A STUDY OF TEACHERS AND STUDENTS PERCEPTIONS OF SOCIAL STUDIES AND TEACHING METHODS IN SOCIAL STUDIES IN SELECTED JUNIOR SECONDARY SCHOOLS IN THE NORTHERN STATES IN NIGERIA.

BY

IBRAHIM ADOKE

DECLARATION

I hereby declare that this project has been produced by me. Its topic has not been presented on any previous application for a higher degree. All quotations are indicated by quotation marks and sources of information are duly acknowledged by means of bibliography.

(Sgd)
Ibrahim Adoke

CERTIFICATION

This project report entitled A STUDY OF TEACHERS AND STUDENTS PERSPECTIVES OF SOCIAL STUDIES AND TEACHING METHODS IN SOCIAL STUDIES IN SELECTED JUNIOR SECONDARY SCHOOLS IN THE NORTHERN STATES IN NIGERIA by Ibrahim Adoke meets the regulation governing the award of Masters of Education in Curriculum and Instruction (Social Studies) of the Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This study is dedicated to my mother, Madam Salametu Ozohu Adoke and my senior brother, Mallam Adamu Adieza Umoru, who saw me through my early education. And Mrs. Agnes Afum Baba, my Headmistress who gave me the opportunity to pursue this course.

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ABSTRACT

Social studies is a discipline facing identity crisis as it has been considered as a new name for social science subjects like history, geography, economics, sociology and Anthropology by social scientists.

Only a few scholars have made efforts to analyse the uniqueness of its approach to problem solving (the inquiry).

This study was undertaken to investigate Teachers and Students Perceptions of Social Studies and Teaching Methods in Social Studies in Selected Junior Secondary Schools in the Northern States in Nigeria". It equally made useful suggestions and recommendations where necessary.

Five research questions and three hypotheses advanced for this study were related to the various perceptions of social studies, methods employed in teaching the subject and attitude of teachers and students toward social studies.

A total of 1985 students and 160 social studies teachers involved in the study were randomly selected from forty Junior Secondary Schools in the Northern States in Nigeria. The major statistics used in analysing the data were t-test

and percentage.

The results showed that teachers mainly-employed the discussion and telling methodsin their classroom teaching rather than problem approach.

The teachers and students perceived Nigerian social studies as merely an informative subject that draws facts from social science subjects and whose method of teaching has nothing to do with inquiry approach.

Social studies as one of the effective educational instruments for nation building and geared to produce effective citizenship in graduates of our post-primary institutions, as categorically stated in the National Policy on Education, has to apply a teaching strategy that is based *on* reflective thinking, problem solving or the inquiry. That is, it has to break even with the traditional approach of mere regurgitation of facts for examination purpose.

Revelations in this study, hopefully would be an eye opener for those concerned with the wholesome education of the Junior Secondary School students.

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ABBREVIATIONS AND DEFINITION OF TERMS

A.B.U. - Ahmadu Bello University, Zaria.

C.E.S.A.C. - Comparative Education Study and Adaptation Centre.

N.E.R.C. - Nigerian Educational Research Council.

N.N.T.E.P. - The Northern Nigerian Teacher Education Project.

S.O.S.A.N. - Social Studies Association of Nigeria.

S.P.S.S.Q. - Students Perceptions of Social Studies Questionnaire.

S.S.T.P.Q. - Social Studies Teaching Problem Questionnaire.

Social Studies:

- This is a field of study that deals with the integration of knowledge, experience and effective use of resources for the purpose of citizenship education (Onyabe 1980:62).

School Curriculum:

- Refers to the limited and selected body of experiences which the school deliberately and intentionally uses for educational purpose (Kumoh, S. 1984).

Attitude: - This is a pre-disposition to act, behave or feel favourably towards objects, persons, situation or

- ideas (Fransdon 1961:577).

In-Service Education:

- All activities engaged in by professional personnel during their service and designed to contribute to improvement on the job (Ndubusi A.F. 1981).

Teaching Method:

- This is a general way a teacher organises his teaching (Dubey and Barth 1980).

Junior Secondary School:

- This is a stage where students spend the first three years in a post primary school.

Northern States:

- Refer to geographical area covering the following states in Nigeria - Bauchi, Benue, Borno, Kaduna, Kano, Kwara, Niger, Plateau and Sokoto (the Nigerian Constitution 1979).

Conception: - Abstract word used in describing idea that takes shape in the mind (Hornby and Parnwell 1969).

Perceptions: - The act of perceiving: to become aware of through the senses; to see: to understand, Chambers Dictionary; E.M. Kirkpatrick, (1978:369).

Chapter 1

BACKGROUND INFORMATION

1.1 INTRODUCTION

In recent years, much attention has been given to the role of social studies as the development of desirable socio-civic and personal behaviours (Ogondare 1984:). Social Studies has now been seen as a way of life of man's relation with his environment (Adaralegbe 1971: and 1980: and Nwosu and Corbin 1977:). Thus the importance of social studies as a subject in the school curriculum cannot be over-emphasized. Through social studies a student learns how to be useful to himself and to his society. The study of social studies affords him the opportunity to learn how to appreciate his rights and how to relate to other people in the society for his own benefit and that of others. Social studies teaches the interdependence of the local communities and the wider nations:

It was in the realization of this importance that social studies was introduced into Teachers Education in 1965 especially in the Northern parts of the country, through the Northern Nigerian Teachers Education Project. Since its introduction series of seminars and workshops have been organised by the Nigerian Education Research Council (N.E.R.C.), the Comparative Educational Studies and Adaptation

Centre (C.E.S.A.C.) and the Institute of Education in the Nigerian Universities with a view to developing national curricula for social studies in Teacher Training Colleges.

In April 1978 the Nigerian Education Research Council organised a seminar in order to re-educate and to re-orientate the teachers on the meaning and concept of social studies. The seminar further set up a task force to produce a methodology book for teacher trainers. In November 1978 a workshop on methodology book was organised by N.E.R.C. Consequently the new social studies programmes was developed which includes: (a) concepts awareness and understandings of the child's social, physical, economical, political and religious environments, (b) man's interaction and relationships with these various environments, (c) problems arising from these interaction and interelationships and, (d) man's endeavour to solve these problems (N.E.R.C. 1971:54).

All these efforts on the part of N.E.R.C, C.E.S.A.C. and Institute of Education in the Nigerian Universities were geared towards training teachers who could secure some mastery of the various social science disciplines, and understanding of their interdisciplinary relationships. The efforts

have been to teach social studies more effectively.

As a result, instructional strategies have also centred on methods of seeking truth which include those of problems approach, problems detecting, problems solving, learning by doing, learning by experiment and discovery learning. Emphasis has also been placed on objectives that develop the skills of reflective thinking in pupils. It is also to teach pupils to understand and to appreciate certain basic values and attitudes necessary in effectively participating in the society.

Also the most significant progress in social studies curriculum was made when the National Policy on Education replaced social science subjects with composite and integrated social studies as one of the core areas in the Junior Secondary Schools. Section 9 (163 a) of the new National Policy on Education specifically lists four components of the teacher Education Programmes, namely:

(a) General Studies,
(b) Foundation Studies,
(c) Specialisation Subjects,
(d) Teaching Practice.

Social studies falls under general studies the professional preparation of social studies teachers at this level should equip them with the knowledge of contemporary affairs, and ability to collect and analyse data. Furthermore the preparation should help to develop inquiry skills in regard to social values and decision making related to crucial social issues and current events. For instance to obtain knowledge the student needs the skills of locating, handling, observing, listening and reading of materials to get the required information. Furthermore, to make such knowledge socially useful, he/she must be able to think reflectively about data and conclusion derived from them. Students must express their views orally and in writing and then have the will and ability to take part in the work of the organised groups. The ability to acquire these skills during the professional training would serve as a pre-requisite for the successful teaching of social studies in the Junior Secondary School.

1.2 Statement of Problem

Kerhinger (1973) and Ary et al (1979) state selecting and formulating a problem is one of the most important aspects of doing research in any field. A researcher must recognise that a problem exists,

in order to carry the research into a logical end; he must formulate it in a useful way.

Akinlaye (1979) states that the social studies teachers faces a complex task in a field that is becoming pedagogically unmanageable. Aina (1978) on the other hand pointed out that only very few of the teacher trainers in our teacher training colleges have any background different from those teachers who are being saddled with the responsibility of teaching social studies in our elementary schools. According to Dubey in social studies teaching issues and problems (1980:74) he stated that we teach as we have been taught.

Previous observations of social studies teaching at the primary level in Nigeria showed the apparent lack of the right conceptions of social studies. Without a well defined conception and national policy on social education, social studies then faces what Barr, Barth and Shermis (1977) described as 'continuing identity crisis'. Adeyoyi (1983) reported that these unresolved identity crisis featured in a number of research studies in Nigeria. It has been observed that social studies was ineffectively handled at the primary level. It may be argued that a similar problem exist at the Junior Secondary Schools. It

is in this respect that this study is designed and aimed at investigating conceptions and teaching methods of social studies in some selected Junior Secondary Schools in the Northern States.

In the process of investigation the researcher intends to examine:-

(a) Teachers and students perception of the Nigerian social studies.

(b) The most prevalent modes of instruction by these teachers.

(c) The qualification and teaching experiences of social studies teachers.

(d) Does the attitude of the male students differ significantly from that of the female students.

1.3 Hypotheses of the Study

Hypothesis is a tentative generalization concerning the relationship between two or more variables of critical interest in the solution of the problem under investigation. Mouly (1978:63) advises that a research should proceed from a hypothesis for without a hypothesis an investigation can deteriorate into a relatively aimless search for data of vague relevance and significance.

It is in recognition of the above observation that the following hypotheses were advanced for the

study.

(1) There is no significant difference between the perceptions of social studies held by teachers and students.

(2) There is no significant difference between the male students and their female students in their attitude towards social studies.

(3) There is no significant difference between the perceptions of social studies held by male teachers and their female counterparts.

1.4 Assumptions

It is assumed that social studies being a relatively new subject in Nigerian Secondary Schools and the Junior Secondary Schools being a new institution concieved in 1973, N. Anakie (1987:5), may put the subject into identity crisis. Thus, teachers and students may have different perception of the subject. Following closely is the attitude of social science teachers who seem to be forced to teach social studies. It is also assumed that the diatatic method of teaching social science subjects may be applied in teaching social studies to students in the Junior Secondary Schools (JSS).

There is no gain saying the fact that teachers of traditional social science subjects would be reluctant to give up their field of specialization and replace it with social studies.

Experts in social science subjects in the Universities, especially Ahmadu Bello University, who offer degree programme to teachers of Junior Secondary Schools are yet to accept social studies as a subject. Some of them argued against the definition of social studies and its relevance as a school subject to replace the other social science subjects. Experts in history in a Social Studies Panel discussion in 1984, remarked that social studies was doing exactly what a good historian should have done. That is, if the good historian could link the past, present and future happenings in his subject area, there was no need for social studies. The geography specialists claimed that social studies was a discipline that dealt with many subject areas like geography. They mentioned that geography had numerous branches, namely; human, economic, physical, demography etc. All these branches were assumed to cover all fields of human endeavours social studies claims to take care of. The experts in economics portrayed social studies as a general subject while economics was

specific and scientific in nature. They postulated that it was safer to be attended to by a medical specialist than by a general practitioner when one is ill.

These experts said with one voice that social studies had no theory building compared to the traditional social science subjects. The assumption is that if experts could castigate social studies in its meaning, it is likely that their students who would later become teachers of the Junior Secondary Schools are likely to have a negative attitude towards social studies when it comes to teaching it. In the same vein it is possible that the students they teach might be effected by this negative attitude to social studies.

However, it is strongly assumed that the methods of teaching social studies have vital roles to play in shaping the perceptions and attitudes of students and teachers. There are a number of other strategies besides the traditional methods of discussion and lecture. These are role playing, simulation, case study, research, excursion, use of resource persons, dramatization and debate. Teachers employing these methods in teaching social studies for a change in the classroom might discover that

their students would hardly be bored as is the case with traditional methods of teaching compactmentalised subjects like history or geography. The assumption here is that the teachers and students may start to have a positive attitude and a new perception of social studies from its teaching methods.

1.5 Significance of Study

As pointed out in one of the proceeding paragraphs the social studies teacher faces complex tasks in a field that is becoming pedagogically unmanageable and yet he has been recognised (National Policy on Education 1977:2). Social studies is important in the preparation of future citizens who must address themselves to the challenges and responsibilities of the modern Nigerian society. Thus this research is aimed at evaluating the total performance of the teaching of social studies in the forty selected Junior Secondary Schools in the Northern states. This will answer the call from experts, professional and public opinion to improve the standards of education particularly on the strategies and techniques of teaching social studies to Junior Secondary School students before they start specializing at the Senior level.

The problem of improving the quality of the social studies instructors is a complex one. One

reason offered for the unpopularity of social studies offerings is that a large number of secondary school tutors are specialists in particular subjects. And they use mostly the lecture method in teaching. With the new 6-3-3-4 system where social studies is a core subject in the Junior Secondary School, these teachers are faced with a problem of teaching a subject that draws its facts from other social sciences. It has been observed that the quality of instruction at the Junior Secondary level is less than satisfactory. This study would attempt to locate the problems that militate against good quality instruction at the Junior Secondary level, then recommend ways to improve the teaching of social studies at the Junior Secondary School level.

One of the objectives of social studies teaching in the Junior Secondary Schools is to develop in the students a positive attitude towards citizenship and a desire in them to make a positive personal contribution to the creation of a united Nigeria. To achieve this laudable objective, students must have positive attitudes towards the subject itself. Thus it is necessary to study the students attitudes and find ways to develop positive attitudes towards social studies subject.

1.6 Delimitation of Study

The study is delimited to forty selected Junior Secondary Schools in the Northern states. The study is also delimited to colleges that have started offering Junior Secondary School examination in social studies. Thus the following schools would be utilized in the study.

1. Bauchi Day Secondary School, Bauchi State
2. Gombe Day Secondary School, " "
3. Duku Day Secondary School, " "
4. Azare Day Girls Secondary School, Bauchi State
5. Gashua Day Secondary School, Borno State
6. Maiduguri Day Secondary School, Borno State
7. Biu Day Secondary School, " "
8. Day Girls Secondary School Potiskum, Borno State
9. Day Girls Secondary School Makurdi, Benue State
10. Day Girls Secondary School Otukpo, " "
11. Yandev Day Secondary School, " "
12. Ankpa Day Secondary School, " "
13. Numan Day Secondary School, Gongola State
14. Day Girls Secondary School Yola, Gongola State
15. Day Secondary School Jalingo, " "
16. Day Secondary School Takum, " "
17. Day Secondary School Dogon Bauchi, Zaria, Kaduna State.

18. Day Secondary School Funtua , Kaduna State
19. Day Girls Secondary School Kaduna, Kaduna State
20. Day Secondary School Katsina , " "
21. Day Secondary School Bichi , Kano State
22. Day Girls Secondary School Gwale Kano , " "
23. Day Secondary School Kura , " "
24. Day Secondary School Wudil , " "
25. Day Secondary School Okene , Kwara State
26. Day Secondary School Kabba , " "
27. Day Secondary School Kaiama , " "
28. Day Girls Secondary School Ilorin , " "
29. Day Girls Secondary School Suleja , Niger State
30. Day Girls Secondary School Minna , " "
31. Day Secondary School Bida , " "
32. Day Secondary School Lapai , " "
33. Day Girls Secondary School Gindiri, Plateau State
34. Day Secondary School Lafia , " "
35. Day Secondary School Nasarawa , " "
36. Day Secondary School Jos , " "
37. Day Secondary School Anka, Sokoto State
38. Day Secondary School Talata Mafara , " "
39. Day Secondary School Gusau, " "
40. Day Girls Secondary School Sokoto , " "

The study is also delimited to form three of the above named colleges. The rationale for utilizing form three students is that they (Form three students) would have had the opportunity to learn social studies for three years and have to be examined in the subject.

It is therefore assumed that the students are in a better position to express their likes and dislikes for social studies.

Regarding the teachers to be used in the study, only those involved in teaching social studies are selected. These teachers are the only ones who could express with some degree of objectivity the problems associated with the teaching and learning of the subject.

The main instrument that would be used in collecting relevant data for this study is a written questionnaire.

Chapter 2

REVIEW OF RELATED LITERATURE

2.1 Historical Development of Social Studies in Post Primary Institutions in Nigeria

The teaching of social studies in Nigerian schools has a short history but has made an important impact on the school curriculum.

The introduction of social studies could be traced back to a period before independence in 1960. It was offered in schools under the rubic of civic, history and geography.

Secondary school social studies started in 1963 as a pilot project which was conducted at Aiyetoro Comprehensive High School in the then Western Region. (Ogun State). The project was an effort to introduce social studies in the school on an experimental basis. The project was jointly financed by the then Western Region Ministry of Education in collaboration with the United States Agency for International Development (USAID) and the Ford Foundation. In unison with the Comparative Educational Studies and Adaptation Centre (C.E.S.A.C.) the project developed a syllabus and books on social studies for Form One and Two

for the then Western State Ministry of Education (Makinde 1970:12). According to Babando (1980) the decision to introduce the subject in schools and colleges in the then six Northern states was taken by Ahmadu Bello University Zaria in 1968. This was in response to a request by the Educational Committee of the then Joint Interim Common Services Agency (ICSA). On the other hand Dubey and Barth (1980:2) reported that the Institute of Education, Ahmadu Bello University Zaria along with the Teachers Colleges at Bauchi, Bida, Ilorin, Katsina, Maiduguri, and Sokoto who were part of Northern Nigeria Teachers Education Project spear-headed the teaching of social studies in this part of the country in 1965.

According to Dubey and Barth (1980:1) social studies was introduced on a national basis at the 1969 National Curriculum Conference. Also Makinde (1970:13) regarded the 1969 National Curriculum Conference as a landmark in the history of education in Nigeria. This marked a great success in the development of social studies in the country. It was this curriculum conference that resulted in the Federal Republic of Nigeria National Policy on Education (Lagos 1977). The basic philosophy of Nigerian Education are:-

(a) To make education more relevant to the needs of the individual and society;

(b) For national integration, social and economic development; and

(c) To develop the right societal values and make individual responsible to the society in which we live (N.P.E. 1981).

To achieve these laudable goals the Federal Government attached some importance to social studies. Hence the government stipulated that social studies should be at primary and junior secondary levels of the educational system.

Subsequent to the national recognition of social studies, , conferences and workshops had been and are still being held in order to get social studies firmly established. The Nigerian Educational Research Council (N.E.R.C.) and the Social Studies Association of Nigeria (S.O.S.A.N.) have made positive efforts to improve the teaching of social studies. The first National Workshop on Social Studies was organised by the Institute of Education (A.B.U.) Zaria in 1971. Also in April 1978, the N.E.R.C. organised a 'Seminar of experts on the Clarification of Meanings', Ideas, and Concept of Social Studies. According to Tsan

(1983:11) the purpose of this seminar of eminent Nigerian educators was to offer suggestions to concrete ways of teaching and learning social studies for the implementation of the National Policy on Education as it relates to the social studies programme. The report of the seminar was fully edited and published under the title, 'Social Studies; Teaching Issues and Problems' (N.E.R.C. 1980).

In November 1978 the writers workshop on the Methodology Book was successfully organised. This workshop cumulated in the production of five text books for use in Grade II Teachers Colleges throughout the country. The text books are based on a spiral curriculum which takes into consideration the mental ability and the level of understanding of the average student.

The teaching of social studies is not limited to primary or post primary level of education. There are some colleges of Education in Nigeria which run Bachelor of Education degree programme in social studies. While some universities, notably Ahmadu Bello University, and University of Jos offer courses in social studies up to post-graduate level. This remarkable development notwithstanding there are still shortage

of teachers and adequate books are not available as pointed out by Dubey and Barth (1980:3)that:-

> 'Social studies has come far, but it has much further to go. Teachers have yet to be trained in sufficient numbers and books with a Nigerian orientation have yet to be written'.

To support their view, many scholars of social studies in Nigeria in reporting their research findings lay emphasis on the need to orient teachers methodology in teaching the subject. P. E. Achor and I. A. Olawepo (Udo 1982: 87/99) respectively held the view that social studies is a new discipline in Nigeria and is therefore faced with the problem of trained teachers to teach the subject.

According to J. A. Olawepo (Udo 1982:100):-

> "When it was introduced the teachers who were available to teach it were those trained to teach history, geography or civics. The situation continues to be the same today (Aina 1978) in social studies we are still in the same schools stage, the first stage of teacher education, a stage during which teachers are neither educated nor trained".

he further stated that:-

> "Only very few of the tutors of social studies in our colleges have their background in social studies. Resulting from this is the unpleasant situation in which teachers teach - either history or geography when infact they should be teaching social studies which is synthesis of history, geography, civics, economics, and sociology" (Udo 1982:100).

To correct this situation it is therefore advised that social studies materials and books must reflect Nigerian wants and needs. From the preceeding discussions on the growth and development of social studies in Nigeria and social studies has now been made one of the core subjects in the 6-3-3-4 system of education. It can be asserted that social studies has come to stay in our educational scene.

2.2 Meaning, Nature and Scope of Social Studies

There are many difinitions as there are authorities in social studies. Text books before 1880 suggest that social education in school was concerned with teaching morals and patriotic values through historical myths, moral parables, and even religious stories. This highly value - laden education reflected the strong religious emphasis of the times and nationalistic impulses of the new nation (America). This approach to social education was certainly not a new idea; it might well be as old as the human species, Barth (1978). This could be the earliest meaning of social studies.

Shaver (1967) a social studies specialist defines social studies as part of the school's general education programme which is concerned with

the preparation of citizens for participation in a democratic society. He further claims that social studies is not, then, simply an offshoot of the social sciences, with content to be dictated by the interests desires of academicians in the social sciences and history.

Hunt et al (1968) in an attempt to define social studies states its aim that social studies education in a democracy is to help students acquire a store of tested social theory, or body of principles relevant to contemporary social issues and beliefs.

Akintola (1978) defines it as those common learnings of man's interaction with his social and physical environment. It is not only a study but a way of life, how man influences as he is influenced by his physical, social, political, economic, psychological and cultural environment. As if he agrees with Hunt, his report went further to elucidate that social studies is different in its nature, content and approach and is a unified and integrated course of studies, which utilises the 'systems' approach in viewing and attacking social problems.

The researcher states that it is a study that concerns man and his environment. It is however,

not an underdog of the social sciences but the sole subject that has made their content meaningful and relevant to mankind. Social studies in the Nigerian context is the only logical approach to the rediscovery of our roots and ourselves and consequently its meaning is helping to disabuse our minds of the perceptions of our culture painted by our erstwhile colonial masters.

Dubey et al (1977) conceptualized social studies as a process of education which utilizes the study of human life for the purpose of giving children and adults the opportunity to practice solving individual and societal problems. It includes the transmission of attitudes knowledge and skills which help students to make decision and become responsible citizens.

The implication of all these definitions is that social studies gives the students the opportunities to examine and understand their physical and human environments in order to behave as responsible citizens. Hence social studies curriculum is designed to promote learning, to perceive social, political and economic contradictions and to take action against the oppressive element of reality.

The nature of social studies is that it is an integrated subject that cuts across the boundaries of traditional subject disciplines like history, economics, government and other social sciences. A unified social studies topic therefore contains generalizations that cut across the boundaries separating geography, history or any other social science subject.

The social studies curriculum emphasizes the importance of MAN, and focuses on Human Community. It is a study of how man influences and in turn is influenced by his physical, social, political, economic and technological environments. It draws its concepts, facts and generalization from social science disciplines.

The scope of social studies also varies from one level of education to another. It covers the study of Man and all environmental attributes and also some aspects of the interaction between Nigerian Society and the Society of the world community. For instance the teaching of social studies in the Junior Secondary Schools programme centres on the interaction of man with his immediate, local, state and national environments. It also relates to Man's interaction on the international

level. Thus Banks (1977:10) express this view. 'The social studies should assume the major responsibility for helping children become adapt at making important decisions that affect their relationships with other human beings and the government of their local communities and the nation.' Akintola J.M. (N.E.R.C, 1978:8) also stated that:-

> "Social studies is not only a study but a way of life. Social studies by its very interdisciplinary nature offers a glorious opportunity to examine, clarify and isolate the needs, assets and problems of society. Through proper development, implementation and utilization of the knowledge that social studies could provide about a social or the best society the right environment could be created for involving the right laws, ethics and values for the society in a way far superior to what could be obtained via the application of any knowledge attainable from any one of its component subject parts (N.E.R.C. 1978:8).

Thus the social studies curriculum programme would include knowledge, concepts, attitude and values drawn from history, geography, sociology, anthropology and other social sciences including current affairs.

Most social studies educators and classroom teachers seem to agree that social studies ought to be integration of social sciences and that the

purpose should have something to do with citizenship. However, for social studies to be effective, according to Barth (1977) and Onyabe (1979), what students should be taught must be directed to four objectives:-

1. Knowledge about human condition which includes the past, present and future;
2. Skills necessary to process information;
3. The skills to examine values and beliefs, and
4. The application of knowledge through active participation.

It could be inferred from the foregoing discussion that the overall objectives of social studies are to help students to develop the ability to make reflective decisions in order to resolve individual and social problems and to cope with problems in the society they live. It acquaints students with the integrated approach which stresses the inter-relationship of man in his physical environment, economic, political and other socio-cultural institutions within the context of the society.

2.3 Emprical Studies

2.3(a) Review of Literature in Evaluation Meaning and Purpose of Evaluation

Research has contributions to make to the resolutions of educational problems. It also helps the teacher to understand educational issues. The field of social studies curriculum is one of research and evaluation. Okeowo (1978) defined curriculum evaluation in the following statement:-

> "Curriculum evaluation is the determinant of the merit of instructional programme. It is a phase in the process of constructing and reconstructing curricula. Its purpose is to produce evidence about the nature, the direction and extent of behavioural changes which arise from educational endeavours. This evidence is then used as guide for modification in any phase in the curriculum".

Curriculum evaluation employs systematic and scientific methodology. It utilizes modern technologies and various human expertise to arrive at the best alternatives in education. It involves the identification and provision of information, the selection of criteria, data collection, data analysis and drawing logical conclusion for specific purposes.

In the light of the above statement, evaluation could be defined according to Denis et al (1971) as the making of judgement about the value for some purpose, of ideas, works, solution methods, materials.

"It involves the use of criteria as well as standards for appraising the extent to which particulars are accurate, effective, economical or satisfying. The judgements may be either quantitative or qualitative and the criteria may be either those determined by the students or those given to him. Stufflebeam et al (1971:225) define evaluation as the process of delineating, obtaining and providing useful information for judging decision alternatives: While W.A. Mchrens et al (1978:5) interpret evaluation as the determination of the congruence between performance and objectives. On the other hand Tyler sees evaluation as "a process for finding out how far the learning experiences as developed and organised are actually producing the desired results".

Further, Bank (1977:490) defines evaluation as:-

> "A technical aspect of instruction. Its purpose is to develop as much precise and objective information about the instruction, determine the accomplishment of instructional goals, provide feedback to the teacher about the instructional processes and provide information on which important decisions about students' progress, curriculum changes and instructional goals can make."

Therefore, curriculum evaluation involves evaluation of teaching methods, instrucational materials, effectiveness of teachers, students performance and the achievement of a school programme.

Purpose of Evaluation: Life is filled with the need to value and to evaluate. Consciously and unconsciously people apply standards of work to what they do and so judge the outcomes of their efforts. Individual teachers try to learn how well they have succeeded in their teaching and curriculum committees seek to assess the effects of new school programme.

Ardo (1983) is of the opinion that evaluation, whether done formally or informally provides the bases for deciding whether to address a particular need or not. Whether to create a programme or not, whether to continue a programme or whether to terminate it. The essence is that it furnishes one with information necessary for deciding, say what should be done with regard to the staff's education or community education. He further identified the general purpose of evaluation, some of these are:-

(1) To increase the substantive knowledge base regarding the education process in this case

the social studies education process.

(2) To furnish information that will facilitate making decisions as to whether to continue, adjust or discard an on-going curriculum.

(3) To provide justification for a political, social and economic action relating to the curricular programme.

(4) To create a report that can be utilized by all appropriate persons in the educational system resulting in the introduction and continuance of effective curricular.

(5) To generate information that can be employed in educating the community as to the rationale for a particular programme and the effectiveness of the programme.

Berg (1965:380) on the other hand suggests that the purpose of evaluation is for calling attention to inadequacies on the part of students for which instruction in the course may compensate. A second purpose of evaluation is to supply the student with some guidance in the learning process. It is aimed particularly at providing information at three points in time for three related purposes:-

(a) Information on the student's characteristics

and achievements;

(b) To provide feedback so that student and teacher may decide how well they have done; and

(c) Summary information is required at the end of a school year to serve as a feedback for the progress of the student.

From the on-going discussion the primary purpose of evaluation is to motivate, to direct and to improve teaching and learning. Other specialized functions include diagnosis of learning difficulties and prediction of future performance. It is in the realization of this fact that this study was based on the Evaluation of Attitudes Concepts and Teaching Methods of some Social Studies Teachers and Students in Selected Junior Secondary Schools in the Northern States in Nigeria, in order to diagnose the problems that face social studies at this level of our educational system and suggest possible solution to them.

Forms of Evaluation: There are four major forms of evaluation namely diagnostic, formative, summative, and placement evaluation.

Patrick and Melinger (1971:884) refer to formative evaluation as those practices that produce

data, enabling teachers to improve their products during the development of classroom instruction. The primary consumer of formative evaluation are the curriculum workers.

On the other hand they (Patrick and Melinger) refer to summative evaluation as overall final evaluation of the product. The primary purpose here is to produce data and information deemed useful to ultimate consumers especially educationists, scholars and policy makers.

While these two stages overlap at points it is useful for the social studies teachers to think of evaluation as a two-way sequential process. These two forms of evaluation could be accomplished at the levels of the classroom, the school as a whole, a given programme and at national, sub-national and district levels. As Gronlund (1971:3) states 'some form of evaluation is inevitable in classroom teaching as it is in all fields of activity when judgements need to be made however simple or complex." However, for evaluation to be successful there must be a clear relationship between objectives and evaluative instruments. For it is the objective that would determine the type of instrument to be used in the process of our investigation.

The range over which evaluation operates as well as the degree of rigour employed in collecting information dictate the nature and scope of an evaluation programme. Hence, one could evaluate the objectives of a given programme, its scopes or the quality of personnel incharge of it, the capacities of students, the relative importance of the subject, the degree to which objectives are being achieved and so on (Taba 1968:310).

Evaluation has its attendant problems. These are related to the issues of quantity, quality, socio-cultural context and time. What qualities does one, for instance seek to measure? With what yardstick and from what perspective? What quantity of data determines the best description of phenomena being evaluated? How much time does it take to produce an evaluation report? These are examples of the problems of evaluation as stated by Welss (1972:5). But as indicated earlier, this depends on the nature, scope, context, objectives and the type of evaluation report needed.

All these problems notwithstanding evaluation techniques as tools for assessing social studies will make the huge amount that the government spends

on education more meaningful when the learners, who can engage in critical thinking, reasoned and dependable opinions, active and voluntary participation in solving special, economic and political problems are produced.

2.3 (b) Attitude

An attitude is an abstract concept. It refers to something that does not exist psychologically separate from an individual.

Attitudes are inferences drawn by observing acts and then interpreting the reasons the person acted in the manner observed. It is a form of anticipation about action, a state of readiness to act. The attitude provides a psychological system. When we measure an attitude, we want to know how a student feels instead of what he can do. It is also argued that one's attitude to particular objects or events is a demostration of how he or she values them. Thus, a student's attitude toward social studies depends on the value he or she attaches to the subject.

What is Attitude: There are different opinions on the meaning or definition of attitude. John H. Lee (1969:52) defines attitude as a cluster of learned

beliefs, predisposing an individual to behave in a preferential manner towards someone or something. On the other hand Fransdon (1961:577) defines attitudes as a predisposition to act, behave or feel favourably towards objects, persons situation or ideas. While Thorndike and Hages (1965:317) state that "Attitudes relate to tendencies to accept or reject particular groups of individual sets of ideas or social institution". Thus the achievement of social studies objectives for the junior secondary level would depend upon the type of attitude the students and teachers have toward the subject. The attitude may be favourable or unfavourable.

The major determinants of attitude formation according to Krech (1962) are the individual wants, information, group affiliation and personality. For example for a student to develop positive attitude toward social studies it must satisfy his or her educational needs. Joyes and Alleman Brooks (1979:9) share this view when they express that:-

> 'Unless students see the social studies as a valuable subject from which they derive tangible benefits and unless it makes a difference in their lives... They may regard social studies as little more than a mere academic hurdle; confronting them in their school'.

Tyler (1949) gave another concept of attitudes as tendency to react even though the reaction does not actually take place. According to him the importance of attitude arises from the fact that they (attitudes) are strong influences upon behaviour and also strongly influence the kinds of satisfaction and values the individual chooses. According to Tyler (1949:75) there are means by which attitudes are commonly developed in pupils. These are:-

(i) through assimilation from environment,
(ii) through emotional effects of certain kinds of experiences.
(iii) through traumatic experiences and;
(iv) through direct intellectual processes.

The implication of these methods by which an attitude could develop in a student is that the social studies teacher has an important role to play in the overall process, of changing undesirable attitudes, strengthening the existing desirable ones and working towards the development of new desirable attitudes. Equally important in the development of positive attitude toward social studies is the provision of appropriate learning environments and opportunities. It has been well documented in the

literature that learning environments influence students' achievement. Many educators seem to agree that the family environment is a significant influence in the development of a child's cognitive abilities and affective characteristics (Marjori Banks, 1978). Reed (1961) has demonstrated that the interest of parents is related to their children's interest in science, in this case social studies. In addition, Alayedeino (1970) has documented three socio-cultural variables namely: The physical environment of the child, his linguistic background and unscientific beliefs which may influence the learning of the Nigerian child. Campbell (1969) in (Aleyedeino, 1970:44-6) argues that the major motivation to learn or not to learn starts with the family. This motivation "is reinforced by respected compeers, and on occasion is strengthened by neighbours and other more distant community leaders. Instructors build on what has been initiated by a father, a mother, a brother, a sister, a friend or perhaps a relative... really, the teacher complements and supplements a child's experiences, both past and present". Equally important in student learning is the school learning environment, inadequate teaching resources as well as time-table constraints may hinder student

learning in social studies. Ndubisi (1981:78) expressed that:-

> 'The learner develops certain attitudes towards things, individuals, groups or institutions which he knows about. He may develop a negative attitude to certain things in the school for various reasons. One of the reasons may be that such things run contrary to his aspirations. Another may emanate from the way his teacher handles his lessons'.

This section of literature review shows that students may develop positive or negative attitude towards learning of social studies. These may arise from the teacher student learning environment or from the subject matter. What the student learns or fails to learn in social studies is largely dependent on his teacher.

2.3 (c) Method of Teaching Social Studies

At present the learning of social studies in Junior Secondary Schools seems to emphasise acquisition of factual knowledge for knowledge sake which is evaluated in examination. Adaralegbe (1975) has indicated that of all subjects offered for study, social studies seems to have suffered most from poor teaching. The cognitive domain of learning is the area that receives the most attention while affective domain seems to be neglected. But the new Curricular published by Nigeria Education

Research Council (N.E.R.C.) emphasised that the teaching of social studies; more importantly should deal with the attitude, ideals and values. And that the teaching of social studies in Junior Secondary School should centre on the interaction of man with his immediate local, state and national environments. It should also be related to man's interaction at the international level. The rationale for advocating the spiral approach is to identify the simpler concepts that are familiar to the learners. To spread the concepts into more complex areas as the knowledge of the learner widens or as they are mentally ready for it. So as to be incomformity with the age level of the children, their mental ability and maturity.

One characteristic of good teaching of social studies is the ability to encourage in students the spirit of self instruction. The students should be allowed to develop their own compentencies so that they are able to act independently and seemingly teach themselves. To build up the students' self esteem and confidence, the teachers should restrain themselves from giving too much information or too much guidance and insist on students, finding out or discovering on their own. This is what most

social studies educators refer to as inquiry oriented teaching method or problem-solving approach (Dubey and Barth 1980:38).

One of the cardinal objectives of Junior Secondary School education as outlined in the new National Policy on Education (1981) in O.S. Okobia (1979:9) is, "The development of critical ability, power of imagination and relating home, school and community experiences". This objective can be regarded as very significant when viewed against the background of the criticism often levelled against Nigeria's educational system.

At present, many still believe that Nigeria educational system has not made a radical departure from what it has been during the colonial days. Admittedly, there has also been a remarkable growth of educational institutions and of products of these institutions at three levels. But educational progress does not depend on mere physical growth in the number of institutions and graduates of such institutions. Real progress in education has to affect the attitudes and ways of thinking of the people.

It is still a fact that teachers are more concerned with craming the children with information

such as would help them pass their examinations. The more a teacher is able to pump in information into his pupils, the higher the public tend to regard him as a competent teacher. Thus the teacher regard himself as the 'almighty Imparter of Knowledge' (Abdulkareem, 1986:32) and the pupils as passive receivers and give out what is poured into them at the teacher's demand.

This teacher-centred attitude to education could be a major hindrance to scientific and reflective thinking. In the average Nigerian class at all levels of our educational system, the teacher stands infront of his class using the talk and chalk method. The pupils copy notes which are meant to be committed to memory whether they are understood or not. This type of teaching militates against the achievement of social studies objectives for primary and post primary institutions.

Social studies is a subject which deals principally with human beings interacting with one another and with their environment. One important way of studying human behaviours is by observing, interviewing, reading, describing and reporting. Dubey and Barth (1980) classified learning activities which the teacher can use in achieving

objectives of social studies into four groups:-

(a) Oral activities

(b) Creative activities

(c) Research activities and

(d) Group activities

Banks (1973) also emphasizes the use of inquiry methods in teaching concepts and generalisation in social studies lesson, while Micheal at al (1976) propose three approaches to the teaching of social studies. These are:-

(a) Generative approach, designed to develop generalization or main ideas.

(b) The descriptive approach designed to develop understanding appreciation of unique and special features of people, places and events, and;

(c) The problem solving approach designed to develop competence in making decision on proposals or judgement.

John Jarolimek (1971) suggests the use of research activities in the teaching of social studies through various strategies.

G.E. Gilhom (1972:2) also advocated the use of inquiry method in the teaching of social studies.

He defines inquiry as:-

> "the process by which one goes about rationally resolving doubt".

To inquire according to him in social studies implies that one is confronted and attempts to deal with significant problems relating to peoples interaction with other people and with their environment. Inquiry stems out of contradictions, dilemmas, issues and problems. The desires to seek reasoned solution to our dilemmas or contradictions involve series of mental operations. According to Gilhon, it begins by recognising the problems, developing and testing hypothesis to resolve the problem and making resolution supported by available evidence.

In concluding this part of the review Lawton in (Ndubisi 1983:17) stated that many of the teaching methods - techniques associated with the new social studies in Britain have demonstrated the usefulness of pupil-centred approach and the pedagogical spectrum and resources from such are drawn sociology, anthropology, history, geography, literature and many others. It is important to note that, the use of a variety of teaching strategies and materials will enrich the teaching of social

studies and make it more meaningful to the learners.

2.3 (d) Review of Empirical Researchers in Social Studies

Social studies educators are worried over reports of the quality of the teaching of social studies in the field. Researchers show that the majority of the social studies teachers do not use inquiry techniques but rely on the traditional methods of lecture, discussion and questioning.

Yahaya (1979) found that 80 of the 100 primary social studies teachers in Kano claimed to have used the questioning technique, which can be classified as inquiry method. However on examining the type of questions, it was found they were all directed at the recollection of facts. In another study conducted in three selected teachers training colleges in Minna, it was observed that seventy five per cent of the teachers dominated the lesson completely instead of involving the students by giving them a variety of activities to perform (Yawa 1979). Adeniyi (1982) reported a similar situation of teachers observed in post primary institutions in Ilorin. Zaky et al (1980) also discovered that lecture method and questioning techniques were the main mode of

teaching employed by the teachers in social studies teaching while inquiry method, dramatization and simulation were seldom utilized. Their research focused on the major problems of teaching social studies in selected post primary institutions in Zaria.

Ogundare (1984) in a research conducted among Grade II primary school teachers who were undergoing in-service training during vacation and week-ends only) leading to the award of Associateship Certificate in Education in Ilesha, Oyo State during the 1983/84 academic session came out with the following findings:-

1. 65.22% of these teachers who have taught social studies prefer and employ the discussion method.
2. The telling method rated second with 18.11%.
3. Problems-approach is sparingly employed by 02.90% of the teachers.

Mangga (1976) in his work on the teaching of social studies in selected secondary schools in the North-Eastern State found that none of the teachers had attended social studies methodology

courses and inter-disciplinary approach was not employed in the teaching of social studies. While Lolo (1977) carried out research in Kaduna capital territory to identify the major problems in the teaching and learning of social studies. He came out with the findings that only forty-eight teachers had once attended a course in social studies. It was also discovered by the researcher that the problem solving method (inquiry approach) was hardly utilized by any of the teachers observed during the research.

Failure of these teachers for not providing instructional programmes that satisfy the social studies objectives could be attributed to poor training or lack of conceptions of social studies. For example, Adeniyi (1982) in a study, found out 2 out of 12 (12.50%) teachers were trained in social studies. Adamu et al in the same year (1982) in Zaria concluded that the teachers background in the field of social studies was scanty. The teachers also lacked any exposure to any introduction to the subject and therefore, tended to have a negative attitude towards it.

Lolo (1977) in his studies of 140 teachers in Kaduna capital territory indicate that only 48

(34%) had attended courses in social studies. Yahaya H. (1979) undertook another study in Funtua to find out the problems of teaching social studies in its Post-primary Schools. One of his conclusions was that, there were not enough qualified teachers to teach it. He also observed that those teaching the subject had no background in it.

In summary, the foregoing reviews indicate that there have been some investigations in social studies. It also point to the fact that a lot of work has been done on the origin and history of social studies in Nigeria.

The researchers of the studies reviewed did not emphasis the teachers and students' perceptions of social studies and how this might be one of the variables that affect the success or the failures of the social studies programme at the Junior Secondary School level. Neither did the researchers emphasis attitudes of students and teachers towards social studies and how their attitudes (positive or negative) might have affected the preparation of social studies teachers for the Junior Secondary Schools. For as Harold Taylor (1969:235) said:-

> 'The role of the teacher in any society lies at the heart of its intellectual and social life, and it is through the teacher that each generation comes to terms with its heritage, produces new knowledge and learns to deal with change. Provided that the teacher has been well enough educated to act as the transforming element.

As earlier expressed elsewhere in this study, of all the subjects offered for study in schools social studies seem to have suffered most from poor teaching. One finds however that the difficiency is not so much in the acquisition of factual information in history, geography and economics but on the negative attitudes teachers have toward social studies.

Therefore, this study unlike the ones reviewed and others similar to them, emphasises the attitudes of the students and teachers toward social studies. It aims at locating the perceptions of social studies held by the students and their teachers at this level of education system. These emphases are necessary because it has been expressed in the professional training of teachers that; "The purpose of a teacher preparation should be to develop in each student his general education and personal culture, his ability to teach and educate others, and awareness of the principles

which underlie good human relations, within and across national boundaries and sense of responsibilities to contribute both by teaching and by example to social, cultural and economic progress". (Jean Thomas in UNESCO 1968:67). Thus the attitudes and perception of social studies held by the teachers and students would determine the success of social studies programme at the Junior Secondary School levels of education. Hence there is a need for further investigation.

Furthermore, the researcher proceeded to find out problems that social studies teachers encounter and the methodology of teaching they use. It is generally accepted that, curriculum is known by the type of students it produces.

Unlike the previous studies, the findings of this study would be subjected to rigorous statistical analysis.

Chapter 3

RESEARCH PROCEDURE AND METHODOLOGY

3.1 (a) Discussion on Procedure Used

There are various methods that can be used in gathering data. However, using a particular method depends on the situation such as time factor and finance.

Moser and Kalton (1979) listed a number of methods of collecting information or data in social investigation. These are questionnaire interview, case study, scaling method, observation, and documentary sources. Munnally (1964) on the other hand advocates three major methods which are:-

(i) Observation
(ii) Self report and
(iii) Projective techniques.

But he is inclined to the use of self-report because according to him it is the simplest and in many ways the best method of measuring attitudes. Gronlund (1978:59) shares this view by saying that "Although some information concerning attitude can be glanced from observation, a self report inventory provides information that can not be obtained in any other way". Therefore the method

used in this study is a self-report questionnaire in the form of rating scale.

In constructing the questionnaire the investigator consulted the writing of others and at the same time used his own imagination. For according to Lawson et al (1975), the first step in the construction of a questionnaire consists of the investigator sitting down and assembling either from writings of others or from his own imagination, a series of statements which people agree or disagree as quoted by Adeniyi (1982). Also Moser and Kalton (1979:304) gave their own advice on questionnaire by saying that, "In designing either a questionnaire, more particularly a recording schedule, the convenience of the office staff as well as that of interviewer and respondent should be considered. Layout and printing should be such that editing and coding can proceed smoothly".

3.1 (b) Instrumentation

Two instruments;(1) Students Perceptions of Social Studies Questionnaire (SPSSQ) and (2) Social Studies Teaching Problems Questionnaire (SSTPQ) were used to collect data for this study. The instruments were a modified version of Adeniyi's study which was based on Guilford's position that

intellect manifest itself in problem solving and that an understanding of the intellect requires an understanding of the nature of problems and a classification of problems (Guilford, in Travers, 1977).

The modified instruments were in the form of Likert attitude scale which were scored on points ranging from 1 to 4. The favourable or positive statements were scored 4 points for Strongly Agree, 3 for Agree, 2 for Disagree and 1 for Strongly Disagree. The negative or unfavourable statements on the other hand were scored 1 for Strongly Agree, 2 for Agree, 3 for Disagree and 4 for Strongly Disagree.

Social Studies Teaching Questionnaire was developed to find out the attitude of teachers towards social studies. To find out teachers perceptions of social studies and teaching problems of social studies in Junior Secondary Schools selected for the study. This questionnaire was made up of four sections. Section A was to collect background information of the teacher such as sex, age, qualification experience etc. Section B was designed to gather data on methodology and problems of social studies teaching in Junior Secondary Schools. Section C

contained statements aimed at measuring the teachers' attitude towards the subject. Section D was also aimed at measuring the teacher's perceptions of social studies using modified Likert five point scale (See appendix A).

A five-item students' perceptions of social studies questionnaire was developed for the study to find out the students perceptions of social studies and attitude towards the subject. (See appendix B).

The undecided category of this scale was dropped as suggested by Gronlund (1981) in order to force the respondents to indicate their agreement or disagreement. The questionnaire was given to the Researcher's Supervisor for vetting and scrutinising. The items on the questionnaire were modified in line with suggestions from the supervisor before they were finally administered.

3.2 (a) The Size of Samples and Method of Selection

Using random sampling approach forty (40) Junior Secondary Schools were selected from the ten Northern States for this study. These schools selected included male and female Junior Secondary Schools. One thousand nine hundred and eighty-five (1985) class III students representing twenty per

cent (20%) of the population were randomly selected. The total population of students in Class III in the selected schools at the time of study were 9,923 (nine thousand nine hundred and twenty-three) in number.

The subjects used were social studies students, that is, those offering social studies as part of their end of first three years in the Secondary 6-3-3-4 system of education. Proportional stratified sampling was used in selecting them. That is each school was represented in exact proportion to its frequency in the total or parent population as illustrated in Table IA.

Table IA: The Size of Sample and Its Distribution According to School

Institution	No. of Students	% in Parent Population	% in Sampling	No. of Students in Sample
1. Government Day Secondary School Bauchi.	270	3	3	54
2. Government Day Secondary School Duku.	250	3	3	50
3. Government Day Secondary School Gombe	160	2	2	32
4. Government Day Secondary School Ankpa	250	3	3	50
5. Government Day Secondary School Otukpo	320	3	3	64
6. Government Day Secondary School Yandev	188	2	2	38
7. Government Day Secondary School Gashua	250	3	3	50
8. Government Day Secondary School Maiduguri	150	2	2	30

Institution	No. of Students	% in Parent Population	% in Sampling	No. of Students in Sample
9. Government Day Secondary School Waka, Biu.	160	2	2	32
10. Government Day Secondary School Jalingo.	240	2	2	48
11. Government Day Secondary School Numan.	100	1	1	20
12. Government Day Secondary School Takum.	160	2	2	32
13. Government Day Secondary School Dogo Bauchi, Zaria	520	5	5	104
14. Government Day Secondary School Funtua.	400	4	4	80
15. Government Day Secondary School Katsina.	350	4	4	70
16. Government Day Secondary School Gwale, Kano.	380	4	4	76
17. Government Day Secondary School Bichi	129	1	1	26

Institution	No. of Students	% in Parent Population	% in Sampling	No. of Students in Sample
18. Government Day Secondary School Wudil.	160	2	2	32
19. Government Day Secondary School Kaiama	320	3	3	64
20. Government Day Secondary School Okene	236	2	2	47
21. Government Day Secondary School Kabba.	256	3	3	51
22. Government Day Secondary School Suleja	480	5	5	96
23. Government Day Secondary School Lapai.	145	1	1	29
24. Government Day Secondary School Bida.	360	4	4	72
25. Government Day Secondary School Jos.	320	3	3	64
26. Government Day Secondary School Lafia.	248	2	2	50

Institution	No. of Students	% in Parent Population	% in Sampling	No. of Students in Sample
27. Government Day Secondary School Nasarawa.	213	2	2	43
28. Government Day Secondary School Gusau.	180	2	2	36
29. Government Day Secondary School Anka	319	3	3	64
30. Government Day Secondary School Talata-Mafara	410	4	4	82
Total	N:7926			N:1586

Table IB: The Size of Sample and Its Distribution According to School

Institution	No. of Students	% in Parent Population	% in Sampling	No. of Students in Sample
B/F from Table IA	N:7926			N:1586
31. Government Girls Day Secondary School Azare	120	1	1	24
32. Government Girls Day Secondary School Makurdi	187	2	2	37
33. Government Girls Day Secondary School, Potiskum.	249	2	2	50
34. Government Girls Day Secondary School, Yola.	147	1	1	29
35. Government Girls Day Secondary School, Kaduna.	240	2	2	48
36. Government Girls Day Secondary School, Ilorin	240	2	2	48
37. Government Girls Day Secondary School, Minna.	320	3	3	64
38. Government Girls Day Secondary School, Gindiri	160	2	2	32

Institution	No. of Students	% in Parent Population	% in Sampling	No. of Students in Sample
39. Government Girls Day Secondary School, Sokoto.	220	2	2	44
40. Government Girls Day Secondary School Kura, Kano	116	1	1	23
Total	N:9923			N:1985

3.2(b) Preliminary Investigation

In deciding the number of Junior Secondary Schools to be used for the study a preliminary investigation was carried out to ascertain the number of Junior Secondary Schools in all the ten Northern states. There were 1,800 Junior Secondary Schools at the time of study with student population of 9,923 in Class III for the 1986/87 school year. In carrying out this investigation ten undergraduate students in the Department of Education, social studies section of Ahmadu Bello University Zaria were used in collecting data from their various state Ministry of Education.

Based on the information available the students and schools used for the study were selected randomly. The technique of random sampling used in selecting the respondents in each college was that of 'hat draw method'. The same technique was used in selecting four colleges from each state for the study.

In selecting the students, each student in each school was given a number and written on a piece of paper before the hat draw method was employed. The pieces of paper for a particular school was folded, put in a container, shuffled properly and then drawn one by one until the number of students required in that school was obtained. 1985 students were selected, of which 399 students were girls. The break-down of the students used in the study according to sex is shown in Table 2.

The same procedure was employed in selecting four colleges each from the ten Northern States covered by the study.

Table 2: The Size of Sample and Its Distribution According to Sex

School	No. of Boys	No. of Girls	Total	Sex
1. Government Day Secondary School, Bauchi.	54	-	54	Male
2. Government Day Secondary School, Duku.	50	-	50	Male
3. Government Day Secondary School, Gombe.	32	-	32	Male
4. Government Day Secondary School, Azare.	-	24	24	Female
5. Government Day Secondary School, Ankpa.	50	-	50	Male
6. Government Day Secondary School, Otukpo.	64	-	64	Male
7. Government Day Secondary School, Yandev.	38	-	38	Male
8. Government Day Secondary School, Makurdi.	-	37	37	Female
9. Government Day Secondary School, Gashua.	50	-	50	Male

School	No. of Boys	No. of Girls	Total	Sex
10. Government Day Secondary School, Maiduguri.	30	-	30	Male
11. Government Day Secondary School, Waka, Biu.	32	-	32	Male
12. Government Girls Day Secondary School, Potiskum.	-	50	50	Female
13. Government Day Secondary School, Jalingo.	48	-	48	Male
14. Government Day Secondary School, Numan.	20	-	20	Male
15. Government Day Secondary School, Takum.	32	-	32	Male
16. Government Girls Day Secondary School, Yola.	-	29	29	Female
17. Government Day Secondary School Dogon Bauchi, Zaria	104	-	104	Male
18. Government Day Secondary School, Funtua.	80	-	80	Male

School	No. of Boys	No. of Girls	Total	Sex
19. Government Day Secondary School, Katsina.	70	-	70	Male
20. Government Girls Day Secondary School, Kaduna.	-	48	48	Female
21. Government Day Secondary School, Gwale Kano	76	-	76	Male
22. Government Day Secondary School, Bichi.	26	-	26	Male
23. Government Day Secondary School, Wudil.	32	-	32	Male
24. Government Girls Day Secondary School, Kura Kano.	-	23	23	Female
25. Government Day Secondary School, Kaiama.	64	-	64	Male
26. Government Day Secondary School, Okene.	47	-	47	Male
27. Government Day Secondary School, Kabba.	51	-	51	Male

School	No. of Boys	No. of Girls	Total	Sex
28. Government Girls Day Secondary School, Ilorin.	-	48	48	Female
29. Government Day Secondary School, Suleja.	96	-	96	Male
30. Government Day Secondary School, Lapai.	29	-	29	Male
31. Government Day Secondary School, Bida	72	-	72	Male
32. Government Girls Day Secondary School, Minna.	-	64	64	Female
33. Government Day Secondary School, Jos.	64	-	64	Male
34. Government Day Secondary School, Lafia.	50	-	50	Male
35. Government Day Secondary School, Nasarawa.	43	-	43	Male
36. Government Girls Day Secondary School, Gindiri.	-	32	32	Female

School	No. of Boys	No. of Girls	Total	Sex
37. Government Day Secondary School, Gusau.	36	-	36	Male
38. Government Day Secondary School, Anka.	64	-	64	Male
39. Government Day Secondary School, Talata Mafara.	82	-	82	Male
40. Government Girls Day Secondary School, Sokoto.	-	44	44	Female
Total	1586	399	1985	

3.2 (c) Teachers' Sample

The teachers involved in the study were all the social studies teachers. In the forty schools selected there were 160 social studies teachers at the time of the study. And all these teachers participated in the study. (See Table 3).

Table 3: Number of Social Studies Teachers Per School, with Male/Female Distribution

Institution	No. of Teachers		
		M	F
1. Government Day Secondary School Bauchi	4	4	-
2. Government Day Secondary School Duku	3	2	1
3. Government Day Secondary School Gombe	7	4	3
4. Government Girls Day Secondary School Azare	3	1	2
5. Government Day Secondary School Ankpa	6	4	2
6. Government Day Secondary School Otukpo	2	2	-
7. Government Day Secondary School Yandev	3	3	-
8. Government Girls Day Secondary School Makurdi	3	-	3
9. Government Day Secondary School Gashua	3	3	-
10. Government Day Secondary School Maiduguri	5	3	2
11. Government Day Secondary School Waka, Biu	4	2	2
12. Government Girls Day Secondary School Potiskum	3	-	3
13. Government Day Secondary School Jalingo	4	3	1
14. Government Day Secondary School Numan	3	3	-

Institution	No. of Teachers		
		M	F
15. Government Day Secondary School Takum	4	4	-
16. Government Girls Day Secondary School Yola	5	2	3
17. Government Day Secondary School Dogon Bauchi Zaria	6	5	1
18. Government Day Secondary School Funtua	4	4	-
19. Government Day Secondary School Katsina.	4	4	-
20. Government Girls Day Secondary School Kaduna	3	1	2
21. Government Day Secondary School Gwale, Kano	5	5	-
22. Government Day Secondary School Bichi	4	4	-
23. Government Day Secondary School Wudil	3	2	1
24. Government Girls Day Secondary School Kura, Kano	3	-	3
25. Government Day Secondary School Ilorin	5	3	2
26. Government Day Secondary School Okene	4	2	2
27. Government Day Secondary School Kabba	5	3	2

Institution		No. of Teachers		
			M	F
28.	Government Girls Day Secondary School Ilorin	3	-	3
29.	Government Day Secondary School Suleja	6	5	1
30.	Government Day Secondary School Lapai	4	4	-
31.	Government Day Secondary School Bida	5	4	1
32.	Government Girls Day Secondary School Minna	4	-	4
33.	Government Day Secondary School Jos	5	2	3
34.	Government Day Secondary School Lafia	2	2	-
35.	Government Day Secondary School Nasarawa	4	2	2
36.	Government Girls Day Secondary School Gindiri	5	1	4
37.	Government Day Secondary School Gusau	3	2	1
38.	Government Day Secondary School Anka	3	1	2
39.	Government Day Secondary School Talata Mafara	4	3	1
40.	Government Girls Day Secondary School Sokoto	4	1	3
	T o t a l	160	100	60

3.3 Administration of the Questionnaire

3.3 (a) Pre-Administration

Copies of the questionnaire were pre-administered on 300 students and six teachers of Government Girls Day Secondary School Kofan Kayan, Zaria and Government Day Secondary School Samaru, Zaria, in order to ascertain the reliability of the questionnaire. The questionnaire was administered two weeks after the first administration and a reliability of 0.61 was obtained using Pearson's product moment correlation co-efficient formula. However, some structural re-arrangement were made on the students questionnaire.

3.3 (b) Final Administration

The Final administration and collection of data were done in the months of June and July 1987 personally and with the help of two research assistants trained for the study. The two research assistants were post graduate students in the Department of Education, Ahmadu Bello University. The researcher resorted to the use of two research assistants because of the wide geographical area covered by the study. Thus the ten Northern states were divided into three zones for easy administration of the questionnaire.

The zones were:-

1. Sokoto, Kaduna, Kano and Borno States.
2. Plateau, Bauchi, and Gongola States.
3. Niger, Kwara and Benue States.

The researcher had carefully explained the instructions to students despite the fact that they were clearly written on the SPSSQ. As stated elsewhere in this study the SPSSQ was based on Likert Scale which often requires a respondent to agree or disagree with the attitude statements. Consequently, the respondents were asked to express their agreements or disagreements by inserting 'X' in the appropriate column that best described their perceptions of social studies, and their attitudes towards social studies.

The SSTPQ was also administerd to the teachers. The SSTPQ was both structured and unstructured, that is, the respondents had to choose from the alternatives, rank some items and in some items they give reasons for the opinion expressed. The number of copies of questionnaire analysed in the study were 1985 for the students and 160 for the teachers. All questionnaires were properly filled in and completed. See Table 4.

Table 4:

Number of Questionnaire Distributed and Analysised

Questionnaire Distributed to Students	Questionnaire Returned		Questionnaire Analysed	
	No.	%	No.	%
1985	1985	100	1985	100

Questionnaire Distributed to Teachers	Questionnaire Returned		Questionnaire Analysed	
	No.	%	No.	%
160	160	100	160	100

3.4 Data Processing

In processing the data especially that of the students, computer was employed because of the number of respondents involved. On the other hand the data relating to the teachers involved in the study were manually computed as the number of the subjects involved was a manageable one. However, after computerizing the data for the students, the output

were carefully checked in order to ascertain that irrelevant information was not fed into the computer, which might have effect on the findings of the study.

3.4(a) Treatment of Data

In the analysis of data, percentage and t-statistic were used. The main purpose of percentages according to Kerlinger (1973) is to reduce different sets of numbers to comparable sets of numbers to a common base. It is argued further that any set of frequencies can be transformed to percentage in order to facilitate statistical manipulation and interpretation.

Percentage was used to determine the over all picture of students' attitude towards social studies. It was also used to determine students and staff perceptions of Nigerian social studies. In ascertaining the attitudes of teachers, involved in the study, as well as determining the intensity of problems militating against the teaching of social studies, the frequency of each item on the questionnaire was calculated. Their proportions were found and shownin percentages.

3.4 (b) The t-Statistics

To uphold or reject the three hypotheses advanced for the study, a t-test at .05 level of significance was used. The hypotheses are as follows:-

(a) There is no significant difference between the perceptions of social studies held by teachers and students.

(b) There is no significant difference between the perceptions of social studies held by male teachers and their female counterparts.

(c) There is no significant difference between the male students and their female students in their attitudes towards social studies.

In order to test the significance or otherwise of the three hypotheses; the researcher computed the perceptions of students who were 1985 in number and that of teachers who were 160 in number. The perceptions of male teachers (100) and female teachers (60) were also computed. The attitudes of male students (1586) and female students (399) in each hypotheses were calculated and the significance of differences were determined.

The Fisher's t-formula as contained in Guilford (1965:183) was used to ascertain the significance of difference as shown below:-

$$t = \frac{M_1 - M_2}{\sqrt{\frac{(X_1^2 + X_2^2)}{N_1 + N_2 - 2} \cdot \frac{(N_1 + N_2)}{N_1 N_2}}}$$

Chapter 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

The main purpose of this study, was to investigate the students and staff perceptions of social studies as a school subject. It was also aimed at examining the attitude of students towards the subject social studies.

In this chapter, an attempt has been made to analyse the attitudes and perceptions of students and teachers towards social studies. Analysis in this chapter means the categorizing, manipulating and summarizing of the data collected to obtain answers to the project questions. The statistics employed in categorizing, ordering, and summarizing the data are percentage and t-test. These statistics were discussed in Chapter Three of this study.

4.2 A Summary Description of the Teaching Population

Table 5 presents a summary description of the teaching by category and presage variables. Its conclusion is considered relevant not as a comparative study but as it sheds light on personal data of the subjects. As could be observed the table of the teacher population, 100 (representing 62.5%) were male and 60 (37.5%) were female. One

of the most important factors in the teaching-learning situation is the quality of the teacher. This is because quality, to a great extent, accounts for the teacher's performance. The quality of the teacher is important if he is to help, guide and motivate the students to accomplish educational objectives.

Boocock (1980) pointed out that the quality of a teacher is generally measured by the amount of his education and experience. Dreeben (1968) also remarked that the main criterion for determining the composition of a teaching staff is subject matter competence, with standards based on training and experience. So, it is important to ascertain the qualifications and teaching experience of the social studies teachers, since these will affect the study of the subject in the classroom.

It is the realization of this, that the study tried to investigate the qualifications and experience of social studies teachers. On social studies teacher qualification as can be seen in Table 5 fifty-three (53) representing 33.4 per cent were in the N.C.E./B.Ed (Social Studies) category. While the concentration of teachers (40.1%) were in the N.C.E. (Geography/History). 26.5% were in the B.A., B.Ed, B.Sc. and M.A., M.Sc., and M.Ed categories. At the time of the study none of the teachers had Ph.D. degree.

Table 5: Summary Description of Teaching Population

Presage Variables in Percentage																
Sex		Avalificati on					Teaching Experience					Social Studies Teaching Experience				
M	F	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
62.5	37.5	33.4	40.1	25.3	1.2	0	19.5	26.5	39.5	5.3	9.2	30.6	50.0	15.8	3.6	0

1. N.C.E./B.Ed (Social Studies)
2. N.C.E. (Geography/History)
3. B.A. B.Ed., B.Sc., B.A. Ed.
4. M.A./M.Sc./M.Ed.
5. Ph.D

1. Less than 1 year
2. 1 - 3 years
3. 4 - 7 years
4. 8 - 10 years
5. Over 10 years

Table 6: Teachers Experience in Teaching Social Studies

Years of Experience	No. of Teachers	Percentage
1. Less than 1 year	49	30.6%
2. 1 - 3 years	80	50.0%
3. 4 - 7 years	25	15.8%
4. 8 - 10 years	6	3.6%
5. Over 10 years	0	0.0%
Total	160	100%

Table 6 indicates that one hundred and twenty-nine teachers (80.6%) have not had more than three years teaching experience in social studies at the time of the study. Thus, their involvement in the teaching of social studies is relatively new, when it is compared with the six teachers who had 8-10 years teaching experience in social studies.

Table 7: Teachers Experience in Teaching

Years of Experience	No. of Teachers	Percentage
1. Less than 1 year	32	19.5%
2. 1 - 3 years	42	26.5%
3. 4 - 7 years	63	39.5%
4. 8 - 10 years	8	5.3%
5. Over 10 years	15	9.2%
Total	160	100.0%

To get more information about the experiences of the teachers in the schools selected for study, the teachers were requested to indicate the total number of years they had in the teaching profession. Table 7 shows that eighty-six teachers (54.0%) had more than four years teaching experience at the time of this study. When results in Table 7 is compared with that of Table 6; inference could be drawn that, though the majority (86, representing 54%) had spent more years in the teaching profession, their experience as social studies teachers is less than four years. The reason might likely be due to the fact that social studies is relatively new in the Northern states of Nigerian school curriculum.

4.3 Teachers' Methods, Attitude and Problems

This aspect of the study was targeted at finding out teachers' methods, attitude and problems faced in the teaching and learning of social studies.

4.3.1 Teachers Methods of Teaching Social Studies

Table 8 shows the responses to item 7 in Section B of the teachers questionnaire on social studies teaching methods.

Table 8: Methods and Frequence of Use by Social Studies Teachers

Methods	Often No	%	Sometimes No	%	Never No	%
Discussion	107	66.8	44	27.9	9	5.3
Telling Method	93	58.2	49	30.3	18	11.5
Problems Approach	9	5.5	50	31.3	101	63.2
Group Method	11	6.6	54	34.2	95	59.2
Field Trip	26	16.1	33	20.8	101	63.1
Resource Person	.0	0.0	34	21.0	126	79.0

From the above Table 8 the method most frequently used by the teachers is discussion method. This is followed by telling method, while the least employed are problem approach, Group method and Resource person.

There is very little to wonder about this because most teachers see the subject as a mere informative subject. To them, they are to inform the pupils of some body of knowledge from history, geography and civics. Beside, they are always examination conscious. As rightly observed by Ikejiani (1971) that schools at all levels aim at preparing students for examination instead of preparing them for life in an independent twentieth century Nigeria. There is the tendency that teachers

prefer those methods as they facilitate quick coverage of the syllabus.

Other possible explanation for the frequent use of 'discussion' and 'telling method' are that most of the teachers in the study did not specialize in social studies. Secondly, most of them might not have the skills of using 'Problems approach method' because it is also different from the way they were taught in their school days. Thus, this finding confirms the statement of Aina (1978) that the teachers in our schools and colleges today hardly have any social studies orientation. And that of Olawepo (Udo 1982:100) as shown in the review of related literature; 'only very few of the tutors of social studies in our colleges have their background in social studies. Resulting from this is the unpleasant situation in which teachers teach either history or geography, when in fact they should be teaching social studies, which is synthesis of history, geography, civics, economics and sociology.

It is relatively important to remember that Expository and lecture methods are passive ways of learning. They are not conducive to study in depth, but rather tend to make pupils gullible receivers of knowledge. Adeniyi (1982:66) stated; "But

regurgitation of facts undermines the philosophy of social studies which stresses active inquiry learning". It was asserted by Dubey and Barth (1980) that the facilities for effective teaching and learning of social studies are inadequate.

If social studies is to yield its best result, it must be made practical. It should be more than transmission of content. It should involve a situation whereby the students can be encouraged to analyse, think and solve problems. This situation can be found in inquiry method which encourages reflective thinking on the part of the learner.

Dubey (1980) explicitly endorsed the inquiry tradition as the most appropriate tradition to be followed for modern social studies curriculum and instruction. He argued that inquiry is the most convenient method of socialization rather than feeding students with the structure of the discipline.

Commenting on the ill of our educational system, Ikejiani (1971) observed that:- Our present education has been consumptive instead of productive. We teach our youth to master their subjects, but have failed to relate those subjects

to Nigerian needs in order to enable our school leavers and graduates to solve fundamental problems of living. We have imprisoned the minds of our youth instead of releasing them to invent, discover, build and produce. Our education has been barren, so that very soon we shall face the problems of having many "educated" people but none would be qualified to do the work needed for the welfare of the people.

This is probably why social studies was introduced in Secondary Schools and inquiry method was highly recommended for teaching it.

4.3.2 Attitudes and Problems

According to Dubey and Barth (1980) some of the problems confronting social studies in Nigeria are insufficient trained teachers and inadequate supply of books with a Nigerian orientation. Fafunwa (1967:82) rightly pointed out "-----of all the educational problems that be set African countries today, none is persistent or as compelling as the one relating to the training of a competent teacher". On the same point Funtua (1980) was of the view that lack of trained personnel is a great problem which is not peculiar

to social studies alone but to all newly introduced fields of study. Stressing further on specialists in social studies, Enaohwo (1982) stated, "--- specialists in this field are practically non-existent except for a handful of expatriates and a few Nigerians that avail themselves of overseas facilities for training". The study confirmed this assertion in that teachers involved in the study expressed that, the problem facing the teaching of social studies in our secondary schools is lack of trained teachers. 118 teachers (73.81%) ranked, lack of trained teachers to handle the subject has been a very serious problem. They also regard inadequate social studies method books for teachers and students as very serious. 126 (78.95%) of the respondents ranked lack of adequate social studies textbooks for students as serious. See Table 9. When questioned further (Questionnaire item 13-15) 77.63% of the responses were of the opinion that the available textbooks for students cover the syllabus and they agreed that the students understood the material of the text. The list of the textbooks in use at the time of study are listed in Appendix C.

Table 9: Ranking of Problems of Teaching Social Studies

Questionnaire item 8	Being very serious		Being serious		Not serious		Total	
	No	%	No	%	No	%	No	%
1. No trained teachers to handle it.	118	73.81	32	20.19	10	6	160	100
2. No adequate social studies textbooks for students.	32	20.0	126	78.95	2	1.05	160	100
3. No. adequate social studies method books for students/ staff.	118	73.81	38	24.0	4	2.19	160	100

The teacher is the key element in a successful learning situation. His attitude, training, approaches and rapport in the classroom are needed for meaningful internalization of the values of social studies education. It is the realisation of this fact that an attempt was made in this study to find out teachers' scale of interest and attitude in the teaching of social studies among other subjects.

In response to questionnaire item 10 and 11 on whether social studies was as important as any other subject taught in the school. And whether it should remain a compulsory subject for the Junior Secondary Schools. 120 teachers representing 75% agreed it is as important as any other subject in the school. While 14 (9%) of the teachers felt that the subject was least important in the school curriculum. However, 145 (90.70%) considered it as established subject which should be examinable compulsorily in the Junior Secondary School examination system. It is the consensus of the opinion of 145 (90.70%) teachers that teaching social studies is as respectable as teaching any other school subject. They advanced the following reasons for agreeing with the statement.

(a) The traditional educational system where separate subjects are taught fails in certain aspects to achieve full correlation, an example of this is the neglect it has on the information and ideas on citizenship in the modern world in the teaching of the school academic subjects.

(b) The concentration of school subjects as separate discipline allows little appreciation of any meaningful relationships between them in the sum of knowledge and learning.

(c) They argued that the system under which subjects are studied as separate disciplines does not focus students' minds in the application of acquired knowledge.

(d) The institution of social studies compulsorily at the Junior Secondary School level will make learning more real. Since the subject as a discipline draws materials from the social science subjects like economics, geography, government, history, philosophy, religion and sociology.

(e) There are some subjects which are not included in the JSS curriculum. Some of

these are sociology and philosophy. But with the integrated nature of social studies, these areas of knowledge are touched.

The 15 (9.30%) teachers who were opposed to the idea of making the subject compulsory in JSS advanced these reasons for their stand.

(a) Social studies is an import subject matter from the United States of America. It was aimed at denying the students a sense of time i.e. a notion of past, present and future.

(b) Social studies is designed to make students conservatives. They opined that the subject is designed in such a manner that, it presents our current social institutions and practices without going into their past; without touching on the historical circumstances under which they were produced and without even hinting at their destiny.

(c) The subject matter of social studies is made up of only relevant facts from history and geography. So they need to know more history and geography before embarking on social studies.

(d) Social studies is civics being taught under

a new name, therefore it does not require making it compulsory at Junior Secondary School level.

(e) The West African Examinations Council is yet to examine students on this subject area, hence, the more reason it should not be an examinable subject for the Junior Secondary Schools.

Because of these reasons they suggested that social studies be dropped completely from the list of Junior Secondary School subjects. These major differences have contributed greatly to the way teachers carry out their teaching of the subject in Junior Secondary Schools.

To correct this imbalance in opinion there is a need for re-orientation of teachers especially at Junior Secondary level on what social studies is and the philosophy of the subject; if social studies is to be effectively handled. There is a great need for retaining the present teachers of social studies who are mainly drawn from allied subject areas like history, geography and sociology. The quality of teachers can be improved through an in-service education. The

in-service programme according to Ozigi (1981:83) and Ndubisi (1980) "is a process whereby serving teachers undertake various courses and training in order to improve their teaching capabilities, and in the final analysis improve their pupils or students as the case may be". It is therefore necessary that teachers should participate in such programme so as to up-date and up-grade their knowledge of the content and methodology of teaching social studies.

4.4. A Descriptive Analysis of Students Attitudes Towards Social Studies

In an attempt to get a general picture of the students attitudes towards social studies, the scores of 1985 respondents on each of the attitude statement were computed. Details of the findings are shown in Table 10.

Table 10 (a) The Overall Students Attitudes Towards Social Studies

State-ment	No SA	%	No A	%	%SAA*	No D	%	No SD	%	DSD **
1	695	35	715	36	71	357	18	218	11	29
2	873	44	754	38	82	199	10	179	9	18
3	258	13	397	20	33	675	34	655	33	67
4	337	17	298	15	32	715	36	635	32	68
5	476	24	576	29	53	556	28	377	19	47
6	238	12	397	20	32	735	37	615	31	68
7	516	26	794	40	66	397	20	278	14	34
8	457	23	595	30	53	516	26	417	21	47
9	318	16	437	22	38	635	32	595	30	62
10	893	45	675	34	79	218	11	199	10	21
11	556	28	556	28	56	416	21	457	23	44
12	675	34	695	35	69	337	17	278	14	31
13	238	12	278	14	26	715	36	754	38	74
14	516	26	734	37	63	457	23	278	14	37

* Strongly Agree and Agree. ** Strongly Disagree and Disagree.

Table 10 (b)

Students Response to Questionnaire 1 - 14 on Attitude Toward Social Studies

No	Statements	Agree %	Disa-Agree %
1.	Learning social studies teaches me how to find out something on my own	71	29
2.	I like social studies because it teaches me about the things in my environment.	82	18
3.	Learning social studies is very boring.	33	67
4.	Social studies cannot contibute to what I want to become in future.	32	68
5.	I like social studies because there are many learning materials to use.	53	47
6.	I like social studies because I like the teacher.	32	68
7.	The social studies teacher's methods of teaching encourage one to like the subject.	66	34
8.	There are no enough text books on social studies.	53	47
9.	I dislike social studies because the teacher does not know the subject.	38	62
10.	Social studies helps me to be a good citizen.	79	21
11.	Social studies as a compulsory school subject is in order.	56	44
12.	I like social studies as much as I like any other subject.	69	31
13.	I dislike social studies more than any other subject.	26	74
14.	I like social studies because I want to become a social studies teacher in future.	63	37

For analytical convenience, the researcher decided to group 'strongly agree' and agree (SAA) responses as Agree and 'Disagree' and Strongly Disagree' (DSD) as Disagree. Thus Tables 10 (a) and 10 (b) indicate that the students showed very high consensus on statement two and ten which are positive statements. That is, the students were favourably disposed to the statements which implies that students support the view that social studies enables them to understand their environment, physically or socially, as well as teaching them to be good citizens. One of the objectives of social studies programme is to enable a reasonable percentage or number of the students who learn it to acquire such skills, values and attitudes that will equip them to solve personal and social problems.

In statement six where it was suggested that students like social studies because they like their teachers, 68% of them disagreed with it. It might imply therefore that social studies has been so accepted by the students that the relationship between them and their teachers has nothing to do with their likeness for the subject.

In statement four it was suggested that social studies cannot contribute positively to what

students' want to become in future, but 68 per cent disagreed with the statement. This positive reaction on the part of the students might be taken or accepted without reservations because the students being in Form III understand the implication of their own responses. Social studies is a living subject which enables individuals to participate intelligently in decision making and since man is always faced with the problem of making one decision or the other; it can not be said that social studies has nothing to contribute to future careers of the students.

Dubey and Barth (1980) who asserted that the facilities for the effective teaching and learning of social studies are inadequate. However, in this study 53 per cent of the sample agreed with the statement that they liked social studies because of availability of learning materials. This average positive attitudes can be accepted because there are many resources within the community that could be used in social studies classroom. In responding to statement eight which asserted that there is no enough text books on social studies 53 per cent of the sample agreed with the statement. Thus asserting the earlier finding in this study that there is inadequate social studies books for the

Junior Secondary Schools. Text books are only a fraction of what constitute learning materials in social studies, for Jorilimek (1971:116) categorized social studies learning materials into two parts:-

(a) reading materials and resources which include text books, references, magazines, encyclopedia, pamphlets and news print.

(b) non-reading materials and resources which include pictures, films, recordings, maps, globes and filmstrips.

In response to statement seven 66 per cent of the sample shared the view that they liked social studies because of their teachers' method of teaching. What methods were the teachers using that made them like social studies? As it is reviewed in the early part of this chapter the methods frequently used by the teachers were the telling and discussion methods. The methods that render students passive receivers of knowledge. Methods that allow students to be fed with facts which are often reproduced during an examination. Students being conscious of examination could regard transmission of content as a good method of teaching. It is an established fact that of all the subjects

offered for study in Junior Secondary Schools, social studies seem to have suffered most from poor teaching. Akinlaye (NERC. 1980) was of the view that majority of social studies teachers were never trained in social studies. Thus, social studies methodology emphasized learning how to learn, which implies active participation on the part of the students. Joyce and Alleman Brooks (1979:9) remarked that if there is any inherent weakness in the social studies as taught in majority of our classrooms, it is the inability of teachers to make the school subject meaningful and practical!

At present social studies as a subject is just included in students' continuous assessement ratings. It is not quite certain if the West African Examinations Council would offer examinations in the subject whenever it decides to give external examination to the students in Form III in the 6-3-3-4 system of education. Though 56 per cent of the respondents favoured making social studies a compulsory school subject. The consistency of students responses could be determined when again 63 per cent of the sample agreed with the suggestion that they liked social studies because they might opt for a teaching career in the subject in future. And at

the same time 74 per cent of the sample disagreed with the suggestion that they disliked social studies more than any other subject.

The students consistent attitudes might stem from the fact that they realised the importance of social studies. Social studies as a way of life gives students an opportunity to acquire further knowledge, skills and competences. It also enables them to practice solving life's problems as well as studying them.

4.5. Hypothesis 1

In testing hypothesis one which stated that there will be no significant difference between male students and female students in their attitude toward social studies. Table 11 shows a significant difference.

Table 11: Relationship Between Scores of Male Students and Female Students in their Attitude Toward Social Studies

Group		No of Cases	Mean	Standard Deviation	T Value	Degree of Freedom
*	1	199	47.6854	5.628	***	
**	2	1786	46.5435	4.782	+ 2.54	678

* Female Students
** Male Students
*** Significant at the -0.05 level

Table II clearly indicates that there is a significant difference between the male students and female students in their attitude toward social studies. Thus, the female students had more positive attitude toward social studies ($\bar{X}$ = 47.6854) than male students ($\bar{X}$ = 46.5435). This is consistent with the earlier finding of Adeniyi (1982) who reported that female students had more favourable attitude towards social studies than male students. And the claims made by Boocock (1980) that girls often perform better in the humanities than boys. Therefore this hypothesis advanced for the study is rejected.

4.6 A Descriptive Analysis of Teachers and Students Perceptions of Social Studies

The introduction of social studies in Nigeria had been a matter of controversy particularly in the last decade, because of its perception as a combination of history, geography, civics and a host of other subjects. This erroneous perception gave rise to the debate whether or not it should be included in the school curriculum. As it was earlier stated in the review of related literature, that without a well defined national policy on social education, social studies then faced what

Barri Barth and Shermis (1977) described as a "continuing identity crisis". Teachers, educational administrators, and students have been asking as did P. Shaver (1976); Is there generally a creature called social studies? Is there a social studies profession? To this has been added a third question, is there a social studies discipline? As it was stated in the review of related literature, the unresolved identity crisis featured in a number of research studies in Nigeria. (Ladebo 1980; Adeyoyin 1978, 1980, 1981 and Akinlaye 1982).

One of the purposes of this study therefore is to investigate the various perceptions of social studies held by teachers and students. In an attempt to get a general picture of the teachers and students perception of social studies, the score of the 160 teachers and 1985 students were computed and comparative analysis made. Table I2 and 13 show the scores of teachers and students according to their perceptions of social studies.

Table 12 Summary Distribution of Teachers Perceptions of Social Studies

Perceptions	SA No	%	A No	%	SAA %	D No	%	SD No	%	DSD %
CM	66	41	54	34	75	22	14	18	11	25
ME	80	50	66	41	91	6	4	8	5	9
CH	10	6	101	63	69	22	14	27	17	31
SC	12	8	66	41	49	42	26	40	25	51
US	18	11	10	6	17	27	17	105	66	83

Table 13: Summary Distribution of Students' Perception of Studies Studies

Perceptions	SA No	%	A No	%	SAA* %	D No	%	SD No	%	DSD** %
CM	1357	68.36	371	18.69	87.05	207	10.43	50	2.52	12.95
ME	667	33.60	563	28.36	61.96	533	26.86	222	11.18	38.04
CH	1037	52.24	652	32.85	85.09	44	2.22	252	12.69	14.9
SC	946	47.65	372	18.75	66.40	313	15.76	354	17.84	33.60
US	281	14.16	89	4.48	18.64	904	45.54	711	35.82	81.36

* Strongly Agree and Agree

** Disagree and Strongly Disagree

As it was previously explained in this chapter, for analytical conveniences, the investigator decided to group 'Strongly Agree' and Agree (SAA) responses as 'Agree' and Disagree and Strongly Disagree (DSD) as Disagree. Also in the analysis, information regarding respondents, on the concept of social studies was broken down into five groups, namely:-

(a) Combination of history, civics and geography (CM).
(b) Study of man's relations with his environment (ME).
(c) Study of culture and heroes. (CH).
(d) Study of Communities (SC).
(e) Unidentified study (US).

The frequence of each group was calculated and the proportion found in percentages as shown in Table 12 and 13 respectively.

As indicated in the tables this study shows a wide variation of the perceptions of social studies held by the teachers and students.

To the teachers, social studies is perceived first as the study of man's relations with his environment, infact (91%) of the teachers agreed with this statement. This is followed by conceptualizing social studies as the combination of history, geography and civics (75%). While 69 per cent of the teachers agreed with the statement that social studies is the study of culture. 49 per cent of the teachers perceived it as the study of the community. However, 83 per cent strongly disagree that social studies is an unidentified subject. See Table 14.

Students on the other hand perceived social studies as first, the combination of history, civics and geography. (87.05%) indicated their agreement with this statement. While the next in rank is the study of culture and heores (85.09%). This is followed by social studies as the study of the community and their behaviour (66.40%). And social studies as the study of man's relations with his environment was ranked fourth with 61.96 per cent. Like their teachers, students disagreed with the statement that social studies was an unidentified study (81.36%). See Table 15.

Table 14:

Teachers Perceptions of Social Studies
In Percentage Hierarchy

Perceptions of Social Studies by Teachers	Agree %	Disagree %	Total %
Social Studies is the study of man's relations with his environment.	91	9	100
Social studies is a combination of history, civics and geography.	75	25	100
Social studies is the study of culture and heores.	69	31	100
Social studies is the study of the community.	49	51	100
Social studies is an unidentified study.	17	83	100

Table 15: Students Perception of Social Studies In Percentage Hierarchy

Perceptions of social studies by students	Agree %	Disagree %	Total %
Social studies is a combination of history, civics and geography.	87.05	12.95	100
Social studies is the study of culture and heroes.	85.09	14.91	100
Social studies is the study of the community.	66.40	33.60	100
Social studies is the study of man's relations with his environment.	61.96	38.04	100
Social studies is an unidentified study.	18.64	81.36	100

The comparison of teachers and students perception of social studies is clearly stated below in order of strongly held to those least held perceptions by the two categories of respondents.

Teachers	Students
1. Study of man's relation with his environment.	1. Combination of history, civics and geography.
2. Combination of history, civics and geography.	2. Study of culture and heroes.
3. Study of culture and heroes.	3. Study of the community.
4. Study of community.	4. Study of man's relation with his environment.
5. Unidentified study.	5. Unidentified study.

The variance shown in this study on the teachers and students perceptions of social studies could be attributed to the different exposures to social studies instruction acquired by each of the two categories. The students had only three years of social studies instruction and were therefore limited in the amount of knowledge acquired. Teachers on the other hand might have read many of the available books on social studies, some might have university

education in social studies, thereby increasing their various perceptions.

As for the teachers and students total agreement with statement 1 to 4 on the perceptions of social studies. The following factors might have been responsible:-

(a) Holders of the notion that social studies is the combination of history, civics and geography probably must have not got the core knowledge of social studies. It is possible they are being influenced either by some incoherent text books and/or by disparte arrangement in the social studies syllabus or text of topics in history, geography and civics compartments. This is apparently possible because most of the social studies texts in the market are written by non-social studies experts. In the bid to flood the market with social studies books, many social science authors are still writing on their subject areas in the guise of social studies.

(b) The preponderance of cultural matters and heroes, at the expense of science/technology and health matters as pointed out by Ogundare (1982) might be answerable for holding social

studies to be just the study of cultural matters and heroes.

(c) Also strong emphasis on the affective domain of the subject objectives, perhaps, make some teachers and students to think of social studies as that of man's behaviour towards one another in a community.

The total rejection of social studies as an unidentified study in this study reveals that there is indeed "A creature called social studies" Shaver (1976).

4.7 Hypothesis 2

It is desirable at this juncture, to determine whether the second hypothesis advanced for this study could be upheld or rejected.

It was hypothesized that there is no significant difference between the perceptions of social studies held by teachers and students. However, the analysis below showed that there is a significant difference between the teachers and students perception of social studies. The details of the finding are indicated in Table 16.

Table 16: Significance of Difference between Teachers and Students Perceptions of Social Studies.

Group	No of cases	Mean	Standard Deviation	T Value	Degree of Freedom
*PSST	160	44.90	4.673		
**PSS.S	1985	42.14	4.163	3.843***	744

*PSS T - Teachers Perception of Social Studies.

**PSS S - Students Perception of Social Studies.

*** Significant at 0.05 level.

Table 16 clearly indicates that there is a significant difference between the teachers' perception of social studies and that of students. The students mean scores are lower than the teachers scores i.e. 44.90 per cent of 42.14 per cent, a range of 2.76 per cent. From Table 16 one can infer that the students require more exposure to social studies content and conceptions to direct them to the appropriate perception of the subject.

4.8 Hypothesis 3

It was also hypothesized that there is no significant difference between male and female teachers on perceptions of social studies. Details of the finding is shown in Table 17.

Table 17:

Significance of Difference between Male and Female Teachers Perceptions of Social Studies.

Group		No of cases	Mean	Standard Deviation	T Value	Degree of Freedom
*PSS.	M	100	23.30	2.827		
**PSS.	F	60	21.50	1.834	0.381***	74

* PSS. M. - Male Teachers

**PSS. F. - Female Teachers

*** Not significant at 0.05 level.

It can be adduced from the above table (17) that the observed ratio of 0.381 if checked against the t-value table is not significant at 0.05 level. That is, the difference between the two groups is not greater than the value to accept the null hypothesis.

This evidence is therefore significant enough to conclude that there is no significant difference between the perception of social studies held by male and female teachers. From this it can be inferred that the two categories of respondents do not strongly agree with any perception of social studies advanced for this study, but rather accept each definition with some reservation.

4.9 Conclusion

Based on the study, the investigator draws the following conclusions.

1. It has been observed that most of the teachers who handled the social studies subject at the time of this study had no social studies orientation.
2. Teachers and students supported making social studies a compulsory and examinable subject at the end of the first 3 years of secondary school.
3. The most widely used methods of teaching by the social studies teachers were discussion and Telling methods. Resource persons were hardly used by the teachers.

4. It has been established in this study that most of the students showed positive attitude toward social studies subject.

5. It is evident in this study that both teachers and students deviate from the original concept of Nigerian Educational Research Council social studies from where they derive their school syllabus. Perhaps they are influenced by some inadequate text books on the subject. This has led them to draw their syllabus in compartments of social science topics. This is further aided by their various educational background.

6. It has been established in this study that there is indeed a 'creature called social studies'. Though in a state of flux social studies is an emerging discipline with specific content, objectives and methods. Its successful teaching requires an understanding of its nature to reflect a dynamic classroom interaction.

7. Some of the findings confirmed some findings carried out by other researchers in other parts of the country.

Chapter 5

SUMMARY AND RECOMMENDATION

This chapter attempts to give a summary of the purpose and major findings of the study. It also outlines some recommendations based on the findings of the study. The researcher hopes that the recommendations made in this study will be useful to teachers of social studies in Junior Secondary Schools in the area of study and Nigeria in general.

5.1 Summary

It has been attempted in this study to make some major contributions to knowledge and research by investigating teachers and students perception, attitudes and teaching methods of social studies in some selected Junior Secondary Schools in the Northern states of Nigeria. The study attempted to answer five research questions, these are:-

(a) What are the teachers and students perceptions of the Nigerian social studies subject?

(b) What methods do teachers use in teaching social studies.

(c) What are the qualifications and teaching experiences of social studies teachers?

(d) What attitudes do the present teachers and students have towards social studies?

(e) Should social studies remain compulsory subject in the Junior Secondary Schools.

The study was also designed to ascertain whether there was any significant difference between male and female students in their attitude toward social studies. Whether there was any significant difference between male and female teachers on their perceptions of social studies. Thus three hypotheses were advanced to give direction to the study.

(i) That there is no significant difference between the male and female students in their attitudes towards social studies.

(ii) That there is no significant difference between the perception of social studies held by teachers and students.

(iii) That there is no significant difference between the perceptions of social studies held by male and female teachers.

In order to achieve the main objectives set for the study. Two sets of questionnaire were developed and used to collect relevant data. They

were:-

(a) Students perceptions of social studies questionnaire (S.P.S.S.) used for 1985 students involved in the study.

(b) Social studies Teaching Problems Questionnaire (S.S.T.P.) for 160 social studies teachers in the forty Junior Secondary Schools selected for the study.

After administering the questionnaire, the data collected were analysed by converting responses into percentages and byusing t-statistic formula to uphold or reject the three hypotheses advanced for the study.

The analysis and interpretation of the data led to the following findings.

(a) Teachers generally employ discussion and telling methods in their classrooms than problems approach.

(b) The teachers and students see Nigerian social studies as mere informative subject that draws facts from social science subjects. And whose method of teaching has nothing to do with inquiry approach.

(c) The teachers and students in general had positive attitudes toward social studies.

1. 'The teaching of social studies lies within the purview of social studies curriculum developers', Abdulkareem Y. (1986:93). It is therefore recommended that Education Resource Centres should prepare a comprehensive 'Teachers Guide' for (JSS) social studies teachers.

2. Authors and Publishers should publish up-to-date text on social studies. These books must be reviewed by social studies experts to ascertain that the content is relevant to social studies. Teachers' copies of these books must emphases problem solving approach while students' copy should be spiced with activities.

The education resource centres in consultation with social studies experts should be the only body to recommend social studies texts for use in the Junior Secondary Schools. This will go along way to reduce the chances of students procuring the inadequate ones we have in our markets.

3. Teachers should cease teaching social studies in terms of covering all the syllabus or pages in a single text book. But they should concentrate on adopting a functional activity plan, where the content is broken down into logical components and transformed into series of related problems.

4. Teachers should employ the use of resource materials, resource persons, and audio visual aids. Social studies concepts would be better understood if after class discussion the teacher is able to direct students to look up facts in newsprint, pamphlets, magazines and related books; or if asked to listen into radios, and watch television sets for pieces of news items. A planned visit to the market, bank, railway station or motor park, a government establishment or an industrial establishment would have a learning outcome that is better than series of lectures on these social studies themes.

5. In-service programmes are good and necessary. The Institute of Education, curriculum Development and Teacher Resource Centres should mount in-service programmes for social studies teachers with specific purposes.

6. Seminars and Conferences on social studies teaching should be mounted during the vacations. These programmes should be organized on local government basis to attract as many social studies teachers as possible. Topics for the seminars should be sent to social studies

teachers in Junior Secondary School so as to enable them participate fully. The present social studies seminars and conferences held in University campuses and Urban hotels are of little value to the Junior Secondary School social studies teachers who teach in distant places.

Furthermore, the seminars and conference papers on social studies should be widely distributed by state ministries of education to update the knowledge of teachers and improve on their methods of teaching social studies in the Junior Secondary Schools. These seminar papers should form the nucleus of social studies text after their contents are given trials in the classroom and their contents become acceptable to social studies teachers.

7. At present the social studies graduates are not well placed by the ministries of education. It is therefore recommended that Junior Secondary Schools be staffed with B.Ed. social studies graduates to enhance their utilization. Education Resource Centres should aid some of them to publish social studies textbooks for the Junior Secondary Schools.

8. Through In-service and Pre-service Education a correction must be made on the erroenous views that social studies is parallel with the social sciences. According to Mclendon Jonathan (1965), social studies are distinguish able from social science in four basic respects (a) scope (b) size (c) purpose and (d) level of difficulty.

It must be borne in mind that the purpose of the social scientist, is to find new truth about human relationship, whereas, the purpose of the social studies teacher is to guide children and adolescents in their learning of selected (relevant)portions of what social scientists have discovered.

Furthermore, simply put social studies is neither history, geography, civics, sociology, anthropology, economics, government, religious studies nor any of such related field of study. If they are, there would be no need substituting them with a new name" (Maclendon Jonathan, 1985:30). It is a fact that social studies utilizes these subjects to buttress its stand and achieve its purpose. The major difference is that social studies carries to its logical conclusion the effective accomplishment of the

three domains of learning, which are cognitive, affective and psychomotor domains. It makes learning more realistic and useful to the needs of man. Emphasis is evenly spread on these domains. Unlike in the other subject areas where emphasis is on the cognitive at the expense of the affective domain.

9. Since it has been identified in this study that teachers are examination conscious and tend to concentrate on materials that are examinable. It is therefore recommended that curriculum developers should device more ways of testing the affective domain in social studies and amend their students continuous assessment report sheets accordingly. Amended assessment sheets should provide spaces for the social studies teacher to record his observations of students behaviour s thus:-

(i) Students ability to show respect for ideas and feelings of classmates.

(ii) Students ability to abstain from causing distrurbances that make it impossible for others to do their best work.

(iii) Students ability to carry a fair share of work load in a small group.

(iv) Students ability to give assistance to a classmate when needed.

(v) Students ability to return borrowed materials, obtain permission to use materials that belong to others.

(vi) Students ability to fulfil responsibilities on time.

This would make teachers pay greater attention than at present to the development of attitudes and values in the teaching of social studies.

10. In view of the limitation on the present research and considering the fact that social studies is compulsory in Junior Secondary Schools and primary schools, the researcher, therefore suggests the following areas for future research:-

(a) A repetition of the present study in the Southern parts of Nigeria.

(b) Further study on the philosophy, delimitation, the researcher's meaning of social studies, and parameters of social studies, what is

it specifically in the Nigerian context and how does it relate to Nigeria's needs.

(c) Study of the relationship of social studies to other subjects.

(d) Further study of various perceptions of social studies and of teaching held by teachers, educational administrators, parents and students and how these affect dynamic classroom interaction.

(e) Further study in the use of social studies teaching strategies such as problem solving, dramatization, role playing, inquiry and group work and use of resource material and persons which create the most dynamic classroom interaction.

(f) Further study of job career choice of students in the Junior Secondary Schools.

In conclusion, conscious efforts should be made to improve social studies education to relate more effectively to teaching the developments emerging on both the content and method fronts. Because it is a base on which native technology and science could be modernized starting from the post-primary level.

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APPENDIX A

QUESTIONNAIRE

STUDENTS PERCEPTIONS OF SOCIAL STUDIES

This questionnaire consists of items aimed at finding out your Perceptions of Social Studies and attitude towards the subject. Responses of this questionnaire will be handled confidentially.

Please express your opinion by putting 'X' in the correct column that best describe your opinion towards each of the items.

Sex: Male ☐ Female ☐

Occupation of Parents: _____

Education of Parent: _____

Section A: Perception of Social Studies

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Social Studies is a combination of history, civics and geography.				
2. Social Studies is the study of man's relation with his environment.				
3. Social Studies is the study of culture and heroes.				
4. Social Studies is the study of the community.				
5. Social Studies is an unidentified studies				

SECTION B: ATTITUDE

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Learning social studies teaches me how to find out something on my own.				
2. I like social studies because it teaches me about the things in my environment.				
3. Learning social studies is very boring.				
4. Social studies cannot contribute to what I want to become in future.				
5. I like social studies because there are many learning materials to use.				
6. I like social studies because I like the teacher.				
7. The social studies teacher's methods of teaching encourage one to like the subject.				
8. There are no enough text books on social studies.				
9. I dislike social studies because the teache does not know the subject.				
10. Social studies helps me to be a good citizen.				
11. Social studies as a compulsory school subject is in order.				
12. I like social studies as much as I like any other subject.				
13. I dislike social studies more than any subject.				
14. I like social studies because I want to become a social studies teacher in future.				

APPENDIX B

SOCIAL STUDIES TEACHING PROBLEM QUESTIONNAIRE

The purpose of this questionnaire is to find out some of the problems confronting social studies teaching in some selected Junior Secondary Schools in the Northern States of Nigeria, with a view to suggesting practical measures that can be employed to minimize or eliminate these problems.

Please endeavour to respond to every item.

SECTION A:

GENERAL INFORMATION Put an 'X' in the appropriate box.

1. Sex: Male ▱ Female ▱

2. Qualification (s) (Please indicate area of specialization).

   N.C.E. _____ B.Ed. _____ B.A. Ed. _____

   B.Sc. Ed. _____ B.A. _____ M.A. _____

   M.Sc. _____ M.Ed. _____ Ph.D _____

3. Teaching Experience (Please put an 'X' in the appropriate box).

   (a) Less than 1 year ▱

   (b) 1 - 3 years ▱

   (c) 4 - 7 years ▱

   (d) 8 - 10 years ▱

   (e) Over 10 years ▱

4. For how long have you been teaching social studies in the Junior Secondary Schools.

(a) Less than 1 year ▱

(b) 1 - 3 years ▱

(c) 4 - 7 years ▱

(d) 8 - 10 years ▱

(e) Over 10 years ▱

5. Have you attended any course or workshop in social studies. Yes ▱ No ▱

6. If you are given opportunity to aspire to get a higher qualification in social studies, would you accept?
Yes ▱ No ▱

SECTION B: METHODOLOGY AND PROBLEMS OF SOCIAL STUDIES

Put a 'X' in the correct column.

7. How frequently do you use any of these methods in your teaching of social studies.

	Often	Sometimes	Never
Discussion			
Telling Method			
Problem Approach			
Group Method			
Field Trips			
Resource Person			

8. The following problems in teaching social studies have been identified, please rank them (1, 2, 3) in order of their seriousness.

   1 = being very serious

   2 = being serious

   3 = not serious

   ☐ No trained teachers to handle it.

   ☐ No adequate social studies textbooks for students.

   ☐ No teachers' guides for social studies.

   ☐ No ready-made teaching aids in social studies.

   ☐ No adequate social studies method books for students/staff.

9. How regularly do you use teaching aids (maps, charts, etc.) in your teaching of social studies.

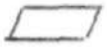
   ☐ Often ☐ Sometimes ☐ Never

SECTION C: ATTITUDES

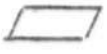
10. Which of the following statement best describe your attitude towards social studies?

   ☐ Social studies is the most important subject taught in the school.

 Social Studies is as important as any other subject taught in the school.

 Social studies is the least important subject taught in the school.

11. Would you agree that social studies should remain a compulsory subject for the Junior Secondary Schools.

 Yes  No

If yes why?

_____

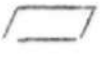
_____

If no why?

_____

_____

12. Do you consider that teaching social studies is as respectable as:

(a) teaching Geography  Yes  No

(b) History  

(c) Political Science  

(d) Civics  

If no why?

_____

_____

13. Which text books do you use in teaching social studies?

Please give names of Authors and year of publication.

	Name of the book	Author	Year of Publication
i.			
ii.			
iii.			
iv.			
v.			

14. Does the content of the book(s) listed above cover the Social Studies syllabus for the Junior Secondary Schools?

Yes ☐ No ☐

15. Do the students understand the material of those books?

Yes ☐ No ☐

SECTION D: PERCEPTIONS OF SOCIAL STUDIES

Please express your opinion by putting 'X' in the correct column.

What are your Perceptions of Social Studies.

Perceptions of Social Studies	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Social studies is a combination of history, civics and geography				
2. Social studies is the study of man's relation with his environment.				
3. Social studies is the study of culture and heores.				
4. Social studies is the study of the communities.				
5. Social studies is unidentified studies.				

APPENDIC C:

Textbooks used in Teaching Social Studies in Junior Secondary Schools

1. Makinde, M.A et al., Social studies for Secondary Schools. Book 1 and 2, 1983

2. D.L. Dubey et al, (Ed); Social Studies for our Nation, Book 1 and 2, 1982

3. Adelola, I.O., Social Studies 3, 1980

4. Amali, S.O.O., Social Studies 2, 1979

5. Imogie and C. Harris, Secondary Social Studies for Nigeria Book One,

6. Adewuya B., A Course Book of Social Studies in Schools and Colleges, 1978

7. Afolalu, R.O., Social Studies for Secondary Schools and Teacher Training Colleges Book One and Two,

8. Aiyetoro, Social Studies Dept., Social Studies for Nigerian Secondary Schools, 1971