities. For these reasons, he suggests the inquiry approach to instruction in general and the case study technique in particular. He backs up this suggestion for the fact that the method enables students:

a. To acquire cognitive understanding about individuals, groups human beings and Earth

b. To develop skills in acquiring, processing and reporting information.

c. Explore values relating to self, to other people, to the natural environment, and to uncertainties inherent in the human condition.

Brunner, (1977) had encouraged curriculum developers and teachers to focus upon the underlying concepts that comprise the structure of discipline. He suggests that a subject should be approached through the particular mode of inquiry employed by a scholar in the field, and to emphasise discovery learning. These ideas, he says, under out the place of history in the curriculum.

Ogundele, (1978) also agrees that students participation in the learning process enable them to learn far more effectively. This is because they discover facts themselves and use their own imaginations creatively. For instance, the teacher can use, discussions, debates, group work or project role -playing and modeling to enliven his points.

Dubey , (NERC, 1980) in discussing " problems and Issues in Teaching the Methods of Social studies" opined that inquiry could become the mode of teaching if we changed the nature of examinations. According to him, the examination should be reorganised to place emphasis on continuous assessment or evaluation of the learning process. He suggested that inquiry in the classroom should be issue-oriented, relevant, up-to-date and child centred. He specifically observed that inquiry in the classroom, requires careful planning which can be encouraged by certain classroom practices.

Some of these practices include:

a. The determination of the readiness of the students and basing instruction on such findings.

b. Directing learning towards learning how to learn.

c. Carrying students out of the confining classrooms and into direct observation of physical and human phenomena.

d. Providing a wide variety of learning materials that are student constructed and less textbooks dominated.

e. Assignments, class discussion and use of materials, groupings and evaluation should take cognizing of individual differences.

f. The teacher needs to be the guide sometimes in the back ground and while group discussion go on.

g. The environment needs to be flexible with various resources persons brougth in and team-teaching encouraged.

Taylor, (1976) in Nigeria Educational Forum, Vol. 2, No. 27, talking on " Discovery Learning Across Cultural Analysis" attacks traditional methods of learning. He goes on to define discovery learning as an arrangement of the learning situation so that the learner is not given the anser he is seeking, but is forced to find out for himself through cues and probes provided.

2.7 RESOURCES IN SOCIAL STUDIES TEACHING AND LEARNING:

Resources and material are aids to teaching. They can be human or animal, animate or inanimate. Every social studies lesson should include one for or the other of these aids. The use of the available resources and materials for teaching any subject, more specifically here for teaching social studies, enriches the class programme. It contributes directly or indirectly to effective teaching and learning because the pupils see, touch, feel, handle in some wants them to learn. Social Studies is a community centred course and must derive the necessary resources

from the community. These resources are not scarce, they only need to be appropriated by the teachers.

When pupils handled samples, play with concrete objects, listen to preserved records or direct information given by experts in certain fields they are stimulated to learn, they remember more and as they acquire new skills, those which bear more relevance to their lives are readily translated into action.

In selecting resource materials for teaching the teacher ought to remember the same guide principles which aid his selection of what to teach. The following criteria should be considered by the teacher in selecting resource materials. These are:

1. Appropriateness: The level of difficulty of materials selecting for use in the teaching of Social studies must be appropriate to the maturity of the learners who are going to use them. The range of choice must be wide enough to cater for the needs of the gifted, the average and the less able learners.
2. Objectives: A resource should be selected with specific objective (s) in view . If it is a ready made material, ensure that both the objectives for which it has been made and the objectives for which it is to be used are carefully checked to ensure relatedness,
3. Content: Check the correctness of information, clarity of presentation, bias, and specific contributions to topics under study.
4. Time effort and experience; Materials selected should be economical in terms of time, effort and cost. For instance, some study trips that require traveling a great distance from school may be highly desirable, but they may not be necessary if other available resources are adequate, alternatively a

study trip may be more economical than other resources in terms of time, effort and cost because of the educational value it possess.

5. Physical qualities: Materials selected must be attractive, clearly presented with ideas well sequenced.

6. Manual: When commercially produced resources are to be used, care should be taken to study the manual thoroughly to ensure that methods of operation are clearly mastered.

The teacher can tap her resource in the following places e.g home where we can found things like tools in the kitchen. My family member - in pictures etc. The school e.g reading materials like magazines, textbooks, visual aids e.g flannel boards, resource persons e.g craftsmen, farmers, lawyers, librarians etc. Museum, the Globe.

So far the concern has been to redirect the attention of the teachers to other sources of resource complex job. Each teacher should be able to work out his own strategies so that he can make the best of what ever materials that are available. Social Studies in Nigeria must operate in the Nigerian context, using all the available resources in Nigeria. To be competent and effective in teaching Social Studies the teacher must be resourceful especially in providing and using local resources.

The study of Zaccheus Kunle Oguntebi (1978) evaluated the quality and the objectives of the programme diploma in mathematic. The study was concerned with Diploma in mathematics Education. The study was confined to the group of thirty student intakes fo the program of the 1975/76 session only. It was determined that the objectives of the programme were achieved specifically. It

study trip may be more economical than other resources in terms of time

was only concerned with the intrinsic evaluation of the courses taken in the programme. The intrinsic evaluation means the value or quality of the programme being taken. The instruments used in this study were largely practicum activities and interactions with 1975/76 intake.

This particular project is not related to evaluation of teaching and learning of social studies with regards to teaching strategies of social studies in Ahmadu Bello University Staff School. The study was confined to a certain group of students which will be relevant to the study of teaching and learning of Social Studies strategies of pupils in Social Studies. The objectives of the programme developers were achieved specifically because the research was concerned with the quality of the course which will be relevant to this study in Social studies.
The instrument used in the research will be useful in the study that is practical activities and interaction with pupils.

Evolution of community Development projects written by Samson Oladipo Olaniya (1992) was to know how it promote by Christian Education in Nigeria.

This study was purely on religious studies. This research work was undertaken to evaluate the community Development projects undertaken by the Baptist Men's fellowship as they promote Christian education in Nigeria. It was to ascertain whether or not what the members do are really community development projects, and are adequate for promoting Christian education. Survey of theoritical views and statistical analysis of response from 517 Baptist men's fellowship members drawn fifteen Baptist churches, from three zones with the Nigerian Baptist convention is divided were used.
The statistical techniques employed for the analysis and testing of the hypothesis

were the t-test.

The work consecrated on religion while this research is an social studies. The work was a community development while this study is on methods. The instrument used in the study showed that many areas will be covered. While this study is only on two schools. Ti then means that this will not be relevant to the study. The analysis and testing of the hypothesis that were used to test that is t-test will be relevant to this because two groups will be involved.

The study of Emmanuel Kafari Waziri (1993) evaluated the principals and Teachers roles in implementing continuous Assessment system in secondary schools in Kaduna state.

The aim of this study was to determine the roles principals and teachers played to influence the achievement of the continuous assessment objectives. It sampled 50 secondary schools out of 111 in the state and 50 secondary schools principal were used, while 451 teachers were selected out of 5,869 in the state. Past educational records and questionnaires were used for the study.

His own finding about the usefulness of orientation is relevant this work because if orientation, lectures are organised for social studies teachers, the teaching of the subject will be more effective.

His finding that supervision of work could lead to achieving the objectives of an all round assessment of students learning will be relevant and useful in this project because if children's work are supervised regularly the objectives of the lesson will be achieved.

2.8 CONCEPT OF EVALUATION

Evaluation is defined as "to find out, decide the amount of value of". Oxford Advanced Learners Dictionary of Current English (1982:292) According to McIntyre (1970), evaluation is " the basis for decision making", involving "description. Judgment, and collection of pertinent data on which the base judgments (P213)" . The data basis for decision making may be either the descriptive or research type.

For the work at hand, research type data will be used in finding out how the teachers present their lessons as Social Studies to the pupils and the behaviour of the pupils.

Stuffle Bean (1871:40) defined evaluation as the "process of delineating, obtaining and producing useful data and information for judging decision alternatives.

Skager (1978:23) postulated that evaluation is seen as " the process of finding out the value of the worthiness of a programme being undertaken." It deals with value judgment that comes from somebody outside the system or internal assessment that is by someone within the system. This is related with what I have in mind; because I want to know the methods that were used to teach Social Studies in Staff school of Ahmadu Bello University and how the pupils were assessed.

The term evaluation means different things to different people. The literature on evaluation contains numerous definitions each with its own purpose and suggesting a different approach. Some of the meaning of evaluation advanced by people like Huge Scotett (1973:2) who defined evaluation as " the putting on

trial and validation of our techniques, the qualitative and quantitative description of trainee's achievements as well as those techniques employed in his programme within a view to obtaining useful information for reaching the best decision alternatives".

Taylor (1930's), Suchman (1972) and numerous other defined evaluation as the process of determining the extent to which objectives have been achieved. They also agree that evaluation includes details about the students, particularly, the amount of knowledge they have acquired and what they can do, the teachers, and the resources for teaching methods fo teaching, students attitudes and values are also measured. The result enable administrators, planners and teachers to take appropriate decisions regarding the appropriateness of the objectives of teaching, the content and the method, as well as the devices used for measured learning.

Evaluation as far as education of primary school pupils is concerned, must have a strong relationship with decision making as such evaluation in form of needs assessment, mut serve as an instrument for deciding what instructional materials and methods are satisfactory and where change is needed. According to Tuckman (1979:21) evaluation connotes " some judgment" concerning the effects of planned change and represents a measurement of effectiveness in reaching some predetermined goal."

Tuckman (1979:67 - 68) went further to say that," the purpose of evaluation is mainly to "ascertain the effectiveness with which the objectives of the programme is being achieved."

From the definition I discovered that evolution studies is involved in all areas. For example Jegede (1981) evaluated the Nigerian Integrated Science

Project. The focus of the study was the achievement of the projects as well as the performance in and attitude towards Integrated Science by the students.

In evaluation citizenship education for Adults, Aliyu (1985), indicated the successful delivery and achievement of the experimental programmes objectives including the test scores of learners, the evaluation scores and commentaries of the specialist observers. What I gained here is that test is one of the instrument the teacher can use to evaluate the pupils after teaching has taken place.

It is emphasised that evaluation has many functions and some of the functions among others are the clarification and redefinition of the objectives as a result of the appraisal of learning instructions activities. Through evaluation, teachers gain insight into learners progress, problems, strength and weakness. Evaluative evidence is helpful in planning units, guiding learning activities selecting materials of instruction, appraising methods of teaching and revising the instructional programme.

2.8.1 TYPES OF EVALUATION:

There are ways by which the effectiveness of a programme or action can be evaluated.

Olabode (1992) stated in evaluation of Mamer's programme in Kwara. For the purpose of this study three popular types of evaluation procedure was examined. Among which are the following:

a. Diagnostic Evaluation: As the name implies, this is a pre-instructional type of evaluation to determine groups. Previous knowledge, their present level and where to start a new programme

from.

This system of evaluation technique can be likened to the findings and recommendations of the teaching of social studies in Kaduna state primary schools especially Zaria Local Government Area of Kaduna state.

b. Formative Evaluation: This type of evaluation can be described as those that take place during the course of a programme. Formative evaluation may at times lead to a rehearsal of programme objectives, methods or model of dissemination and facilities involved in such procedure.

This research is therefore a form of formative evaluation since the teaching of social studies will continue so long as the primary school education remains.

c. Summative Evaluation: According to Scriven (1967:24) and Ozigi et al. (1978:13), this type of evaluation occurs at the tail end of a programme. It gives the overall result of the performance of such programme.

Based on this submission, formative evaluation takes place, while a programme like teaching of Social Studies is still in process, , while summative evaluation is usually meant for a programme which has ended or will continue in another dimension.

Many advantages stand to be gained by evaluating a consciously planned programme.

Taurney (1977:28) and Bajah (1979:5) gave three grounds each for evaluating a

social studies programme.

To Tawney a programme can be evaluated due to the undermentioned factors:

1. To improve the quality of such programme
2. To defend and to re-assure the finding body that the programme is relevant to the prevailing situation.
3. Because it is a common phenomenon for people to evaluate things formerly or informally.

According to Bajah, evaluating a programme is basically for the following reasons:

a. Measuring the effect of a given programme, against the objectives it sets out to attain in an attempt to contribute to subsequent decision-making process concerning the programme.
b. To strengthen the programme.
c. To compare the gains of adopting a programme with that of similar programme in a number of respects.

That notwithstanding, Cladebo (1984:7) said that evaluating a programme, set out to achieve certain pertinent points among which are:

1. To improve the methods used in spreading the programme.
2. The aid decision-making process.
3. To obtain accurate information from the target population the programme is meant to benefit.
4. For prediction of subsequent programmes and for healthy rivalry with other established social organisational outfits.

5. To provide feedback to the organisers and financiers about the effectiveness of the programme.

All the above mentioned points testify to the importance of evaluation in every social programme established by individuals or groups.

2.9 EVALUATION IN SOCIAL STUDIES:

Evaluation is an essential part of any academic programme. This idea confronts the reader time and again as he studies plans for curriculum development or innovations in teaching. While it has been and continues to be a matter of concern for many who are interested in innovation and improvement in instruction in social studies, evaluation has not been a widely researched topic.

A decade ago, however, Allen (6) conducted a national survey of the evaluation behaviours of classroom teachers. More than 600 members of the National Council for the Social studies responded to queries about what should be evaluated and what kind of techniques would be appropriate. The researcher concluded that teachers generally do not evaluate in terms of their objectives, do not take advantage of a full range of possible techniques, do not understand the purpose of evaluation, do not have an adequate knowledge of statistics, and do place great emphasis upon evaluation procedures that yield a grade. There is little evidence that evaluation has improved in quality since the research was undertaken. After a 1965 -66 study of educational practices of elementary teaches in Maryland, Duffey (83) concluded that evaluation had never been done really well in the elementary school, that grading dominates evaluation, and that unclear objectives defeat the proceeds of evaluation.

Fraser (111:576), who directs a yearly review of curriculum materials for the National Council for the Social Studies, after her most recent survey of curriculum guides produced by state and local school systems, comments:

> " Suggestion for means of evaluating pupil's progress toward stated social studies goals continue to be a neglected area in many of the guides. Indeed, a in previous years, panel members found the lack of clearly defined goals and related evaluative measures to be the major weakness in the current group of guides."

Some disturbing evidence relevant to the relationship of evaluation practices in classroom to goals was uncovered by Tufte (329), who explored the use of higher-level questions by teachers in evaluating, attitudes in elementary social studies. He fund that all groups investigated favoured goals emphasising attitude and appreciations and favoured the open-end question as an evaluate device. But when the teachers were asked to formulate their own evaluation questions, they did not adhere to these original positions. Unfortunately instruction in a methods course did not change the situation.

Some writers on the subject of evaluation explain the lack of effective evaluation tools in social studies by pointing out that many of aspects of growth educators would like to evaluate are rather elusive.
How does one know he has effectively measured change or growth in attitude? How does one determine what the long -range effects of changes will be?

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Call (120) pursues the matter in a discussion of some changes taking place

in the area of social studies, emphasizing that the entire instructional programs should receive its direction from desired behavioural objectives - whether or not pupils think better, solve problems more efficiently, engage in more profitable and more creative activities get along with people more effectively. To determine these gains, innovative evaluate schemes will be needed.

Paper and pencil evaluation devices have long been the standard form for assessment, and for many of the inquiries teachers make about pupils such tests do not result in the kinds of data that authorities in the field are seeking. The difficult task of inventing more effective data- producing techniques faces all those interested in improving social studies instruction.

2.10 SUMMARY

The teaching of Social studies in primary schools has been connected with the problems of teachers. Thus, authorities in Social Studies (Dewey, 1952) Beard, 1932, Eagle, 1977, Banks and Clegg, 1973, Okobiah, 1985, Uche, 1980, Adeyoyin, 1977) endorse that the subject should be concerned with preparing the learner or the student for the goals and purposes of responsible and effective citizenship.

Finally, it is the strong belief of the investigator that until appropriate attitudes are determined and inculcated into the citizens, our educational goals will be far from reality in form of achievement.

Therefore, this study tries to focus on the teaching of Social Studies in the primary school with regards to teaching strategies of Social studies which might have originated from the types of attitudes towards the subject. It also emphasizes on the development of worthwhile and desirable attitudes in pupils because it is

only this that will determine the success of social studies programme in Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION:

Many techniques abound in the process of gathering appropriate research data. However, using a particular method depends primarily on the situation(s) at hand, like research topic, time factor and financial position of the researcher.

Alhirah et al (1987:40) quoting Moser and Kalton (1979) identified a number of techniques for gathering relevant information or data in social investigation of this nature.

According to them, "such methods include questionnaire, interview, case study scaling method, observation and documentary sources.

Bearing the above in mind, the questionnaire technique will be used for this study. according to Lawson et al (1975:32) quoted by Alharian et al (1987:40), they submitted that " the construction of a questionnaire involves the researcher setting down, engaging himself/herself in serious pondering before gathering relevant in formations." Such information could either be extracted from writings of others or from his own imagination.

Also Moser and Kalton (1979:304), speaking on questionnaire method maintained that "in designing a questionnaire, adequate care should be taken so that the desired objectives will be arrived at with limited subjectivities." Therefore, in the construction of questionnaires that will be used for this study, ideas will be drawn from several sources coupled with the researchers personal imaginations. Based on the above nine (9) item on methods and 16 item questionnaire will be developed along . Lickert scale, consisting of opinion questions, open questions and

pre-coded questions used on primary school education in A.B.U Staff school will be administered on the respondents that will be randomly selected for the study.

The respondents will be requested to react to each statement in terms of level of available and not available in an attempt to arrive at an acceptable generalisation.

3.1 RESEARCH DESIGN

There are various methods of collecting data e.g survey, experiment, historical, library research. But for this study survey method will be use which is best for suitable for measuring attitudes. It will involve gathering of data about a target population from a sample and generalizing the finding obtained from an analysis of the sample to the entire population.

Questionnaire will be prepared for the respondent which will be presented with a list of statements embodying various degrees of positive and negative feelings. The respondents are then asked to indicate their agreement or disagreement with such statement.

3.2 INSTRUMENT FOR DATA COLLECTION

Since the prime motive of this research is to evaluate the methods of teaching social studies, a nine item questionnaire on methods and sixteen item on material questionnaire were developed along like -scale was used to collect appropriate information from the selected respondents. While eleven item questionnaire on objectives of social studies we developed for the pupil.

The questionnaire was arranged into sub-section A B and C section A. Sought information on the materials data from the respondents, and the other hand

Section B contains various methods that are used in teaching social studies. While C sought information on the objectives of Social studies.

3	2	1	0
Very much	Much	Not much	not at all

Gronlund (1978:59) has stated that this technique provides information which cannot be obtained in any other way. And above all, it is seen as the simplest and the best method of measuring attitudes. The questionnaire will be in form of rating scale. The questionnaire will be constructed and administered to the primary six pupils, teachers, Ahmadu Bello University Staff Schools. The information thus collected will be statistically analysed to achieve the purpose of the study.

3.3 VALIDITY AND RELIABILITY OF INSTRUMENT:

In order to make sure that the questionnaires are valid, they were constructed and tried on at least three hundred pupils and not less than thirteen teachers in schools not included in the sample. Respondents by a tick against each item of the questionnaires. After reaction by respondents, the questionnaires were collected, scored and analysed. The outcome of the trial testing exercise assisted the researcher to perfect the instruments for data collection.

3.4 THE POPULATION OF THE STUDY

As earlier stated, this research is evaluation of teaching strategies of Social Studies in Ahmadu Bello University Staff School. It is evaluated in the sense that teaching of Social Studies in primary schools is to be examined with a view to identifying factors that affect pupils output. And to see if the objectives stated have

been achieved.

3.5 THE SAMPLE AND METHOD OF SELECTION

Presently, Ahmadu Bello University had about three primary schools. Kongo, Main Campus and BZ Annex at the time of this, two schools will be involved. One group will be used as experimental, while the second group will be control group. One class will be selected at random to give the total of five classes. For teachers a total number of ten of them will make up for the population that will make up for the population that will studies while 300 pupils population will be used.

3.6 STATISTICAL TECHNIQUE:

After the completed questionnaire would have been collected from the respondents, they will be check to make sure the pupils complied with the instructions given in the questionnaires. Following this the responses will be sort out and arrange according to each class using codes that will be assigned to them. Then the questionnaires will be taken to the computer for analysis. In analysis the data collected from the respondents in the school, percentage statistical procedure were used.

3.7 SUMMARY

This chapter has dealt with various topics. These include teachers and targeted population, sampling instrumentation of the instruments and proposed methods of processing data. It is hoped that from a teacher, schools population of

about two hundred a sample of at least (10%) ten percent will be taken in line with experts recommendation.

It is also intended that result in common entrance in Social Studies involve 300 pupils will be analysed for the period identified which is year 2000.

Also, response from the same number of pupils will be sought through questionnaire covering several areas. Such responses shall be analysed as well. In a similar manner, questions will be given to teachers whose reaction to them will be equally analysed.

Statistical techniques have been identified for use. These statistical methods have been chosen from among many because of their relevance and suitability.

CHAPTER FOUR

4.0 DATA INTERPRETATION AND ANALYSIS

4.1 INTRODUCTION

This chapter deals extensively on the findings and discussion of findings of this research. I n conducting this study out of the 300 questionnaire items administered to the respondents, (pupils) 270 of the lot, representing 90% were returned. While 13 questionnaire items administered to the respondents teachers 10 of the lot representing 77% were returned.

DESCRIPTIVE ANALYSIS OF THE MATERIALS.

TABLE 4.1 FREQUENCY OF RESPONDENTS PER RESPONSE OPTION FOR EVERY ITEM ON MATERIAL.

S/N	MATERIALS	AVAILABLE		NOT AVAILABLE	
1	Newspapers	0	0%	10	100%
2	Magazines	0	0%	10	100%
3	Periodicals	0	0%	10	100 %
4	pamphlets	0	0%	10	100%
5	Textbooks	10	100%	0	0%
6	Pictures	10	100%	0	0%
7	Displays	10	100%	0	0%
8	Planned boards	8	80%	2	2%
9	Graphs and charts	8	80%	2	2%
10	Maps and globe	6	60%	4	4%
11	Costumes	0	0%	10	100%
12	Radio	2	20%	8	80%
13	Records	2	20%	8	80%
14	Tape recorders	2	20%	8	80%
15	Tape records	2	20%	8	80%
16	Television/video	2	20%	8	80%

TABLE 4.2 FREQUENCY ON RESPONDENTS FOR RESPONSE OPTION FOR EVERY ITEM ON METHODS.

No	Methods	Frequency	Used%	Not Used
1	Discussion method	10	100%	0%
2	Inquiry Method	4	405	60%
3	Questioning method	10	100%	0%
4	Project method	10	100%	0%
5	Debate Method	3	30%	70%
6	Excursion method	10	100%	0%
7	Play -way method	0	0%	100%
8	Activity method	10	100%	0%
9	Role play method	0	0%	100%

GENERAL OVER-VIEW OF THE FINDINGS

Table 4:1 DESCRIPTIVE ANALYSIS OF THE MATERIALS.

From the table 4.1 it shows that textbooks, pictures and displays are available representing 100% and 0% not available flannel boards, and charts are available representing 80% and 20% not available maps and globe representing 60% availables and 40% not available.

Radio, Records, tape recorders, and tape records representing 20% available and 80% not available Newspapers, Magazines periodicals and pamphlets representing 0% available and 100% not available.

TABLE 4.2 DESCRIPTIVE ANALYSIS OF THE METHODS.

From the table it shows that Discussion method, Question method, project method, Excursion and Activity methods are being used by many teachers representing 100% used and 0% not used.

Inquiry method representing 40% used and 60% not used.

Debate method representing 30% used and 705 not used. While play method and role playing method represent 0% used and 100% not used.

TABLE 4.3 DESCRIPTIVE ANALYSIS OF THE OBJECTIVES.

.From the table it shows that objectives number I and II which says that children self confidence and initiatives based on an understanding of their own accomplishment and potentialities and their own worth, increase knowledge and appreciation of our past back ground and moral values and Develop in understanding of how the lives of people who lived in the past affect our present day lives and how we can improve the present for the future were very much attained. While No 2, 3, 5,6, 7, 8,9 , 10 are much attained and only No 4 which is not much attained.

4.3 **OBJECTIVES.** FREQUENCY OF RESPONDENTS PER RESPONSE OPTION FOR EVERY ITEM ON OBJECTIVES

S/N	*Objectives*	3 Very Much	2 Much	*1* Not much	*0* Not at all	*Total*	x	*Decision*
1	The Social Studies helping you to be responsible and active citizen	231	21	6	0	741	3.0	Very much attained
2	*Does it help you at understanding the* socio-economic problems of the country how they arise and how they are being resolved.	171	72	18	3	675	2.5	*Much* attained
3	Does it make the environment physical, social, economic, political more intelligible	161	51	30	9	615	2.3	Much attained
4	Does it help you to participate in social activities and provide you with knowledge for occupation?	144	78	21	9	509	1.9	Not much attained
5	Does it help you to appreciate civic duties and responsibilities	120	105	15	0	585	2.2	Much attained
6	Does it help you to develop independent thinking and judgement?	135	75	33	15	588	2.1	Much attained
7	Does it help you to create a knowledge of appreciation of the principles underlying sound and enduring *government and society?*	147	75	36	15	591	2.2	Much attained
8	Does it promote broad interests, in co-operation tolerance for the sympathy with all ethnic groups and creeds?	168	60	36	6	660	2.4	Not much a

9	Does it increase knowledge and appreciation of our past background. and moral values?	180	63	15	6	681	2.5	Not much attained
10	Does it help us to transmit our cultural heritage?	162	63	15	0	627	2.3	Not much attained
11	Does it help you to develop an understanding of how the lives of people involves in the past affect our present day lives and how we can improve the present for the future.	192	57	15	6	705	2.6	Very much attained

4.7 RESEARCH QUESTION

The researcher intends to test the following hypotheses:

i. There is no significant relationship between the teaching of Social Studies and the performance of pupils in the two schools of Ahmadu Bello University Staff School.

ii. There is no significant relationship between the age of Social Studies teachers and their techniques of teaching at the two schools of Ahmadu Bello University Staff School.

iii. There is no significant relationship between pupils who are exposed to the use of instructional materials and those that are not exposed to it.

iv. There is not significant relationship between the evaluation techniques of Social studies teachers at the two schools and pupils performance.

4.8 SUMMARY

The study on performance and attitude of pupil's towards Social Studies has led to the following findings.

i. The highest qualification of the majority of the teachers teaching under study was N.C.E.

ii. Like the previous studies, discussion and lecture methods were still the most frequently used materials of teaching Social Studies.

iii. Both teachers and pupils generally held positive attitude towards Social Studies.

iv. Teaching Aids and textbooks remain an untackled problem at the time of this study.

v. Findings on this topic is similar to earlier findings on similar studies carried out by other researchers in other parts of the country, Adeniyi (1981) Abdulkareem (1986) and Gajere (1992).

vi. Both teachers and pupils are of the view that Social Studies should be made compulsory for award of primary six certificate.

vii. Most pupils rated Social Studies as important as any other subject taught in the school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Where there is a beginning there must an end goes a popular saying. This chapter is the last but not the least which tries to review once more the major questions being asked and findings made during the course of this study. Thereafter, conclusion, recommendations and suggestions for future research given.

5.2 RESTATEMENT OF THE PROBLEM

The topic under study is Evaluation of teaching strategies of social Studies:- The case of A.B.U Staff Schools. The study has attempted to answer the following questions:

i. How well are the pupils performing in Social Studies at the primary School level?

How well trained are the teachers teaching Social Studies

ii. Does the age of teachers affect the out-put at the primary school?

iii. Are there adequate teaching/learning materials to be used by teachers at the primary school level in A.B.U Staff School?

iv. Are the teachers using relevant instructional materials in teaching Social Studies at the primary school level?

v. Does the school administration support and encourage Social Studies teachers to conduct field trips?

vi. Is the condition of services of teachers at the primary school level motivating their in-put?

vii. What are the other problems militating against better teaching of Social

Studies in A.B.U Staff School.

viii. Are there ways that these obstacles could be removed to enable better teaching of Social Studies at the primary School level in A.B.U Staff School?

5.3 SUMMARY

5.3.1 COLLECTION OF DATA

To help determine more accurately the attitudes to pupils, it becomes necessary to set two kinds of questionnaires, one for teachers and the other for pupils. In some cases oral interview was employed.

To test hypothesis 4 Achievement test was given to two groups of pupils, those exposed to teaching aids and those not exposed to. Questionnaire were administered to two A.B.U Staff School, the data collected was statistically analysed by using statistical instruments and percentage.

5.3.2 STATISTICAL ANALYSIS AND FINDINGS

In the process of analysing the data collected the following statistical techniques was utilised with percentage and the hypotheses propounded. From the statistical analysis of the data the following information was gathered.

Hypothesis 1: Is accepted because there is a significant

Hypothesis 2: Shows a significant difference and so the hypothesis also rejected.

Hypothesis 3 is accepted as no significant difference is observed.

Hypothesis 4 The hypothese is rejected because there is a significant difference.

Having analysed the interpreted data, the following observation was made.

a Most Social Studies teachers were N.C.E graduates. It was discovered that there

were no opportunities for workshops, seminars and inservice training, The Researcher observed that many teachers are thirsty for more knowledge. Hence, making most of them desperately requesting for opportunities to go for further studies.

b. On methods of teaching, it is unfortunate that most teachers still capitalise on telling and discussion methods. This further confirmed Abdulkareem's findings.

Social Studies is mentioned earlier, concern itself with the total aspect of man. It tries to get a complete picture of man and his activities and by so doing understands man fully. This means that Social Studies does not study man's activities separately but by relating and integrating one action of man with another, it arrives at time understanding of man(Uzoagulu 1981:2). Other subjects like Geography, History, Economics try to understand man by taking a look at one single aspect or one area of man only. In the light of the above information, it is, an undisputable fact, that the teaching of Social Studies is as respectable as teaching Geography and History.

In the area of textbooks, they are very essential tools teachers use in the teaching of Social Studies.

They provide vast quantities of information on the world and it's operation that is essential for study (H. Corbin in NERC 1981:32). Most teachers said the textbooks they use cover the Social Studies Syllabus. Out of thirty teachers, 20 of them representing 66.66% answered on the affirmative that textbooks they use over the syllabus for primary six. The observation is not far from the fact that in the past until lately most Social Studies textbooks were geared towards helping pupils pass examination. Meaning that they were exam oriented. It was also discovered that teacher have no text books of their own, they rely on pupils own and also no teaching aids to illustrate what they are teaching.

c. Reports on textbooks was not favourable, they were inadequate in quantity. The general information form pupils response seem to be very similar to those of their teachers. Most of them see Social Studies as a worthwhile and a valuable subject.

d. Series of statements were presented such as " Learning Social Studies teaches me how to find something on my own". Majority of the responses were positive. 105 (21.88%) and 182 (37.91%) strongly agreed and agree respectively.

e. On Social Studies cannot contribute to what I want to become in future, 24 (5.00%), 120 (25.00%) disagreed and strongly disagreed respectively.

f. When asked if Social Studies is boring many of them disagreed. Another issue put to the pupils was "Social Studies is the study fo man's relation with his environment. Majority strongly agreed.

5.4 CONCLUSION

On the whole, the attidudes of both teachers and pupils towards the subject is favourable and encouraging. As such they are of the view that the subject should be made compulsory up to the award f Senior Secondary School certificate (SSCE).

5.5 RECOMMENDATIONS

1. Now that opportunities are available for social studies Education in form of Seminars, Workshops, Conferences and inservice training organised by SOSAN, Universities and NERC, the government and other employers should make it a point of duty to send teachers to benefit from those programme.
2. If teachers are encouraged to pursue higher education, no doubt the monotony of using the same ineffective methods in teaching social studies may be remedied.

Because different methods of teaching would be highlighted, how and why they should use tem. They should be sent on practical to further re-enforce what they have learnt.

3. Teachers could be advised to minimise too much dependency on imported or ready made teaching aids. The teachers should be encouraged to improve by making use of whatever is available in their local government. Teachers are expected to be creative minded. The practice in some colleges of Education and Universities which makes pupils to offer creative Arts as a minor course should henceforth be made a compulsory requirement for every teacher that went on training.

4. To arrest the problems of textbooks, there is the need to intensify campaigns through Conferences, Seminars and Workshops. The call for indigenous authors who have great knowledge in Social Studies to write textbooks on a variety of topics for use in our primary schools should mounted. The government should endeavour ot find the production of such textbooks, while authors with shallow knowledge on Social Studies should be discouraged by banning the production and sale of such books.

5. Previous and present studies have recommended that Social Studies be made compulsory for the award of SSCE. This suggestion should be taken seriously. SOSAN and Associate bodies should forward this request to the Federal Ministry of Education and steps should be taken to effect urgent implementation.

6. The teaching of Social Studies in our schools should be handled by trained teachers to help pupils right from the start develop proper understanding of the concept of "Social Studies" as an integrated subject and NOT a combination of subjects. This erroneous impression must be corrected.

7. The Social Studies Syllabus for primary schools is silent on such topics as the

methods of teaching Social Studies and Resources, these topics should be taught and practicals should be undergone for primary one to primary six.

8. Pupils should be trained to know and have proper understanding of the Nigerian Social Studies Objectives in order to uphold and promote these objectives in his life for a productive and useful citizenry. In other words Social Studies should be taught to emphasise the effective and the psychomotor domains.

9. Social Studies teachers should try as much as possible to make their classrooms attractive with materials, that exhibit or advertise Social Studies.

10. Students should be encouraged by their teachers to write on things in their environments e.g their family life, school, friends, neighbours, vegetation, rivers, ceremonies, occupation etc. they could be edited and type and kept in their library or in the headmaster/headmistress office. These will serve as first hand information for other Social Studies teachers and pupils who may find themselves in that locality.

5.6 SUGGESTIONS FOR FUTURE RESEARCH

1.0 A similar study should be carried out in other schools of the Federation so as to get the true or a complete picture of pupils towards Social Studies through the teaching.

1.1 Research should be conducted on the relationship of Social Studies to other social sciences subjects.

1.2 Studies should be carried out to determine or to assess the impact of social studies in the process of changing the lives of Nigerians for the better.

1.3 Further research is necessary on the methods of teaching social studies so that teaches may be better prepared to select the best methods for teaching the subject.

1.4 Research should be carried out on the effectiveness of improvised materials, since the ready made ones may not always be at hand.

1.5 Investigation may be conducted to find out the attitude of education administrators e.g the Headmasters, headmistress, Inspectors, Directors and all concerned with educational matters towards social studies.

1.6 Through this study, it was discovered that teachers and students have favourable attitudes towards social studies, therefor, other factors like funds and facilities that could affect the promotion of Social Studies should further be investigated.

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APPENDIX A

TEACHERS QUESTIONNAIRES ON TEACHING OF SOCIAL STUDIES

This is a research on teaching of Social Studies in A.B.U Staff Primary Schools. Social Studies is a programme of study which a society uses to instil in pupils, the knowledge, skills, attitudes and actions which they consider worthwhile.

It is one of the components in a society's attempt to instill desirable social understanding, behaviours and actions in it's citizens. It is for this reason, that the importance of this research cannot be over emphasised.

Your co-operation in responding carefully and honestly to all the questions overleaf will be appreciated .

Thank you for your co-operation.

Mrs. Kate Esezobor

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Social Studies Department

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QUESTIONNAIRE FOR TEACHERS

A. PERSONAL DATA:

1. Sex: Male [ ] Female [ ]

2. Age .....

3. Qualification(s): Please indicate area of specialization

Grade II..... B.Ed.....

N.C.E..... B.Sc.(Educ.).....

B.A. (Educ)..... M.A.....

B.Sc..... M.Ed.....

4. Teaching Experience:

i. Less than one year [ ]

ii. 1 - 3 years [ ]

iii. 4 - 7 years [ ]

iv. 8 - 10 years [ ]

v. 10 - 20 years [ ]

vi. Over 20 years [ ]

5. Location: Urban [ ] Rural [ ]

6. For how long have you been teaching Social Studies in Primary School?

i. Less than 1 year [ ]

ii. 1 - 3 years [ ]

iii. 8 - 10 years [ ]

iv. 10 - 20 years [ ]

v. Over 20 years [ ]

7. Have you attended any course in Social Studies?

Yes [ ] No [ ]

SECTION B

Tick [ ] for the methods you used in teaching Social Studies

1. Discussion Method [ ]
2. Inquiry Method [ ]
3. The Questionnaire Method [ ]
4. The Project Method [ ]
5. Debate Method [ ]
6. Excursion/Field trips [ ]
7. Play way Method [ ]
8. The activity Method [ ]
9. Role Playing Method [ ]

SECTION C Tick Yes or No

Resource Materials of Facilities Available

S/N	Materials	Yes	No
1	Newspapers		
2	Magazines		
3	Periodicals		
4	Pamphlets		
5	Textbooks		
6	Pictures		
7	Displays		
8	Plannal boards		
9	Graphs and Charts		
10	Maps and Globes		
11	Costumes		
12	Radio		
13	Records		
14	Tape recorders		
15	Taped records		
16	Televisions		

PUPILS QUESTIONNAIRE

Tick the one that is suitable to you

S/N	QUESTIONS	Very Much	Much	Not much	Much	Not at all
1	Is Social Studies helping you to responsible and active citizen?					
2	Does it help you at understand the Socio - economic problems of the country how they arise and how they are being solved?					
3	Does it make the environment physical, Social, Economic, political more intelligible?					
4	Does it help you to participate in Social activities and provide you with knowledge for occupation?					
5	Does it help you to a appreciate Civic duties and responsibilities					
6	Does it help you to develop in dependent thinking and judgement?					
7	Does it help you to create a knowledge of appreciation of the principles underlying sound and enduring government and society?					
8	Does it promote broad interests in Co-operation tolerance for the sympathy with all ethnic groups and creeds?					

9	Does it increase knowledge and appreciation of our past background, and moral values?					
10	Does it help us to transmit our cultural heritage ?					
11	Does it help you to develop an understanding of how the lives of people who lived in the past affect our present day lives and how we can prove the future?					