Title Page

TEACHERS' PERCEPTION OF PROBLEM SOLVING METHOD IN TEACHING SOCIAL STUDIES: THE AFFECTIVE DOMAIN

BY

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DECLARATION

I hereby declare the originality of this work. The research was carried out by me in the department of Education, Ahmadu Bello University Zaria. To the best of my knowledge, it has never been presented partially or wholly anywhere for the award of a higher degree in any form. All quotations are indicated by quotation marks and sources of information are therefore acknowledged by means of references.

AUDU P.R.A.

CERTIFICATION

This thesis, entitled "TEACHERS' PERCEPTION OF PROBLEM SOLVING METHOD IN TEACHING SOCIAL STUDIES ; THE AFFECTIVE DOMAIN" by AUDU P.R.A. meets the regulation governing the award of the degree of Master in Education in Curriculum and Instruction (Social Studies) of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late Father Chief AUDU AGBADU, the Oda-Ojiji II of Opaha-Ewili, Adoka, who was a veteran world war II soldier and an embodiment of foresightedness, truth hard work and good leadership.

ACKNOWLEDGEMENT

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I would like to place on record my appreciation for the kind, moral and financial support towards the success of this work of my entire family members namely Mrs. Janet Adejoh, Mr. Edo Edward Audu, Andrew Audu and our youngest sister Miss Grace Audu - this work is the fruit of our labour.

I also remember with gratitude the contribution of the typists Mr. A.C. Kaiwedo and Mr. Chris Ugwoke who handled all the typing of the work. Above all, to my God Almighty Father, I am highly committed, and to Him be honour, praise and glory.

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(1996)

ABSTRACT

Social Studies has suffered from poor teaching and learning owning to teachers attitudes towards the use of its teaching methods. More often than not, geography or history teachers are given Social Studies to teach in schools, regardless of their areaa of specialization and interests. Also Social Studies experts concentrate on the use of lecture method and note taking in imparting knowledge to the detriment of other innovative and pragmatic methods such as problem solving method, simulation and field trip.

The fundamental assumption of this study is that teachers dc not seen to be aware of the problem solving approach as a Social Studies teaching method. This investigation is therefore undertaken primarily to determine the degree of teachers awareness of the problem solving approach in teaching Social Studies in the affective domain, how often they use other instructional methods and to suggest how best the problem solving method can be used to enhance the effective teaching and learning of the subject.

The survey was based on a descriptive analysis of teachers perception of the problem solving approach focusing on Zaria Education zone. The study involved a stratified random sample of 30 schools with 75 teachers

from a total of 45 schools with 110 hers in the zone. The instrument used for data collection was questionnaire while T.test statistic was used for the hypotheses testing.

Based on the fundamental assumption underlying the study, six research questions and five hypotheses were advanced for the investigation. From the investigation, it was discovered that although teachers are generally aware of problem solving approach, they rarely use it. Further findings revealed that simulation games, field trip a n d project method were also rarely used, while note taking and lecture method were most popularly used by teachers. Among the five hypotheses, three were rejected while two were retained.

Based on these and other findings, some recommendations were made for implementation and improvement of Social Studies teaching.

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OPERATIONAL DEFINITION OF TERMS

A few terms will be given special meanings for the purpose of this study.

Problem Solving Approach:- The word "problem solving" occurs in various professions and disciplines, it thus has different meanings. But problem solving in social studies is more specific. In this study Problem Solving Methods are techniques or strategies whereby students think about a problem, try to understand and evaluate information in order to find the solution to a specified problem that has been identified. It involves identification of problems, collection of data and search for solutions.

Cognition refers to behaviour in which there is search for information with some degree of awareness. Thinking and Problem Solving are some examples of cognitive behaviour.

Affective Domain:- This applies to aspect of behaviour that involves feelings and emotions and that are more likely to lie outside the scope of awareness in the sense that we are often unaware of the way in which they affect our actions.

The Affective domain therefore deals with objectives such as feelings emotions, attitudes, values, dispositions and sentiments. According to Bloom et al (1964) it is concerned with changes in interests, attitudes, values and the development of appreciation and adjustment.

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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.

Junior Secondary School:- This is a stage where students spend the first three years of their secondary school (NPE).

Teaching Method:- In this study, method, approach or strategy are used interchangeably to mean a general way a teacher organises his teaching.

Skill is the ability to perform repeatedly an activity with competence. Examples of social studies skills include group work skills, communication skills, social skill, acquisition skills, learning skills, and organisational skills.

Social Skill is the ability to perform repeatedly social activities with competence. Social skills in the Affective domain involve group work activities, skill of interaction, skills of valueing, feelings and attitudinal skills.

Perception is the ability to see, hear or understand. In this study it generally means awareness of, and attitudes towards something or issue.

Trained Teachers are those who have teaching qualifications either NCE, B.Ed, B.A. (Ed), M.Ed or P.G.D.E., while non-trained teachers are those with B.A., B.Sc, M.Sc. etc.

ABBREVIATIONS

A.S.S.P: - African Social Studies Project.

J.S.S. - Junior Secondary School

N.M.S. - Nigerian Military School

F.C.G.C. - Federal Government Girls College

G.G.S.S. - Government Girls Secondary School

G.J.S.S. - Government Junior Secondary School

S.A.S. - School of Arabic Studies

N.N.T.E.P. - Northern Nigeria Teacher Education Programme

N.E.R.C.D. - National Education Resource Centre and Development

U.S.A. - United States of America

N.P.E. - National Policy on Education

O.A.U. - United Nations Organisation

ECOWAS - Economic Community of West African States.

CHAPTER ONE: THE PROBLEM

1.0 INTRODUCTION

Nigeria has undergone great changes in the spheres of culture, politics and education in the past decades. These changes have affected our process of development. In the same vein, there have been drastic changes in the various ways in which knowledge is imparted to the learners in our schools. In the past the most important elements of education had been the society, the subject matter taught, and the learner in that order. Nowadays, reverse is the case, from the society and subject centred approaches, educators have moved to the learner or child centred education.

Consequently, Nigerians have always expected the school to contribute directly to the development of loyalty to the democratic ideals, good citizenship, civic responsibility and good human relations. These represent the broader goals of all education, but social studies has historically assumed a special responsibility towards the attainment of these goals. Social studies in Nigeria has special tasks to perform in transforming Nigeria into a modern state. Such tasks include healing the social and political wounds of the past decades, nurturing the most recent hopes in good ethnic group relationship, religious tolerance, patriotism and engendering constructive reforms to make our nation a just and progressive society.

According to Acha (1984) social studies will also help to foster the desire for self reliance, national efficiency and national pride. And in order to perform these tasks social studies would deal with issues of justice, equity, tolerance, love, kindness, respect for others, trust and civil liberty. All these form the basis of social education that can be best given through social studies.

In view of the importance attached to the teaching of social studies, many researches have been and are being conducted in various institutions of learning in Nigeria in the areas of teaching/learning process in social studies. Unfortunately, very few researchers concerned themselves with the use of Problem Solving Approach in teaching social studies skills in the Affective Domain.

It is often believed that the ability to utilise a wide variety of methods and media to plan for each instructional session, to select and adopt contents are some of the qualities of an effective social studies teacher. However, it has been observed with dismay by well meaning Nigerians, researchers and educationists that the teaching of social studies was ineffective and its quality of instruction at secondary school level is less than satisfactory. In support of this assertion Lolo (1977) discovered that the Problem Solving Approach was hardly used by any of the teachers observed during

his research carried out in Kaduna capital territory in an attempt to identify the major problems in teaching and learning of social studies.

Zaky et al (1980) further revealed that only one out of the thirteen teachers sampled was professionally qualified to teach social studies, hence the methodological approach suffers in the hands of these unqualified teachers. In surveying the major problems of teaching social studies in some selected post primary schools in Zaria town, they (Zaky et al) further discovered that the lecture method and questioning techniques were the main methods employed by the social studies teachers. According to them, this subject is suffering from poor teaching and learning because teachers concentrate on the use of the traditional methods (lecture, story telling, questioning and note taking) in the cognitive domain leaving the affective and psychomotor domains to suffer. As a result attitudinal skills, values and norms of social competence that are required in diplomacy, foreign trade, labour management, inter-cultural relations and social virtues are neglected.

Thus the teaching of social studies today give more emphasis to cognitive objectives than affective and psychomotor learning. Should this be the case, one wonders what then makes social studies 'SOCIAL', since this neglected aspect (affective domain) carters for the learner's good social adjustment and human relations.

For Social Studies to achieve these noble educational objectives, emphasis must be balanced between cognitive, affective and psychomotor learning. In planning social studies instructions affective objectives should be stated before cognitive and psychomotor objectives. This is to stress the leading role which the affective domain plays in social education.

Were these domains to be given equal attention by the curriculum planner and classroom teacher right from primary through tertiary institutions, our education would have become truly comprehensive and more functional. Students would have developed better attitudes and values towards societal ameliorations. When such attitudes, values and aspirations are cultivated in our youths, issues of moral decadence, examination malpractices, political apathy and criminal tendencies would have been drastically reduced to the minimum.

It is not enough to teach students the importance of unity, voluntary service, loyalty, sense of fair play, respect for elders, punctuality and honesty. It is more important that students are encouraged to develop the spirit of togetherness in schools, undertake community service, being loyal and honest, fair and firm in dealing with people without discrimination.

Based on these background this problem has become significant because of its adverse effects on the teaching and learning of social studies in general and human relations in particular.

1.1 STATEMENT OF THE PROBLEM

The teaching/learning of social studies is not satisfactory because integrated approach such as Problem Solving, discovery or inquiry methods are rarely used. Secondly, the teachers only teach for acquisition of knowledge alone (cognitive) leaving the values (affective) and skills (psychomotor) domains neglected. This problem of effective teaching/learning is a long standing one. As rightly observed by Joof & Habtai (1985:8) "the way children are taught does influence their capability for understanding, retention and transfer of learning." As a result of this, curriculum experts and teachers have been searching and researching into the strategies for planning effective social studies instructions without much success. Based on these backgrounds, it has become very necessary to conduct this research.

In view of the problem articulated above, this study will therefore advance the following research questions:

1. Are teachers aware of Problem Solving Approach as a teaching strategy?

2. Do teachers perceive Problem Solving differently from lecture method?

3. Do male teachers perceive Problem Solving in teaching social studies differently from female teachers?
4. Do trained teachers perceive Problem Solving method differently from non-trained teachers?
5. Do years of teaching experience make teachers' perception of Problem Solving to differ significantly?
6. Do teachers perceive using Problem Solving strategy in teaching social studies in the affective domain differently from using it in other domains?

This study sought to find answers to these questions that are very crucial to effective teaching/ learning of social studies.

1.2 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 study. Such a position can be tested or observed empirically.

In recognition of this observation, the following hypotheses will be advanced for this study:

Hypothesis 01: That trained teachers and non-trained teachers do not differ significantly in their perception of problem solving in teaching social studies skills in the affective domains.

H02: There is no significant difference between the male and female teachers' perception of problem solving method in teaching social studies skills in the affective domain.

H03: There is no significant difference between teachers' perception of problem solving and other traditional methods.

H04: Teachers do not perceive problem solving method in teaching social studies in the affective domain differently from the other domains.

H05: There is no significant difference in Teachers' perception of Problem Solving Method according to their years of teaching experience.

1.3 BASIC ASSUMPTIONS OF THE STUDY

It is generally expected that teachers of social studies like every other subjects use variety of teaching strategies in teaching skills in the affective, cognitive and psychomotor domains in order to achieve the objectives for which the subject was instroduced. It is generally believed that teachers who employ a variety of resources and teaching methods find the greatest success in achieving their major goals and

objectives.

Thus, this research is fundamentally based on the assumptions that social studies teachers in Nigeria rarely use Problem Solving Method in teaching social studies because they are not aware of it as a social studies teaching strategy.

Secondly, teachers' level of awareness of this teaching method do not differ significantly according to their qualifications, teaching experience and sex.

Finally, it is strongly assumed that teachers hardly differentiate between problem solving and other methods of teaching social studies such as lecture, note taking, questioning methods. These and other assumptions may be responsible for the poor teaching/learning of social studies in our schools hence they form the bedrock upon which the hypoheses are formulated for the purpose of this study.

1.4 PURPOSE OF THE STUDY

For a successful achievement of social studies objectives, a great deal depends on its teaching. Some people like Lolo (1977) has argued that the methodology of social studies is more important than the content itself. Even when the teacher knows his subject matter very well and he is interested in it, he may be unable to communicate his knowledge and interest to his pupils, he contended.

He advised that teachers should be able to choose appropriate methods and resources to enable the learner understand the content very well.

However, this researcher feels that both the content and its teaching are equally important. It then becomes very important that some researches are conducted into the teaching/learning of social studies to enable it achieve its stated objectives. More so that the use of Problem Solving in teaching social studies in the affective domain is perhaps leading to the doubt and uncertainties of the uncharted path, this study is undertaken primarily to determine the degree of teachers' awareness of Problem Solving Approach as a social studies teaching strategy.

Secondly, to determine if differences exist in teachers' perception of problem solving method as a social studies teaching strategy according to their sex, years of teaching experience and professional qualifications.

Thirdly, to ascertain the best ways to improve the teaching of social studies through the use of problem solving method.

1.5 THE SIGNIFICANCE OF THE STUDY

The significance of this study arises from the fact that no such study has been carried out in this aspect in terms of topic, scope and date to the knowledge of

the present researcher. The vacuum therefore created is filled by the present study. Consequently, the study becomes more significant by the time the suggestions and recommendations are implemented by those concerned with the teaching and learning of social studies in our secondary schools. This will go along way in improving the teaching and learning of social studies.

Similarly, teachers of social studies and other subjects alike can benefit from this study immensely in their attempt to use problem solving approach in teaching skills in the affective, cognitive and psychomotor domains. In the same vein, administrators of schools and curriculum planners are always interested in this type of research. Finally, the study will contribute in no small way to the growing literature on the teaching of social studies.

1.6 THE SCOPE OF THE STUDY

This study is centred in Zaria Education zone comprising of 45 secondary schools and a social studies staff strength of over 100 teachers.

The restriction to Zaria zone where the researcher resides is to minimise travelling difficulties and enhance thorough investigation into the problem.

The population of the study is all social studies teachers in our secondary schools but with specific focus on teachers of JS I - III where at present, social

studies is being taught in our secondary schools.

Although, no one expects students of junior secondary to provide solutions for our complex national problems, almost every one will agree that the secondary schools have a responsibility to aid the children in their understanding and interpretation of the societal problems - hence the recommendation for the use of Problem Solving Approach.

Other methods of teaching social studies are excluded in this study, they are merely mentioned as a component of the study. The procedure used is similar to those of Abdulkareem (1986) and Adoke (1987) with some modifications. This involved the administration of questionnaire to the respondents who, in this study, are the teachers based on face to face interaction between the researcher and the teachers.

1.7 *LIMITATIONS OF THE STUDY*

A major limitation to this case study is its scope which is likely to affect any generalisation made about its findings as the sample might not be an absolute representation of the population.
Nevertheless, this study would have been much more authentic, were it possible for the researcher to have sampled the 25% from all the secondary schools in Nigeria.

Secondly, social studies is such a vast area of

study that no one can effectively cover the teaching and learning process in a single study. As a result this study does not intend to cover all the teaching strategies in social studies but only the problem solving as perceived by teachers. This in itself is a limitation since the method alone cannot account for either the effective or poor teaching and learning of social studies.

Finally, the objective intended to be realised cannot be easily stated in specific performance outcomes. Teachers' awareness of, and attitudes towards the use of problem solving approach are not easily observable or measurable since these lie in affective domain that cannot be easily stated in behavioural terms. Although the study is limited in scope, the researcher hopes, it would not be severely limited in its findings such that the result would be a true reflection of what has been the norm rather than incidental.

1.8 SUMMARY

The focus of this chapter was on the problem, the hypotheses, the purpose and significance of the study, the scope and limitations and the basic assumptions underlying the study.

The central issue has been the sensing of the problem which leads one to which he does not know.

This has become the statement of the problem. Thus the problem acts as a statement about what is known based upon understanding that may lead to an explanation of the unknown, all which is prescribed in a frame of reference thus:

What I know

What I think I know

That which I do not know

That which I think I understand.

CHAPTER TWO: LITERATURE REVIEW

2.0 INTRODUCTION

Bell (1978) has advised us that any investigation whatever the scale, will involve reading what other people have written about our area of interest, gathering information to support or refute our argument and writing reports about our final findings.

In order to provide enough evidence that a certain amount of relevant literature have been read and that there is awareness of the current state of knowledge on the subject, this chapter will focus precisely on the "State-of-the-art".

Thus, one area of teaching/learning process in the social studies that has attracted the attention of several writers is how to achieve the stated educational objectives for which social studies was introduced. Each year, several writers from different countries published papers on the various teaching practices or strategies used to achieve these social studies objectives in the cognitive, affective and psychomotor domains of educational objectives with greater emphasis on cognitive domain alone.

The purpose of this chapter therefore, is to review the significant works on the subjects with particular reference to problem solving approach, taxonomy of educational objectives and social studies curriculum.

2.1 TAXONOMY OF EDUCATIONAL OBJECTIVES:-

One of the most helpful guides in identifying and defining instructional objectives is the Taxonomy of Educational Objectives. (Bloom, 1956; Krathwohl, 1964; Harrow, 1972.)

The taxonomy provides a classification of educational objectives that is analogous to the classification scheme used for plants and animals. It consists of a set of general and specific categories that encompass all possible learning outcomes that might be expected from instruction. The classification system was developed by psychologists, teachers and test experts for the purpose of curriculum development, teaching and evaluation. It is especially useful to teachers of social studies and other disciplines who make attempts in stating their instructional objectives in behavioural terms because the system of classification is based on the behaviour of students.

The taxonomy is grouped into three parts: the cognitive domain; the affective domain and the psychomotor domain.

2.1.1 COGNITIVE DOMAIN

The taxonomy of educational objectives in the cognitive domain was produced and published by Bloom and

his associates in 1954. "Cognitive" ordinarily refers to behaviour in which there is search for information with some degrees of awareness.
Thinking and problem solving are some examples of cognitive behaviour.

According to Crow and Crow (1965) cognition refers to knowing and understanding which involves the way and manner people gather, process and use information. It deals with complex perception, the organisation of memory, language, thinking and in general the complicated processes which underlies the intellectual aspect of human life. The study of cognitive behaviour is one of a classic interest not only to psychology but also social studies because it involves how human beings understand the world around them.

Acha (1982) stated that cognitive domain has six well defined levels of learning arranged in a heirarchical order beginning with the simplest. Bloom et al (1954) informed us that each level or stage is built on the skills or competence that precedes it. For instance, he has recorded that cognitive objectives vary from simple recall of materials learned to high original and creative process of combining and synthesizing new ideas and materials. These levels include knowledge or information, comprehension, application analysis, synthesis and evaluation.

Educators, psychologist, curriculum planners and test experts have all agreed on this classification system despite their divergent definitions. Below is a brief analysis of the classification.

Knowledge or information: This is defined as the remembering of previously learned materials and it represents the lowest level of learning. It involves recall, identification or recognition of facts, theories and principles of a system.

Comprehension: This is the ability to grasp the meaning of materials. It involves translating materials from one form to another, words to numbers. It is the lowest level of understanding.

Application: This refers to the ability to use learned materials in a new and concrete situation. It involves the application of rules, methods, concepts, principles, laws and theories.

Analysis: The ability to analyse is higher in rank than mere ability to apply. It demands breaking down into component, parts in order to understand the organisational structure of a given materials. Analysis includes ability to identify component parts, the relationship of parts and the recognition of the principles in the organisation of various parts.

Synthesis: The ability to put parts or components of materials together to form a new whole is synthesis. The corner stone of synthesis is the newness of the material. In speech, it involves the production of a

Evaluation: This is the highest intellectual level, it is concerned with assessment. It is the ability to judge the value of materials for a given purpose. In Nigeria, literature and experiences point to the fact that much effort is concentrated on this cognitive domain in terms of teaching a research.

2.1.2 AFFECTIVE DOMAIN

The taxonomy of educational objectives in the affective domain was published (8) eight years after the publication of the cognitive domain. Krathwohl and others worked on the domain for many years and later produced a classification in 1964 comparable to the cognitive domain.

According to Krathwohl et al (1964), the affective domain deals with objectives which include feelings, emotions, attitudes, dispositions and sentiments. Acha (1962) agreed with Krathwohl in their definition but asserted that the domain is concerned with changes in interest, attitudes and values, the development of appreciation and adjustment. He went further to state that it deals with feelings, emotions, attitudes, appreciations and the likes.

Although the classification was not clear cut and graduated as the cognitive domain, it is however the best produced so far, and is very useful in determining objectives in the affective areas of human learning.

There exists areas of overlapping between one level and the other and even among all the levels.

The affective domain is divided into five major levels arranged in a heirarchical order on the basis of involvement level such as:

Receiving

Responding

Valuing

Organization

Characterisation by value complex.

Receiving (attending): This refers to the willingness of the learner to attend to a particular phenomenon or stimulus. At this level, the emphasis is on getting the attention of the learner and sustaining it.
In character formation, this is the first stage and a very important one too.

Responding: Responding is the active participation on the part of the learner. After accepting exposure to the stimulus willingly, the learner is ready to consider the message being communicated. This means reacting to the message.

Valuing: This refers to the worth or value which the learner attaches to a particular object, phenomenon or behaviour. This stretches from mere acceptance of a value such as a desire to improve social skills to a more involved stance of commitment to it. This requires internalization of a set of selected values.

Organisation: This involves bringing together different values, reorganising them, resolving conflicts between them and building an internal consistent value system. Emphasis here is on co-ordinating, comparing, relating and synthesizing the different values.

Characterization by value complex: This implies that the learner has a value system which has controlled his behaviour for such a sufficiently long time to have enabled him develop a life style. As a result his behaviour becomes stable, consistent, persistent and predictable, and then typical of him.

As earlier mentioned, the affective domain of human learning has received little attention in terms of teaching and research as indicated by research findings.

2.1.3 PSYCHOMOTOR DOMAIN

A motor skill is one which to the individual performing it, is a reasonably complex or difficult undertaking rather than a simple movement which could be performed well without previous exposure or by practising it only once. The psychomotor domain is integrally related to the cognitive and affective processes. This domain was developed by Anita J. Harrow in 1972. It has six levels of learning as follows:

1. Reflex movements which are involuntary. These may be referred to as instinctive or natural movements which animals at birth can perform.

2. Basic fundamental movements: These are the movements the learner develops during the first year in life using the spontaneous reflex movements as the base e.g. locomotive and non-locomotive skills.
3. Perceptual Abilities: These refer to all the learner's perceptual signals where stimuli impinge upon him to be carried to the higher brain centres for interpretation.
4. Physical Abilities: The development of physical abilities is the solid foundation for the development of skilled movements. These abilities constitute the organic vigour for efficient functioning of the body.
5. Skilled movements: Skill is the degree of efficiency in performing complex movement task. These tasks are based on the basic fundamental movements adapted and refined to achieve proficiency.
6. Non-discursive communication: At this level of classification, the behaviour are known as movement communication which are both innate and learned. The innate movement communication behaviours are the reflex actions such as smiling, while the learned behaviour of movement communication are those movements performed to convey a message to the receiver like waving to a departing friend. These movements are both expressive and interpretative.

2.1.4 RELATIONSHIP BETWEEN THE DOMAINS

There have been many attempts to understand exactly how the learning process works. Pavlov and Skinner tried to explain it as a matter of stimulus and response (S-R) but the Gestaltists (Kohler and Weitheimer) viewed learning from the influence of individual perception and the way people organised their internal world. These differences in approach have led to many definitions of learning. However, they all agreed that "a change in a person's behaviour resulting from experience" is learning. Learning occurs in the areas of knowledge, attitudes and skills i.e. cognitive, affective and psychomotor domains respectively. The methods educators use depend on how the objectives are related to these domains.

According to Dainow and Bailey (1988) knowledge is something one has. It can be obtained through reading, listening to experts, observing skilled practitioner e.t.c. It provides a context within which skills can be used appropriately.

Skill on the other hand is something one does and which is mastered through practice and feedback. Some skills take a long time to learn; some are acquired quickly if the person has a particular talent.

While attitudes arise from the set of beliefs which

come from each person's individual history and experience, and which inform that person's particular view of the world. Whether deep seated attitudes can be changed through training is a matter of debate.

From the foregoing, it must be noted that there exists "Dualism in Responses" in complex situations of learning where both cognitive and affective processes are involved. Ordinarily classroom learning is thought of as a cognitive process alone but the amount of energy that we are willing to invest in order to carry out these cognitive activities is likely to be determined by how we feel (affective) about the goals and conditions of learning. All these depend on our attitudes towards ourselves, our teachers, our future and life itself. Social learning tends to be facilitated by positive feelings. Likeness for one's teacher, books and the subject has great impact on one's performance.

Moreover, students learn because they are interested. Similarly favourable attitudes are prerequisites for successful learning experience. As we are engaged in intellectual activity or thinking, we also experience emotions and display some movements too. This is cognitive, affective and psychomotor in that order.

Bruner (1960) once said that students must learn certain general attitudes towards science and literature

that can serve as bases for developing an understanding of problem solving. Learning of attitude is basic to significant learning, and this learning of attitudes generally occurs as an incidental effect of every day classroom activity.

As observed by Anderson (1942) every form of learning develops a substantial series of attitudes and that this by-product is often more significant for adjustment than the primary skill being taught the individual.

Although we are inclined to think of learning primarily as a cognitive process the affective aspect of every day living such as values, beliefs, attitudes, and especially feelings influence not only what is learned but how well it is learned.

Finally, to be able to appreciate a problem or suggest solution to it, there must be sufficient knowledge (cognition) and the ability of understanding (affective) and the application of both cognitive and affective areas (knowledge and attitude) to solve the problem (psychomotor). What is more Brown (1972:11) has argued that "whenever one learns intellectually there is an inseparable accompanying emotional dimension". This relationship according to him is "industructibly symbiotic".

In his book, Brown cited instances of great thinkers and scientists of the world who were passionately (emotion) interested in their subject and knowledge, and that this passion supplied the energy for their long hours of work.

Although Ezegbe cited in Joof et al (1995:94) observed that "it is much easier to effectively evaluate the outcome of educational delivery in both the cognitive and psychomotor areas than in the affective area", he concluded that "evaluation educational outcome in the affective area is just as important as evaluation in the other two areas". Most especially if social studies education should be used in helping to influence or change the behaviour of the learner for good, in terms of his values, attitudes, interests, sentiments, habits, emotions and dispositions. It then becomes very necessary that the three areas should be given equal considerations.

2.2.0 PROBLEM SOLVING APPROACH

2.2.1 The Background to problem solving as a method of Teaching.

When precisely the term was first used is not known but it seems to have grown from educational works of an American educationist and a philosopher John Dewey. He saw at the end of the last century that with growing

urbanisation, children were losing a great deal of the practical knowledge and sense of cooperation that existed among rural people. He therefore advocated that schools should make up for this discrepancy.

In the early part of this century problem solving like other innovations in teaching methods seems to have evoked so much discussions centred on its definitions and application. This is because problem solving events are many and of infinite variety despite the fact that problems solving approach as a teaching strategy is an organised method for teaching and learning in schools.

No one disputes the fact that the day to day ability to recognise and solve practical problems as well as the concern with and the ability to handle intellectual problems has become a major goal of schools. An important consideration for teachers is how children learn to recognise and to solve problems, as well as how teaching activities can be organised to elicit problem solving behaviour.

As advised by Gleen (1976) problem solving skill is not learned incidentally as children go through the motion of finding answers to the teacher's questions or by watching the teacher and other students solve problems. It is learned when problem solving is only accompanied by examples and explanations that is marked

by the active participation of pupils that stressed an understanding of the method.

It has been further observed that the failure of many people to make a direct and straight forward attack on problems is reflected in difficulties of adjustment, poor judgement and inability to make decision. Teachers are advised to teach problem oriented learning experiences. A good problem is a good motive for learning. It is conducive to the building up of confidence in one's ability to work things out for himself. This has definite value for the individual mental hygiene since one of the principles of mental health is that difficulties should be regarded as problems to be solved rather than emergencies to be evaded. This is because every situation in which a student has a need and a goal with a barrier in between leads to some kind of learning, hence problem solving is learning in itself.

As pointed out in Gagne (1975), one of the major reasons for learning rules is to use them in solving problems. The activity of problem solving is thus a natural extension of rule learning in which the most important part of the process takes place within the learner. Problem solving may then be viewed as a process by which the learner discovers a combination of

previously learned rules that he can apply to achieve a solution for a novel problem situation. It is not simply a matter of application of previous learned rules but also a process that yields new learning. The learner is placed in a problematic situation or finds himself in one. He recalls previously acquired rules in the attempt to find solution. In carrying out such a thinking process he may try a number of hypotheses and test their applicability. When he finds a particular combination of rules that fit the situation he has not only "Solved the Problem" but has also "learned" something new.

According to Dewey cited in Gagne (1975) the initial event is the presentation of the problem which may be done by means of verbal statement or otherwise. The learner then defines the problem, i.e. he distinguishes the essential features of the situation.

As a third step, he formulates hypotheses which may be applicable to a solution. Finally, he carries out verification of his hypotheses or of successive ones until he finds one that achieve the solution he seeks.

Katona (1940) summarised it all by saying that pupils should learn to learn. This simply means that they should not merely learn to memorise but learn to learn by understanding. It must be noted that problem

solving incorporates discovery as one of its elements and is a natural extension of the discovery method. Problem solving as a method of learning requires the learner to discover the higher - order rule without specific help. Presumably the learner thus construct the new rules in his own idiosyncratic manner and may or may not be able to verbalise it once he has done this.

Gagne (1975) further observed that discovery or problem solving involves combining a previously learned rules into a new higher-order rule that 'solves' the problem and generalises to an entire class of the same type. Problem solving occurs when the instructions provided the learner do not include a verbally stated solution. The solution has to be discovered as learning or change in behaviour takes place. In the same manner a great scientific discovery or a great work of art is surely the result of problem solving activity. Discoveries of social importance have been made by men with great store of intellectual skills through problem solving strategies.

As earlier pointed out Nacino-Brown et al (1982) see little or no difference between inquiry and problem solving approaches, hence they suggested that it is better suited for the higher classes. But this researcher is of the view that problem solving and discovery methods are interrelated strategies in inquiry

approach, just as quizzes, puzzles, work cards and finding solutions to real life problems are all strategies in problem solving approach. According to Naccino-Brown et al (1982) in this approach the student inquires into a problem with a view to finding some solutions, answers or reasons why the problem exists. As if to agree with Gagne; they believed that problem solving is built on discovery. For instance, in finding the causes of drought or high cost of living, discovery is a pre-requisite condition to their solutions.

Dewey (1933) cited in Naccino Brown (1982) sees inquiry/problem solving oriented teaching strategy as providing an opportunity for the learner to identify and clarify a purpose for inquiry, fomulate hypotheses, test the hypotheses by collecting and analysing data, draw conclusion, apply the conclusion in new situation to new data and develop meaningful generalization.

Problems can be worked out by a variety of methods depending on the level of the learner. Some may be beyond the capabilities of children such as creating new ideas or inventing new products and techniques in science and engineering. Others such as quizzes, puzzles, work cards, sorting and finding solutions to some real life problems are suitable for children.

2.2.2 IMPORTANCE OF PROBLEM SOLVING APPROACH

One of the strategies used in modern times to inculcate desired social skills is problem solving. In the past, various institutions have been responsible for teaching values to the young ones. These institutions include the family, the peer and religious bodies. But experiences have shown that very little is achieved through these institutions today. The role of social studies in the realization of the desired social order in the society cannot be over emphasized. It is hoped through social studies strategies such as problem solving, coupled with the provision of right instructional materials for effective teaching of the subject in the classroom, the laudable objectives of successive governments to build a disciplined society would be achieved.

In this regard problem solving is best suited to teach many useful skills and values which are basic ingr edients for the achievement of this disciplined society.

Many erudite scholars have made useful contributions in this direction. Writing on Problem Solving, John Dewey (1859-1952) has advocated the Problem Solving Approach to education. According to him, when the child is presented with real life problems which he is expected to solve, by solving the problem

the child learns to think logically. Problem solving according to him is healthy for human mental development.

Jean Piaget (1922) in his theory of organization stated that in coping with the environment children have to integrate and solve problems posed by their environment. He believed that individuals adapt to their environment in an organised manner as they continually solve problem posed by their environment in order to survive.

Jean Jack Rousseau, in his own contributions identified the adolescent period as a 'crisis period'. Rousseau therefore believed that adolescent should be helped to uncover the difficulties of coping with the society. He advocated problem solving method for adolescent in view of the fact that teaching should be a guidance rather than instruction.

These scholars and others alike, in strong terms condemned any teaching-learning process devoid of problem solving in real life situations. They argued that not only knowledge is acquired while solving problems but skills in responsibilities in group work, meaningful planning and execution of project, decision making initiatives and other values are learned concurrently.

Similarly, in the problem solving method the students actively participate in the learning experiences. In the process of finding solutions to problems the students who learn through their mistakes and success become creative and develop reflective or critical thinking. This means that the approach also inculcates reflective thinking in the learner and ultimately makes him a critical thinker.

Moreover, since this approach, in some situations allows students to seek solutions to problems in groups, or in pairs, such team work enhances social interaction among the students.

In the utilization of the problem solving teaching-learning method, the student is actively and directly involved in defining his own learning tasks, setting his goals, collecting, rearranging and evaluating the necessary data to help him solve the problem. As a result it inculcates in the learner the spirit of creativity which in fact is the basis of the method.

Varied learning experiences that are problem oriented should be presented to the learner to cater for the varied needs and interests of the learner. This is because problem solving events are many and of infinite variety.

Furthermore, Mezieobi (1992) sees social studies as problem solving oriented hence the relevance of the method to its teaching. While some scholars such as Ikwumelu (1988:43) Naccino Brown et al (1982:87) and Adeyoyin (1982:67) cited in Mezieobi (1992) see problem solving method and the inquiry method as synonyms. Ezegbe (1987:26-27) distinguishes between the problem solving method and inquiry method. According to him, while problem solving is utilized more often than not in the solution of problems involving planning, organisation and management, the inquiry method is generally used in the solution of problems which need investigation, research and interviews.

However, they all agreed that problem solving is a teaching learning method in which students either individually or in group activity, attempt to solve problems through the utilization of trial and error approach. Teaching by the problem solving method entails that students should select problems that are relevant to their needs, the object of study and the priority or pressing needs of the society to reflect the changing times and needs.

Some teachers often feel that pupils will not do well unless they are fed the right information at the right time but they forget that too much telling (lecturing) may dull the children's natural urge to

discover and work out things for themselves. Some teachers even feel it is too early to introduce students to problem solving strategies from junior secondary schools, but this researcher strongly advised that even at the primary level some forms of problem solving strategy can be adopted. Udo N.E. has done this with pupils of All Saints Primary School, Samaru, Zaria as documented by Evans (1975) the pupils went to places like the market, railway stations, other nearby villages to inquire about the problem - "Groundnut Crisis". At the end they discovered things for themselves.

2.2.3 PSYCHOLOGICAL WORKS ON PROBLEM SOLVING

Lester (1977) states that out of frustration over our inability to deal successfully with the problem solving dilema, we have recently turned to the psychology literature for assistance. This is exactly what the research intends to do.

Although Thomson (1959:47) has warned that problem solving experiments on human subjects are usually less straightforward than those performed with animals such as rats, dogs, pigeons and chimpanzees. This was why neither Pavlov, Skinner nor Thorndike used human being in their experiments that were the bases of their classical theory, operant conditioning and trial and error respectively.

However, Harlow (1959:10) conducted a series of experiments on monkeys and human beings of low mental abilities. He concluded that "generalise broadly to human behaviour, original learning with an area is difficult and frustrating but after mastering, learning within the same area becomes simple and effortless".

Furthermore, the Gestalt psychologists such as Kohler (1925) and Weitheimer (1945) described problem solving as a matter of integrating previously learned response. Kohler et al (1925) mentioned that true problem solving was insightful meaning that the organisation occurred relatively sudden (the 'aha' experience) and that the organisation of responses was both enduring and readily generalisable. According to these Gestaltists real learning takes place not merely by adapting simple isolated elements together, but by achieving an insight into a particular problem which leads the individual to make a comprehensive plan to find solution to the problem and answers to the questions raised. This would under normal circumstance call for an exploration of the problematic situation considering all factors and ideas which may bear on it and then engage in coordinated and coherent analysis and actions.

As if to disagree with Thomson's view Shepherd (1964:75) states that:

> Human subjects who are certainly capable of problem solving and though do not abandon this faculty when they enter learning laboratory. On the contrary, in order to deal with the welter of unfamiliar material with which they are suddenly beset in their usual rate of learning tasks, they will resort to any strategy of heuristic device at their disposal.

Similarly, Kohler (1925) observed that his apes needed to have previously learned the relevant responses before they could put these responses together into a complete problem solving situation.

As further stated by the Gestaltists, in order to solve a problem the learner must be able to recall the relevant rules that he has previously learned. A problem therefore is never solved in a 'vacuum'. Problem solutions always depends upon previous experiences of the learner or more specifically on the recall of previously learned rules. As a result the learning of strategies in problem solving are important regardless of the content of the problem. These strategies are seen as rules that govern the individual's approach to listening, reading, storing information, retrieving information, or solving problem itself. In a nutshell to be an effective Problem Solver, the individual must have acquired masses of organisational intellectual skills.

As pointed out by Adeyoyin (1981) social studies teachers approaches to teaching include dictation, talking to students or lecture, low level of questioning and reading text books to students. While students activities are usually listing, answering questions (usually low level) and note copying. These methods are considered not capable of helping children develop desirable attitudes and values. Many scholarly works including books, journal and research reports recommend the discovery of possible solution to live problems by students at the upper primary and secondary schools.

Similarly the social studies philosophy of child and society centred education implies that the individual and his total life in his society are central to the learning process; therefore education should be subservient to his needs and problems, rearranged, if necessary to suit him.

2.2.4 STAGES IN PROBLEM SOLVING

Although problem solving is not just an activity in which one applies to already known rules or principles in a novel situation, there exist, however some generally applied processes in it such as problem sensing, problem defining, hypothesizing, searching for information and resolving the problem.

The first stage is the motive stage which is the identification or recognition of problem in which the learner sees that he is faced with a problem and has a desire to do something about it. When an individual child or group of students develop a number of questions or problems, some guidance must be provided in selecting those most appropriate and valuable for further study. Each class or student should develop criteria for determining relevant problems for study with the help of the teacher. Among such questions include:- Is this the most pressing and important problem at this time? Will solving this problem be profitable and important in developing further learning? Will there be access to necessary sources of material?

Could this problem be more appropriately handled in another course or class? How will the solution of this problem benefit the whole group?

Next is the planning phase in which the students or group of students consider several avenues of attacks on the problem. Very often this phase consist of formulating hypothesis that are accepted or rejected.

Closely followed is the work phase which consist of talking to others about the problem, collecting and using relevant materials and testing the hypothesis. Students cannot be expected to solve problems without

knowing how to find and use appropriate resources such as using the library and audio visual aids, community resources and resource persons.

Finally, the evaluation/action phase in which the student appraise his solutions or ideas and takes actions as a result. This phase involves feedback which is the process whereby the learner makes corrections and adjustment in his problem solving attempts as a result of errors he perceives. Evaluation should be a continuous process during problem of hypotheses, the appraisal of various source materials, incorporation of suggestions from teachers and other students are all sequential procedures that can be learned only through guided practices in solving problems.

It must be noted that these processes may not follow in seriatim. Teachers are therefore warned that unless some actions result from the solution of problems students may see the activity as a waste of time. The researcher feels that the school should be as much concerned with creating problems as it is with solving them, therefore existing needs and interests of the learner should be directed towards the awareness of problems and their solutions.

Dewey maintained that the learner should develop the intellectual tact and sensitivity to solve problems

by acquiring constantly in the classroom. The students should use accepted methods in collecting data so that they gain some insight into the situation or problems that actually exist in their environment. As a result of problem solving approach a student may discover a concept or principle or he may widen his understanding of both.

Accordingly, teachers should make students aware of how they can solve problems; make sure that students have the necessary prerequisites for working a problem; encourage an atmosphere conducive to free inquiry and the expression of ideas; set an example as an infinitive thinker; and keep in mind that students have individual differences in problem solving ability. Hence some students are problem finders while others are problem solvers.

In their own contributions, the National Council of supervisors of Maths (1977:215), asserted that "Learning to solve problem is the principal reason for studying maths." Social Studies being the study of man and his numerous problems cannot be fully taught and learned without solving problems. As a result, helping students learn to solve problems is an important goal of school social studies.

As advised by Polya (1962:30) the first rule of

teaching is know what you are supposed to teach and the teacher wishing to impart the right attitude of mind towards problem to his students should have acquired that attitude himself.

In his classic work "How to solve it" (1951:30) Polya set forth principles that can be used to solve problem thus:

Understanding the problem
Devising a plan
Carrying out a plan
And looking back.

2.2.5 HOW TO DEVELOP SKILLS OF PROBLEM SOLVING

Skill is the ability to perform repeatedly an activity with competence. An essential skill is therefore one which must be mastered before a student is able to perform a related, higher level activity satisfactorily. Such skills are the tools of learning, thinking and acting that are basic for competent living in one's social world. They are also necessary for acquiring and applying knowledge to enable one solve ever emerging life problems. In order for skills training to be effective there are some basic conditions which should be met. First, there must be a link that the learner can understand between the training and his perception of the present situation to serve as connecting link. Secondly, the opportunity to practise a skill is a crucial condition if the skill is to be

mastered. And finally, since learning means a change in behaviour, it must be supported and opportunity given to evaluate the results.

Generally a skill can be developed through frequent use of questions of how and why in place of the many what when and where questions so often used in our classroom today. Questions that ask for processes and for reasons are more challenging as they discourage memorization and simple recall. Through group work and evaluation by students of each other's ideas, by which students learn critically to scrutinize problem they will acquire the skill. Appraisal of progress should be a joint venture if the problem concerns all.

And if students have not had any experience in learning through problem solving, their initial lessons should be considerably structured with the teacher posing the problem and guiding them in how to go about it. For the gifted children they may be allowed to formulate the problem to be solved, devise methods and techniques to solve the problem, carry out an investigation and come to a conclusion all alone.

In a nutshell, very often teachers pretend to know all the answers to the problems. This makes them in the eyes of the students to possess a monopoly of knowledge which to this researcher is erroneous. The researcher therefore advocates for an integrated approach in problem

solving whereby students and teachers see a problem together, define and design how to tackle it together. When students are given the opportunity to teach and learn they can proceed to learn on their own since one of the aims of education is teaching children how to learn. And teachers who are developing the problem solving capabilities of students should in themselves as a matter of necessity be prepared in this crucial art and skill of problem solving.

2.3.1 HISTORICAL DEVELOPMENT OF SOCIAL STUDIES

The term social studies came into general use in comparatively recent years. The National Education Association (USA) gave it official sanction in 1916 and the teachers of social subjects selected the National Council for the social studies for their new organisation in 1921.

The term is now generally used to designate that phase of the curriculum in elementary and high schools that deals with relations of human being to one another and to their environment. In Nigeria, the history of social studies is a story of both external and internal forces to the nation.

In 1967, at a conference held at Queen's College Oxford, United Kingdom, the notion of social studies as

a school subject was proposed for Nigeria and other African nations.

This initial meeting led, a year later to the creation of African Social Studies Programme (ASSP). One response to the Oxford Conference was a meeting held in Mombassa, Kenya in 1968 that set forth general objectives which gave support and direction to the growth of social studies in Africa.

Another force was the (NNTEP) Northern Nigerian Teacher Education Programme part of which focused on the introduction of social studies as a subject. Nigerians and Americans from the university of Wisconsin staffed the project with the purpose of writing a syllabus and developing teacher education materials that would explain the theory and practice of social studies to the pilot teachers' colleges in Bida, Ilorin, Bauchi, Katsina, Maiduguri; and Sokoto. The objectives, the subject contents, and the activities of NNTEP provided a guide and a reference for all future national development in social studies.

In 1965, western Nigeria established within Aiyetoro Comprehensive High School a separate social studies demonstration project designed to introduce social studies as a subject field to early post primary school students. These three forces, ASSP, NNTEP, and Aiyetoro Project were the pioneering agents for the inclusion of social studies

as part of Nigerian school curriculum.

Another significant landmark was the role of National Educational Research Centre (NERC) in calling the initial federally supported conference in 1969, and organising the two workshops in 1971 and 1974. From these workshops objectives and syllabus for social studies were developed for both primary and post primary schools.

Similarly, the National Policy on Education (NPE) accepted those objectives first advocated in Mombassa, then by 1969 curriculum conference, and finally refined and applied in the two workshops of 1971 and 1974. Of significance too is the singular effort of Institute of Education, A.B.U., Zaria for its pioneering job in training teachers both at the N.C.E. and degree levels. At present Ahmadu Bello University is leading other universities in training social studies experts at all levels.

This is the journey so far with social studies in Nigeria, first it is being taught in our primary schools and a compulsory subject at the junior secondary and teachers' colleges. Secondly, social studies is being offered in almost all the Colleges of Education as a combined or double major course.

2.3.2 THE NATURE AND SCOPE OF SOCIAL STUDIES

Social Studies by its nature is interdisciplinary because it studies human activity from a comprehensive perspective. Social studies represents an integration of social sciences, humanities and sciences i.e. History, Geography, Economics, Sociology, Anthropology, Political Science, Social Psychology, Literature and Sciences. These disciplines are closely related to social studies in their content, objectives, teaching methods and evaluation. The major difference being that these subjects are compartmentalised while social studies breaks these boundaries in order to study man comprehensively using the relevant concepts, ideas, tools and teaching strategies from these disciplines.

Secondly, the nature of social studies is that, it is a study that emphasises the importance of man. Man is put in a central position and his activities are studied in relation to his various environments which could be physical, social or psychological. Man according to social studies can only exist in his varied environments by understanding, interacting, organising and running his society in an orderly cultural, economic and political setting. Hence social studies tries to gather relevant knowledge, values and skills centred around the subjects that form parts of these broad spheres of man. Before the introduction of social studies many of the traditional

subjects like geography and history put man only on the periphery as one of the cogs rather than the manipulator of the physical, social and psychological forces.

Thirdly, social studies is a subject that is founded on stated goals and objectives. It emphasises objectives. It emphasises objectives before any content can be of any significance. The teacher has to understand the objectives of the lesson before meaningful learning can take place. In social studies, a teacher must know what is supposed to accomplish for the benefit of the child and the society. In trying to achieve this objectives, he applies many methods relevant to the learner and the subject matter.

In the same vein, the scope of social studies denotes its comprehensiveness, breath, variety and extent of learning experiences provided the learner. This scope will always remain an ever changing area being the function of space, time and human development. As a result of this, social studies is broad, global, balanced and spiral in content, objectives, methods and evaluation.

The scope is broad in the sense that it is a multi-interdisciplinary study as its main objective is to study man comprehensively. Thus it integrates knowledge, values and skills drawn from social sciences, humanities and sciences.

According to Mehlinger (1981:19-22) social studies is interdisciplinary and multidisciplinary when its contents depend upon important concepts, paradigms and enquiry methods drawn from two or more academic disciplines. The tendency in both is to create new academic discipline by merging previous ones. But when social studies is an integrated subject it draws knowledge from many fields. According to him (Mehlinger 1981) this approach typically organises instruction around fundamental questions, topics or social problems. Hence the academic disciplines are viewed as a store house of facts, methods, theories, concepts and generalizations used to study these questions, topics and problems.

In addition, the scope of social studies at all levels is generally global with increasing expansion - breathwise as well as in depth of content coverage. As from primary school the content centres on the home (family, school, community, state, nation and the world.

Further more social studies is balanced in scope when it covers cognitive (knowledge), affective (behaviour) and psychomotor (skills) objectives as well as the subject matter or the content. Finally in social studies the general pattern of content arrangement seems to follow a spiral or expanding horizon format. Man is put in the focus and all environmental attributes are arranged around him proceeding from known to unknown and simple to complex issues.

2.3.3 OBJECTIVES OF SOCIAL STUDIES PROGRAM.

The ultimate objectives of social studies programme are citizenship education and reflective thinking for the sole purpose of improvement of life not merely in the classroom but in the community, the nation and the world. It is designed to develop intelligent, responsible and self directing citizens. The social studies programme is designed to give understanding of movements, events and personalities that have influenced the history of a nation and its economic system. It focused on the influence of geography upon the people's lives; the controls on lives imposed by political institutions and better understanding of others. It further explained the basic social institutions and human relations with other people both at home and all over the world.

The programme is designed to further assist pupils in developing skills for inquiry such as analysing topics and problems, weighing alternatives, considering consequences and making decisions from systematic observations. According to Cook and Doll (1973) the programme is also designed to assist pupils in developing favourable attitudes towards appreciation of basic beliefs and values, and consequences of holding certain values. The contributions of individuals and group to cultural heritage and understanding of their cultural differences are also the focal points of social studies programme.

This field of human relationship is so vast, so complex and so dynamic that the task of selecting content and organising it for teaching purpose in elementary and higher schools require intelligent and continuous planning at all levels.

According to Zola (1990) of these three areas (Science, Mathematics and Social Studies) perhaps none holds more promise of attaining primary goals in education than the social studies. He further pointed out that the social studies as an area is concerned with human beings, their relationships with one another, their interaction with their environment, their attempts to understand and solve problems, their values and their achievements. It provides opportunities for democratic discussion for appreciation of goods and services, for economic opportunities and political responsibilities. Social studies opens the way to critical analysis of issues and human problems, and it encourages creative thinking in problem solving situation.

2.3.4 SOCIAL STUDIES STRATEGIES AND TECHNIQUES.

The present practice of giving social studies to geography or history teacher is condemned by this researcher on the basis that social studies has its own strategies of teaching.

Social studies deals with people, their attitudes, beliefs and values, and their interactions with themselves and their environment, therefore the social studies teacher must approach the subject with a deep insight into human nature and his problems. He should be able to develop skills of observation, analysis and ability to make inferences. Finally the teacher has to convince himself that he is committed to, interested in, and enjoys teaching social studies. These are some qualities of an effective social studies teacher.

Hugh Corhin in NERC (1981) gave some names of such methods of teaching social studies as inquiry, discussion, dramatization, simulation, problem solving and lecture methods. Inquiry is an activity oriented, thought provoking creative method in which students, out of curiosity and on their own or under the teacher's guidance probe, investigate, interpret relevant issues and problem with a view to providing solution through reflective thinking and rational decision making which this method develops in the inquirer. This method involves the scientific approach of identifying problems, formulating hypotheses, collecting relevant data to authenticate the data drawing conclusions even if tentatively and developing generalizations.

Inquiry, like discussion methods are particularly appropriate for use in social studies classes. They

allow students to deepen their understanding of ideas, issues and concepts by having to examine and interpret them in a formal way. The collection, classification and analysis of the information gathered are the aspects which give the method its name 'inquiry'.

Inquiry can promote the skills of observation, information gathering and the analysis of information. The major techniques of this strategy include survey, opinion pool, interview, questionnaire and field trip.

Discussion Method: One of the most widely used methods in social studies according to Corbin is discussion method. It is a thinking together process or a type of co-operation in learning. It is a learning process which requires team work among the learners. The method is organised on the principle that the knowledge and ideas of several people pooled together, have greater merit than those of a single person. Group discussion may take the form of brainstorming debate, small group or panel discussion techniques.

Dramatizations: Of all the methods used to teach social studies dramatization is the most effective for stimulating and interesting students in what they are to learn. These strategies include some direct and simple techniques such as miming, playlet and role playing. Dramatization techniques such as miming, playlet, role playing, monologue/dialogue and puppetry can be used to teach subject matter which allows feelings or emotions

to be expressed within the boundary of a simple story. It is a valuable way to help pupils develop confidence and self esteem as they are involved physically, emotionally and mentally in any of the techniques chosen by the teacher.

Simulation methods:- According to Corbin in NERC (1981) simulation methods are some of the most interesting and rewarding teaching strategies that have been developed in recent times. These are dynamic and lively ways of presenting very thought provoking ideas, problems, issues, and realities in our past and present social life.

Simulation comes from the latin word 'similis', that is, to act like, to resemble or to pretend to be. Thus simulation methods are activities that present real life situations, past events, incidents or organizations in

such a way that students will learn and understand more about them. It could be historical simulation, for instance the crowning of Oba or Emir; Simulation activities such as ECOWAS, O.A.U. or U.N. General Assembly or Simulation Games, game which model social, economic and political events such as 'MONOPOLY' and chess.

Lecture Method: This is one of the most traditional forms of classroom interaction between the teacher and the learners. Others include questioning and note taking

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Lecture Method: This is one of the most traditional forms of classroom interaction between the teacher and the learners. Others include questioning and note taking

techniques. Lecture method involves the teacher telling the pupils what he knows about any topic under discussion. With this method, all the pupils in the same class are taught the same thing at the same time and speed. The teacher does all the teaching with little time for asking questions and illustrations where necessary with the pupils in most cases as passive listeners. Lecture method is only economical in terms of time, space, effort and materials.

2.3.5 EVALUATION IN SOCIAL STUDIES.

Evaluation is the process of determining the extent to which objectives have been achieved. Everything that goes into the teaching/learning of social studies is evaluated. For instance, the objectives, the content, the resources and the teaching methods are all evaluated. Other specific areas to be evaluated in social studies include students' achievement i.e. (the knowledge, skills and attitudes in social studies) and the syllabus.

Essay and objective tests are used to evaluate pupils achievement. Such objective tests include true-false type, matching and multiple choice types. The development of skills form an integral part of the major objectives of social studies. Pupils are expected to develop skills of co-operation, adjustment and citizenship and these skills of social competence are evaluated with the aid of rating

scales. Another primary objective of social studies is the development of right attitudes, values and interests, these are measured with the use of attitude scales. This scale consist of a set of statements to which an individual responses will show his attitude. The respondent reacts to each statement on a five-point scale ranging from strongly Agree (SA) Agree (A) Undecided (U) Disagree (D) to Strongly Disagree (SD). But in most cases objectives are stated in knowledge form rather than attitudinal form as such evaluation is restricted to either essay or objective tests. In a nutshell, evaluation of students achievement may be prognostic, formative or summative. Evaluation is prognostic when it is for the purpose of prediction; it is formative when the purpose is to find out how far learning has taken place; it is summative, when at the end of a programme or lesson the purpose is to determine to what extent objectives have been achieved. In line with these, evaluation is seen as a continuous process.

On the other hand social studies programme either the syllabus or the curriculum is evaluated based on their sources, objectives depth and their development, and their implementation. Various evaluation strategies are used either at the individual school level or the state and national levels.

2.3.6 RELATIONSHIP BETWEEN OBJECTIVES, METHODS & EVALUATION.

While objectives identify what is to be accomplished, procedure or strategies indicate how the objectives are to be achieved. On the other hand it is evaluation which determines how well the procedures have achieved the objectives.

According to Okurontifa in NERC (1981) evaluation is an integral part of the teaching/learning process and in order that the actual outcome of instruction can be properly compared with the anticipated results, teachers should determine their methods of evaluation at the same time as they establish objectives and teaching strategies. This comparison does not only enable teachers to assess how well their students have learnt, but also helps them to determine their next classroom procedures, after which objectives may have to be changed, learning activities altered, or evaluative instruments may have to be replaced.

In the words of Cook and Doll (1973;280) "Many people simply have no basis for knowing what to believe about moral, social and other issues. The social studies teacher has become one of the last resources in our civilization for helping children sort among available value patterns and then state values of their own".

As a study of society through active and rigorous

examination of history, economics, government, sociology and other social science disciplines, social studies is most challenging and involving of all subject areas. As pointed out by Zola (1990) with a shift from coverage to depth, the goals of social studies programme would have shifted from knowing a little about a lot to knowing a lot about less. Similarly with its practices that allow students to assume authentic and genuine ownership of their learning, it will demand a greater degree of flexibility and artistry from teachers.

Although there is no simple formula for effective teaching of social studies in secondary schools, the teacher who understands the principles of child growth and development, the realities and ideals of contemporary Nigerian life, and the broader objectives of schools has the foundation upon which to develop teaching procedure adopted to the situations in which he is teaching. This is because no ready made statement of objectives should be accepted by teachers without revisions, additions and adaptations to local conditions.

2.3.7 THE CURRENT STATE OF SOCIAL STUDIES EDUCATION.

The most recent comprehensive examination of social studies education was part of the effort funded by the national science foundation in 1977 and 1978 to examine the status of pre collegiate mathematics, science and

social studies. Weiss (1978) Wiley (1977) and Stake and Easley (1978). These reports have been summarised by Shaver, Davis and Helburn 1979 cited by Zola (1990:2) that:

1. Teachers rely on and believe in the textbooks as the central instrument for teaching and learning.
2. The most frequently used strategy as reported by teachers is lecture method; primary in the sense that the teacher either talks or demonstrates to the entire class. About two-thirds of social studies students listen to a lecture at least once a week; a quarter listen to lecture daily.
3. Discussion is the next most frequently used teaching practice.
4. Strategies and techniques used by social studies teachers at secondary level are not commonly derived from the inquiry oriented and scientific approaches.
5. There is little focus on value-oriented teaching.
6. Finally, simulation, debates, role playing and problem solving and similar strategies are infrequently used.

The national science foundation studies are not alone in revealing an absence of enthusiasm, creativity, involvement and values in social studies, teaching practices. More recent reports by Goodland (1984) Sizer (1984) Powel et al (1985) cited in Zola (1990) show the

same problem of teachers lecturing to class after class of generally uninvolved students and following the dictates of a chosen textbook.

In Nigeria, the story is never different. The bulk of teaching is to impart conclusions from a distant authority (textbooks) through the orderly presentation of lesson materials. Teachers like and trust these tools as do students at all grade levels. Using these tools, teachers lecture, discuss, lead recitation and give assignments. Teachers typically do not inquire or use other innovative practices, they teach only for cognitive learning, in fact at the lowest level of recall and never concern themselves with the effective domain.

Another research conducted into effective instruction identifies processes for accomplishing the explicit teaching of concepts and skills. The steps are summarised by Rosenshine (1986) cited in Zola (1990:7). While a good deal of the research has focused on elementary school classroom, there are sufficient insight for teachers of secondary social studies.

As cited by Zola (1990:7) teachers are advised to:

- Begin a lesson with a short statement of goals.
- Begin a lesson with a short review of previous prerequisite learning.
- Present new materials in small steps with students' practice after each step.

- Give clear and detailed instruction and explanation.
- Provide active practice for all students.
- Guide students during initial practice.
- Provide systematic feedback and corrections.
- Provide explicit instruction and practice for seat work exercise and where necessary monitor students during seat works and finally continue practice until students are independent and confident.

The insights from the above research are very helpful for accomplishing some of the goals of social studies instructions. The emphasis in social studies classroom must be on using teaching practices that are more highly involving, cognitively sophisticated and effectively stimulating.

2.3.8 SKILL DEVELOPMENT IN SOCIAL STUDIES.

Skill is the ability to perform repeatedly an activity with competence. Cook and Doll (1973:292) have analysed skill development in social studies clearly as pointed out in their work. One of the purposes of schooling, according to them, is the development of significant work/study skills such as acquisition skills, organisational skill, evaluation skills, communication skills and group work skills.

Acquisition skills involve getting knowledge by using

resources such as dictionary, while organisational skills involve organising information by listing the main ideas in what one is reading. Evaluation skills on the other hand involve determining what information is relevant by arranging items in the order of importance. While communication skills deal with translating what one has learned into written or oral expression by using vocabulary. Finally, group work skills (social skills) involve working successfully with others by taking turns.

They highlighted principles guiding skills development in the following ways:
That the skill should be taught functionally in the context of a topic of study rather than as a separate exercise. And the learner must understand the meaning and purpose of the skill in addition to motivation of developing it.

The learner should also be carefully supervised in his first attempts to apply skill so that he will form correct habits from the beginning. Such a learner needs repeated opportunities to practise the skill with immediate evaluation so that he knows where he has succeeded or failed in his performance.

He needs individual help through diagnostic measures and follow up exercise since not all members of any group learn exactly at the same rate or retain equal amount of

what they have learned.

According to them, skill instruction should be presented at increasing levels of difficulty moving from the simple to the more complex and that the result growth in skill should be cumulative as the learner moves through school, with each level of instruction building on and reinforcing what has been taught previously.

Cook and Doll (1973) further advised that students should be helped at each stage to generalise the skills by applying them in many and varied situations in this way maximum transfer of learning can be achieved. Finally the programme of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner and many more skills should be developed concurrently.

Dainow and Bailey (1988) have earlier advised us that in order for skills training to be effective there are some basic conditions which should be met such as connecting links; practise and feedback follow up/support. According to them there must be a link that the learner can understand between the training and his perception of the present situation. The opportunity to practise a skill is crucial condition if the skill is to be mastered. Similarly, as learning means change, if it must be effective and maintained there should be support and

opportunity to evaluate the results. These enhance the development of skills generally and in social studies in particular.

In the researcher's view, basic to any technique that will be used to help students change their attitudes in the direction of socially desirable behaviour will be the ability to demonstrate one's own belief in that kind of behaviour.

In conclusion, merely reading about resolving issues either by debate or the ballot for instance, is not enough rational discussion and voting must become functional in the lives of the children if they are to become informed and participating citizens. Democratic citizenship develops in a classroom in which children practise living as citizens of a democratic society. This is to emphasize on the significance of skill development.

The classroom work, as well as the problems of group living that children face daily in the school provides many opportunities for children to plan, assume responsibilities and work together. Units of work especially in social studies provide many more opportunities for individuals and groups to assume responsibilities and develop/leadership abilities. The pupils should have a part in deciding what they shall learn and become involved in planning their work, they

should have a wide variety of life long experiences, many outlets for self expressions, and direct participation in the evaluation of progress toward the objectives they have set.

An adequate programme of evaluation must be carried on as a cooperative enterprise. Parents, teachers and pupils should all be concerned with the development of objectives. Pupils should behave in a manner that reflect a satisfactory internalization of attitude appreciations, feelings and values that are acceptable in a democratic setting. They should practise the skills required for investigation, communication, use of resources and human interaction or group work. Since the social studies programme is in a period of ever accelerating change and undergoing changes in direction that gives more attention to the great social, political and economic problems which face our nation, problem solving strategies should always be adopted by our teachers.

SUMMARY.

The foregoing reviews are indication that there have been some investigations in social studies. It also attests to the fact that a lot of work has been done in introducing social studies as a field of study into Nigerian schools - curriculum at both primary and post

primary school levels.

It further shows that many researches have been conducted on problem solving approach in both animal and human beings, teaching practices in social studies and the current state of the subject. Although many authors have written about cognitive and affective domains in social studies, none of the work reviewed or books read emphasised on the use of problem solving in the affective domain.

As earlier expressed in the study of all the subjects offered for study in schools, social studies seemed to have suffered from poor teaching. One will however find that this is not because of the content per se but the teaching methods and the objectives pursued.

Therefore this study unlike the ones reviewed and other similar ones will emphasise the use of problem solving approach in teaching social skills in the affective domain. These emphases are necessary because social studies aims at achieving national and community integration through the development of affective skills, attitudes and values in the learner. The affective and social skills which are needed by the individual to enable him contribute to community integration. They will also make the learner scientific without discarding values and emotions which are valid in their own ways. Such skills

include the ability to live and work with other people, a sense of responsibility, attitude of tolerance and ability to fulfil obligations.

Every citizen is expected to help in promoting social integration and should learn to be honest, respect others rights, be humble and patriotic. It should also enable the citizen to participate effectively in the process of political socialization for the improvement of the society.

It is hoped that the literature reviewed is of maximum importance to the findings made in this study in terms of comparisons and also contributions to decision making in this study.

CHAPTER THREE: RESEARCH METHODOLOGY.

3.0 INTRODUCTION:

Research may be defined as a systematic inquiry in order to find solution to a problem, discover new knowledge, confirm or disprove findings in previous research.

Drew (1980) agrees that research is conducted to solve problems and to expand knowledge and stresses that 'research is a systematic way of asking questions, a systematic way of inquiry' (p.8). To enhance his investigation there is a definite procedure or methodology a researcher adopts. Afolabi (1992) sees methodology as the operational blueprint which the researcher plans to employ in accomplishing the objectives of the study. Its adequacy or inadequacy will determine the success or failure of the study. According to him methodology essentially deals with the 'How' not the 'What' or 'why' aspects of the study. He gave the essential elements of methodology as follows:-

- the variable to be considered and the condition to be controlled or manipulated in the case of experimental studies.
- the source of data to be used in the study
- the sample to be involved in the study
- the data collection procedures to be followed and the statistical analysis to be performed on the data.

In line with the foregoing, this chapter outlined the research methodology that was used in this study by focusing on:

The Design and procedure

The Population

The sample and sampling procedure

The instrument

Validity and Reliability and

The statistical analysis

3.1 THE DESIGN AND PROCEDURE.

This study was designed to determine teachers' perception of problem solving approach in teaching social studies skills in the Affective Domain specifically focused on secondary schools in Zaria Education Zone. The study is a survey research based on descriptive analysis drawing on elements of both quantitative and qualitative studies for the purpose of interpreting and reporting the data to be collected on the field.

3.2 THE POPULATION.

The population is the group of people or items about which information is collected. Adetoro (1986) has advised that in order for the researcher to collect the data needed he must specify the entire group (target population) that contains the information. The population of the study is therefore all the social studies teachers

in all secondary schools (J.S.S.) in Nigeria, although the focus is on Zaria Education zone.

There are (45) forty five secondary schools in Zaria Education zone comprising of 2 private schools, 1 F.G.G.S.S., 1 military school, 8 G.S.S., 5 G.G.S.S., 12 G.J.S.S., 16 others. In all these schools social studies is taught as a subject. There are (110) one hundred and ten teachers teaching social studies in these schools. Hence the target population is the (110) social studies teachers of 45 schools.

3.3 SAMPLE AND SAMPLING PROCEDURE.

Roscoe (1969:184) wrote extensively on how to choose an appropriate workable sample size thus;

(a) that a sample size smaller than 10 is not recommended for any statistical analysis;

(b) that for sample as small as 10-20 in size, a successful research may be conducted.

In view of the above expert advice a sample size of 30 schools from a total population of 45 schools (66.7%) and 75 teachers from a total population of 110 teachers (68.2%) are justifiable. Hence thirty (30) schools were sampled from a total population of (45) forty five schools. The schools were stratified for the purpose of sampling because of peculiarities as follows:

a) One out of the two private schools; the only military secondary school (NMS); A.B.U. Demonstration school; and the only Federal Government Girls Secondary School (F.G.S.S.). These are four in number.

b) Eight (8) out of twelve (12) (G.J.S.S.) i.e. about 60%; 3 out of 5 (G.C.S.S.); 5 out of 8 (G.S.S.) 10 out of 16 other schools including W.T.C/J.S.S; S.A.S. Karaukarau; Barewa College; Govt. Commercial College and Alhudahuda J.S.S. all in Zaria. These are 26 in number, bringing the total of 30 schools.

The respondents involved in the study are all the social studies teachers in these thirty schools. See table I.

3.4 THE INSTRUMENT.

When a researcher has decided on a topic, refined it and specified objectives, he will be in a position to consider how to collect the evidence he requires. The instruments are selected and devised to enable him provide answers to the key questions of the study.

Hanagan (1986) gave the main methods of collecting primary data as observation, interview and questionnaire. Similarly Moser and Kalton (1979) listed a number of methods of collecting data in social investigation as interview, questionnaire, case study, scaling method, observation and documentary sources.

Wunally (1964) cited in Adoke (1987) on the other hand had advocated for three major methods such as

observation, self report questionnaire and projective technique. He however preferred the use of self report questionnaire, because according to him, it is the simplest and in many ways the best method of measuring attitudes. With due regard to this expert advice, the researcher used self report questionnaire as the tool for gathering data.

3.4.1 QUESTIONNAIRE.

As pointed out by Bell (1987) questionnaire is a good way of collecting certain types of information quickly and relatively cheap as long as the researcher is sufficiently disciplined to abandon questions that are superfluous to the main task. The questionnaire was developed after the researcher had gone through major literature and consulted the supervisor and other colleagues.

Thus the idea was drawn from the following sources to produce the instrument.

a.i Dubey and Barth (1980) (ii) Dubey et al (1980)

ii N.E.R.C. (1981) (bi) Abdulkareem (1986)

iii Adoke (1987).

In addition, the views and recommendations of social studies experts and the research supervisor were considered while designing the instrument. The questionnaire was subdivided into 3 sections. Section 'A' comprises of respondents' vital statistics such as sex, qualification and years of teaching experience.

Section 'B' deals with Teachers' perception of Problem Solving Approach as a social studies teaching strategy. While Section 'C' comprises of respondents free comment on how to improve the teaching of social studies through the use of Problem Solving Approach.

3.5 VALIDITY AND RELIABILITY.

According to Roscoe (1969), for a researcher's instrument to produce the desired result, its validity and reliability must be established. As a result, steps taken to establish the validity and reliability of the instrument of this study included: consulting relevant literature; cross-checking of the instrument by the research supervisor and colleagues in social studies both at Ahmadu Bello University and Federal College of Education, Zaria.

In addition, the instrument was a modified version of Abdulkareem (1986) and Adoke (1987) with some items drawn from Dubey and Barth (1980) and NERC (1981) which have undergone validity and reliability tests.

3.6 STATISTICS USED IN THE STUDY.

Most people believed that most data researchers deal with in educational research are probably not so strong as to satisfy the conditions for parametric analysis. They therefore recommend non-parametric statistics such as Spearman Rank ordered Correlation and the likes.

However, educators have rejected this criticism and

insisted that non parametric statistic can be converted to parametric and that in the end it is the form of data that matter not how it was derived. Since the study is based on descriptive analysis, the researcher made use of several statistics that are descriptive in analysis. Such statistics used included table of percentages showing details of responses in order to analyse some items of the questionnaire for the purpose of data organisation, analysis and interpretation.

Kerlinger (1973) cited in Abdulkareem (1992) asserted that percentages reduce different sets of numbers to comparable sets of numbers and to a common base. Adoke (1987) also argued that any set of frequencies can be transformed to percentage in order to facilitate statistical manipulation.

In addition, T-test was used to compare means of groups to test the significance of differences between teachers' responses as raised in the hypotheses.

SUMMARY.

This chapter focuses on the choice of design and the selection of target population, the sampling, the instrument used for data collection and statistics for data analysis.

In the chapter a detailed description has been given of the research design and the procedure followed in carrying out the study. The population included all

social studies teachers in our secondary schools with particular emphasis in Zaria Education zone. While the sample included the thirty schools of the 45 secondary schools in Zaria zone.

The validity and reliability of the instrument was ascertained through checking and cross checkings by colleagues and the research supervisor. The administration of the questionnaire was done through face to face interaction by the researcher and the teachers involved in the study.

The statistical analyses used included tables of percentages for frequencies, mean and T-test to test the four hypotheses raised for the study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

The purpose of this study is to determine the degree of teachers' awareness of the use of Problem Solving Approach as a social studies teaching strategy, how often teachers use some of these methods and to suggest the best ways these methods could be used to enhance the teaching and learning of social studies.

To obtain the results, questionnaire was designed based on the modified version of Abdulkareem (1986) and Adoke (1987). From the analyses of teachers' perception of these methods, the results are presented under the following headings:-

4.1 Respondents Vital Statistics.

4.2 How Often Teachers use some of the Social Studies Teaching Methods.

4.3 Teachers' Perception of the Use of Problem Solving Methods in Teaching Social Studies in the Affective Domain.

4.4 Discussion on the Major Findings.

4.1 RESPONDENTS VITAL STATISTICS.

In section A of the questionnaire, respondents were requested to provide information about their sex, teaching qualifications and years of teaching experience. It is generally assumed that 100% return is not expected in a survey, but because of the scope of the study and the manageable size of the sample this researcher has achieved a 100% return as he insisted on a face to face interaction

with the respondents. As the questionnaire were filled, the researcher collected them insitu. See Table II below for the summary of the analysis.

TABLE II: RESPONDENT VITAL STATISTICS.

SEX	NO.	%	QUALIFICATION	NO	%	YEARS OF TEACHING EXPERIENCE	NO	%
M	45	60	TT	60	80	1 - 5 Yrs	30	40
F	30	40	NTT	15	20	6 Yrs & Above	45	60
TOTAL	75	100%		75	100%		75	100%

M = MALE T.T. = Trained Teachers

F = FEMALE N.T.T. = Non-Trained Teachers.

4.2 HOW OFTEN DO TEACHERS USE SOME OF THESE SOCIAL STUDIES TEACHING METHODS

The responses revealed that teachers mostly used lecture, note taking and discussion methods in teaching social studies with the percentage of frequently used as 86.6% (65); 93.3% (70); 93.3% (70) respectively.
On the other hand problem solving, simulation field trip and Project Methods were generally not used at all with the following percentages respectively 81.3% (61) 78.7% (59) 72% (54) 57.3% (43). While Dramatization has 69.3% (52) rarely used and 30.7% (23) of frequently used.

This finding agreed with the earlier finding of Lolo (1977), Zaky et al (1980) cited in this study. Table III below represents the frequencies of teachers use of these methods.

4.2 HOW OFTEN DO TEACHERS USE SOME OF THESE SOCIAL STUDIES TEACHING METHODS.

TABLE III

Social Studies Methods	Frequently used		Rarely used		Not Used at all		Total	
	NO	%	NO	%	NO	%	NO	%
Note taking	70	93.3	3	4	2	27	75	100
Discussion Method	70	93.3	5	6.7	-	-	75	100
Lecture Method	65	86.7	10	13.3	-	-	75	100
Dramatization	23	30.7	52	69.3	-	-	75	100
Project Method	12	16	39	52	24	32	75	100
Field Trip	6	8	45	60	24	32	75	100
Simulation	4	5.3	12	16	59	78.7	75	100
Problem Solving Method	4	5.3	54	72	17	22.7	75	100

POPULATION OF SCHOOLS	45	Percentage	66.7%
SAMPLE POPULATION	30		
POPULATION OF SUBJECTS	110	Percentage	68.2%
SAMPLE POPULATION	75		

4.3 TEACHERS PERCEPTION OF THE USE OF PROBLEM SOLVING APPROACH IN TEACHING SOCIAL STUDIES : THE AFFECTIVE DOMAIN.

The second question in section B contained twenty items structured on the Likert Scale basis. The point scale indicates strongly agreed, Disagreed, Undecided, Agreed and Strongly Agreed scored as 1, 2, 3, 4, 5 respectively.

Below is the analysis of the items in the

questionnaire.

(a) Problem solving is an approach rarely used. Teachers' responses to this item show that 72 strongly agreed, 22.7% agreed while 5.3% were undecided. None either disagreed or strongly disagreed. This has corroborated with the earlier question "How frequently do teachers use some of the teaching method?" The same percentage indicated rarely used. From this finding, the researcher strongly recommends regular use of this method to enhance the teaching and learning of social studies.

(b) Problem Solving is only used to develop skills in the Cogitive Domain. From the responses 20% disagreed while 80% strongly disagreed. None either agreed or strongly agreed. This shows the general level of their awareness of Problem Solving and its importance as a social studies teaching method.

c) Problem Solving is the most appropriate method of teaching social studies. The responses show a variety of reactions ranging from strongly disagreed to strongly agreed i.e. 40% (SD) 15% (DA) 20% (UN) 10% (A) 15% (SA). This may be so because the answers to the item depends on how individual understands the statements as there is no objective answer to the statement. Hence individual's opinion is strictly personal.

(d) Problem Solving has the same method as lecture

method. 85% strongly disagreed while 15% merely disagreed with the statement. This shows that even though teachers rarely use this method, they can distinguish between these two methods. This has debunked one of the basic assumptions of the study: That teachers hardly differentiate between Problem Solving and Lecture Methods.

(e) Lecture Method is best used for teaching social studies in the affective domain. 50% strongly disagreed, 30% disagreed, 10% were undecided and 10% agreed, but none strongly agreed with the statement. This range in responses indicates their subjective perception of the statement. Although teachers frequently use lecture method, they are aware that it is not the best method to teach the affective domain.

(f) Problem Solving can be used to teach skills in all the cognitive, affective and psychomotor domains. All the teachers strongly agreed with the statement with 100% (SA). This shows that even though teachers rarely use this method, they are aware of its importance regardless of their sex, qualifications and years of teaching experience.

(g) Problem Solving helps students find out things for

themselves. 30% agreed while 70% strongly agreed. This further confirms their general awareness of the method.

(h) Problem Solving does not enhance students interaction as they work in group. 80% strongly disagreed while 20% merely disagreed. None was either undecided, agreed or strongly agreed. The difference in the level of disagreement may be accounted for by the non-use of this method by teachers. If teachers were using this method regularly they would have been able to all strongly disagreed with the statement correctly.

(i) Problem Solving is as important as other methods. 75% strongly agreed while 25% agreed. This item does not really test the degree of their awareness rather their personal assessment of the method in comparative term.

(j) Using Problem Solving Method is boring. 5% were undecided 35% disagreed, 60% strongly disagreed. This indicates a general high degree of awareness of this method.

(o) Problem Solving Method does not enhance the development of positive attitudes towards public health and rural development. 70% strongly disagreed while 10% disagreed correctly with the statement. 10% were undecided, 5% disagreed while 5% strongly disagreed wrongly. The small percentage of non

trained teachers accounted for the percentage of those that agreed and strongly agree with the statement wrongly.

(p) Problem Solving Method enhances the development of positive attitudes towards patrictism, peace and justice. 10% were undecided, 30% agreed while 60% strongly agreed with the statement correctly. The high percentage agreement shows the general awareness of teachers about problem solving method.

(q) Problem Solving Method does not enhance the development of positive attitudes toward cultural values, 60% strongly disagreed while 20% disagreed with the statement correctly. 10% were undecided and 10% agreed with the statement wrongly. Those without teaching qualification accounted for the wrong responses.

(r) Problem Solving and Inquiry Methods are the same. 30% disagreed, 50% were undecided while 20% agreed. The high percentage of those undecided can be understood from the fact that even among social studies experts and curriculum specialists there seem to be no general agreement about the sameness of these two methods. Macino Brown et al (1982) feel they are the same while Ezegbe (1987) tried to distinguish between the two methods.

(s) Problem Solving Method can only be used by male teachers. 80% strongly disagreed, while 10%

disagreed correctly. The insignificant 10% that were undecided may be accounted for by either the male chauvinists or feminists.

(t) Problem Solving Method should be used in teaching social studies at all levels of our education. 30% strongly agreed, while 20% agreed correctly. On the other hand 20% strongly disagreed, 15% disagreed while 10% were undecided. Items m and t were responded to in the same way based on their personal opinion. The researcher however strongly recommend the use of Problem Solving Method in teaching social studies at all levels of our education. As explained by the researcher; puzzles, quizzes and Work Cards could be used in primary schools; sorting and finding solutions to some real life problems could be used in secondary; while higher creative work, inventions and finding solutions to more complex problems could be used for higher levels. Summarily, this analysis indicates a high degree of teachers' awareness of Problem Solving Method although they rarely used it as a social studies teaching method. See Table IVa below.

TABLE IVa:

TEACHERS' PERCEPTION OF PROBLEM SOLVING IN PERCENTAGES.

	SD	DA	UN	A	SA	TOTAL
a. Problem Solving is an approach rarely used	-	-	5.3	22.7	72	100
b. Problem Solving is only develop skills in cognitive domain	80	20	-	-	-	100
c. Problem Solving is the most appropriate method of teaching Social Studies	40	15	20	10	15	100
d. Problem Solving has the same method as lecture method	85	15	-	-	-	100
e. Lecture method is best used for teaching Social Skills in the affective domain	50	30	10	10	-	100
f. Problem solving can be used to teach skills in all the cognitive, affective and Psychomotor domains	-	-	-	-	100	100
g. Problem Solving helps students find out things for themselves.	-	-	-	30	70	100
h. Problem Solving does not enhance students interaction as they work in group.	80	20	-	-	-	100
i. Problem Solving is as important as other methods.	-	-	-	25	75	100
j. Using Problems Solving method is boring.	60	35	5	-	-	100
k. Problem Solving can also help students work independently.	-	-	20	30	50	100

		SD	DA	UN	A	SA	TOTAL
l.	Problem Solving teaches both behavioural and substantive attitudes and values.	5	5	10	40	40	100
m.	Problem Solving should not be used in teaching social studies in Junior Secondary schools.	30	20	10	15	25	100
n.	Problem Solving method enhances the development of positive attitudes towards honesty, self respect and respect for worth of others.	-	-	-	20	80	100
o.	Problem Solving does not enhance the development of positive attitudes towards public health and rural development.	70	10	10	5	5	100
p.	Problem Solving enhances the development of positive attitudes towards patriotism, peace and justice.	-	-	10	30	60	100
q.	Problem Solving does not enhance the development of positive attitudes towards cultural values.	60	20	10	10	-	100
r.	Problem Solving and inquiry methods are the same.	-	30	30	20	-	100
s.	Problem Solving can only be used by male teachers.	80	10	10	-	-	100

	SD	DA	UN	A	SA	TOTAL
t. Problem Solving should be used in teaching Social Studies at all levels of our education.	20	15	10	25	30	100

4.3.1 HYPOTHESES TESTING

In order to test the hypotheses of the study, the above responses were converted into raw data based on Likert Scale, then the computation summarised as follows:

TABLE IVb SUMMARY OF TEACHERS' PERCEPTION OF PROBLEM SOLVING METHOD ACCORDING TO SEX, QUALIFICATION AND EXPERIENCE

SCORES IN %(X)	(45) MALE (FX) f	(30) FEMALE (FX) f	(60) T.T. (FX) f	(15) N.T.T. (FX) f	YEARS OF TEACHING EXPERIENCE (30) 1-5Yrs (FX)	(45) 6 Yrs & above(FX)
52	4 = 208	-	-	4 = 208	4 = 208	-
57	3 = 171	-	-	3 = 171	3 = 171	-
64	4 = 256	-	-	4 = 256	3 = 192	1 = 64
67	4 = 268	-	4 = 268	-	4 = 268	-
68	4 = 272	-	1 = 68	3 = 204	4 = 272	-
70	2 = 140	4 = 280	5 = 350	1 = 70	3 = 210	3 = 210
71	-	2 = 142	2 = 142	-	2 = 142	-
72	6 = 432	5 = 360	11 = 792	-	1 = 72	10 = 720
73	2 = 146	-	2 = 146	-	-	2 = 146
74	6 = 444	-	6 = 444	-	-	6 = 444
76	2 = 152	-	2 = 152	-	-	2 = 152
77	2 = 154	6 = 462	8 = 616	-	3 = 231	5 = 385
78	-	6 = 468	6 = 468	-	3 = 234	3 = 234
81	-	7 = 567	7 = 567	-	-	7 = 567
82	2 = 164	-	2 = 164	-	-	2 = 164
87	4 = 348	-	4 = 348	-	-	4 = 348
	ΣxF = 3155	ΣFx = 2279	ΣFx = 4525	ΣFx = 909	ΣFx = 2000	ΣFx = 3434
	$\bar{X}$ = 70.11	$\bar{X}$ = 75.96	$\bar{X}$ = 75.42	$\bar{X}$ = 60.6	$\bar{X}$ = 66.6	$\bar{X}$ = 76.31

HO 1. That Trained Teachers and Non Trained Teachers do not differ significantly in their perception of problem solving method as a social studies teaching strategy in the affective domain.

To test this hypothesis, the mean scores of teachers perception of problem solving were compared and the results are summarised in table V.

TABLE V:

T-Test Difference in scores of Teachers Perception of Problem Solving according to teaching Qualifications.

GROUP	NO	MEANS	SD	t Calculated	DF	t Critical	Level
T.T.	60	75.42	5.17	8.99	73	1.66	0.05
N.T.T.	15	60.6	6.67				
TOTAL	75						

T.T. = Trained Teachers

N.T.T. = Non Trained Teachers.

This reveals that Trained Teachers with the mean of 75.4 are higher in their perception of this method than Non Trained Teachers with the mean of 60.6. See Table IVb.

Decision Rule: When the calculated value of t is greater than the critical value of t, hypotheses are normally rejected. Therefore with the t calculated (8.99 > 1.66) greater than the critical value of t the hypothesis that "TRAINED TEACHERS AND NON-TRAINED TEACHERS DO NOT DIFFER SIGNIFICANTLY IN THEIR TEACHING METHOD IN THE AFFECTIVE

DOMAIN" was rejected at the level (P value) of 0.05. This means that the difference in means of the two group is statistically significant.

H.02 That there is no significant difference between the male and female teachers' perception of Problem Solving Method in teaching social studies skills in the Affective Domain.

To test this hypothesis, the mean scores of both the male and female teachers were compared and the results summarised in Table VI.

TABLE VI.

T-test Difference in scores on Teachers Perception of Problem Solving According to Sex.

GROUP	NO	MEANS	SD	t Calculated	DF	t Critical	Level
Male Teachers	45	70.11	9.23	3.12	73	1.66	0.05
Female Teachers	30	75.96	4.06				
TOTAL	75						

This reveals that female teachers with the mean of 75.96 are higher in their perception of this method than the male teachers with the mean of 70.11. This may be so because women generally have higher attitudinal scores than men.

See Table IVb.

Decision Rule: When the calculated value of t is greater than the critical value of t (t cal. > t cri) we can

reject a hypothesis.

Therefore with t calculated greater than t critical (3.14 > 1.66) the hypothesis "THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN THE MALE AND FEMALE TEACHERS' PERCEPTION OF PROBLEM SOLVING METHOD IN TEACHING SOCIAL STUDIES IN THE AFFECTIVE DOMAIN" is rejected at the Level (P value) of 0.05. This means that there existed difference in the group means and the difference is statistically significant.

H.03 That there is no significant difference between teachers perception of problem solving and lecture method.

From the responses it was revealed that teachers were able to distinguish between problem solving and lecture method. Item D of the questionnaire required the teachers to respond to the question whether problem solving has the same approach as lecture method. In their responses all the seventy five teachers were able to disagree and even strongly disagreed with the item. Hence there was no need to test the hypothesis since they all have the same perception and were able to differentiate between the two methods. This result has debunked the assumption that teachers hardly differentiate between problem solving and other traditional methods.

HO.4 That teachers do not perceive problem solving method in teaching social studies in the Affective Domain differently from the other domains.

The result reveals that all the teachers (both male

and female; Trained and Non Trained) strongly agreed to item F of the questionnaire "Problem Solving Approach can be used to teach skills in all the cognitive, affective and psychomotor domains" since they all agreed that difference does not exist and that the method can be used in three domains there is no need to test the hypothesis more so that there is no differential means for statistical manipulation. This signifies that even though the teachers rarely use problem solving method, they are aware that the method can be used to teach all the three domains of learning.

HO5: There is no significant difference in Teachers' Perception of Problem Solving Method according to their years of teaching experience.

To test this hypothesis, the mean scores of the two groups were compared and the results summarised in table VII.

Table VII: T-test difference in scores of Teachers' Perception of Problem Solving Method according to their years of teaching experience.

Groups	No	Means	SD	t Calculated	t Critical	DF	P Level
1-5 Years of teaching experience	30	66 6	8.26	6.00	1.66	73	0.05
6+ Years of teaching experience	45	76.31	5.22				
TOTAL	75						

This reveals that teachers with more years of teaching experience have higher perception of Problem Solving Method than those with less years of teaching experience. This may be so because, as teachers gain more years of teaching experience, they tend to have better understanding of this teaching method even though they rarely use it.

Decision Rule: When the calculated value of t is greater than the critical value of t, hypotheses are usually rejected. Therefore with the t calculated greater than the t critical i.e. (6.00 > 1.66), the hypothesis that "THERE IS NO SIGNIFICANT DIFFERENCE IN TEACHERS' PERCEPTION OF PROBLEM SOLVING METHOD ACCORDING TO THEIR YEARS OF TEACHING EXPERIENCE" is rejected at the P-Level of 0.05. This means that the difference in teachers' perception of Problem Solving Method according to their years of teaching experience is statistically significant and not just by chance event.

Finally, the teachers were asked a summary question in section C which requires them to comment freely on how to improve the teaching of social studies using problem solving and other methods. Their responses have been incorporated in the findings and recommendations of the study.

4.4 DISCUSSION OF MAJOR FINDINGS.

From the analysis, it was discovered that teachers are generally aware of Problem Solving Approach but rarely use it. Of all the teaching methods, teachers most frequently use lecture method and note taking, while simulation games, project method and problem solving approach are rarely used. This finding agreed with the earlier findings of Lolo (1977), Zaky et al (1980) and Zola (1990) cited in the study. Furthermore, differences exists in teachers' perception of problem solving approach according to their sex, teaching qualifications and years of teaching experience. According to their sex, it has been discovered that female teachers have higher perception of Problem Solving Method than male teachers with the mean scores of 75.96 and 70.11 respectively. This may be so because female are known to have higher attitudinal scores than male as observed by Adoke (1987). Secondly, differences exist between Trained and non-trained teachers in their perception of Problem Solving Method as a social studies teaching method. This is as a result of special professional training received by the trained teachers at various levels of their education ranging from N.C.E., B.Ed/B.A.Ed, M.Ed to PGDE. The non-trained teachers might have read either B.Sc., M.Sc. and HND in relevant subjects such as Geography, History, Sociology, political science, anthropology which enabled them to teach some topics in social studies

without actually grasping the teaching methodology. This may account for their lower perception of this method.

Similarly, teachers are generally able to differentiate between Problem Solving and lecture methods. Even though teachers rarely use Problem Solving Method, they are also aware of its importance as a method of teaching all the domains of learning in social studies. Teachers are generally able to differentiate between problem solving and lecture methods probably because of their years of teaching experience, particularly the non-trained teachers. Similarly, they are aware of the uses of Problem Solving Method in teaching all the three domains of learning not because they use this method frequently, but probably from their readings and other learning experiences.

Based on these major findings, the researcher strongly recommends for further research to be conducted on the use of Problem Solving Approach as a social studies teaching method in the affective domain such that programmes are designed, applied and tested. Secondly those non-trained teachers should be made to undergo a professional course in teacher Education.

S U M M A R Y

This chapter presented the analyses and interpretation of data collected in order to test the hypotheses of the study. T-test statistical procedure was

used to test the five hypotheses. From the statistical analyses three hypotheses were rejected while two were not rejected.

H01, H02 and H05 were rejected because statistical significant differences existed between the group means while H03 and H04 were retained. These two hypotheses (H03 and H04) were not rejected because even though differences existed between the group means, there were not statistically significant as the T-test has shown. Based on the analyses some major findings were discussed and recommendations made, although general findings and recommendations would be appropriately discussed in chapter five of the study.

CHAPTER FIVE

SUMMARY, RECOMMENDATION AND CONCLUSION

5.0 INTRODUCTION:

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. The researcher hopes that the recommendations made in this study will be implemented by those concerned with the teaching and learning of social studies in conjunction with policy makers in the area of study in particular and Nigeria in general.

5.1 SUMMARY:

It has been attempted in this study to make some useful contributions to knowledge and research by finding out teachers' perception of using Problem Solving Approach in teaching social studies in the Affective Domain. The main purpose of this study is to generate a research based data in order to determine the degree of teachers' perception/awareness of Problem Solving Approach as a social studies teaching method for the improvement of teaching and learning of Social Studies in our secondary schools.

In line with this, thirty schools were selected from Zaria Education zone, and the perception of seventy five social studies teachers were used. The study addressed the following questions:-

1. Are teachers aware of Problem Solving Approach as a

Social Studies teaching method?

2. Do teachers perceive problem solving approach differently from lecture method?
3. Do male teachers perceive the use of problem method differently from female teachers?
4. Do trained teachers perceive problem solving method differently from non-trained teachers?
5. Do years of teaching experience make teachers' perception of problem solving to differ significantly?
6. Do teachers perceive using problem solving method in teaching social studies in the affective domain differently from cognitive and psychomotor domains?

Consequently, five hypotheses were tested in an attempt to answer some of these research questions and to debunk some assumptions of the study. These hypotheses are as follows:-

HO 1 That trained teachers and non-trained teachers do not differ significantly in their perception of problem solving method as a social studies teaching strategy in the affective domain.

The result reveals that significant difference exist between the means 75.42 and 60.6 respectively. This shows that trained teachers have higher perception of this method because of their professional training in Education. The researcher therefore recommends that all social studies teachers must be professionally trained to enable them perceive, and make use of the various teaching

methods very effectively.

HO 2 That there is no significant difference between female and male teachers' perception of problem solving method in teaching social studies in the affective domain.

The result indicates that difference exists between the two means and it was significant. The female with the mean of 75.96 while the male has the mean of 70.1. This may be because female are known to have higher attitudinal scores than male.

HO 3 That there is no significant difference between teachers' perception of Problem Solving and lecture methods.

The results reveal that teachers were able to distinguish between problem solving approach and lecture method as all the 75 teachers either disagreed or strongly disagreed with item (D) Problem Solving Method has the same approach as lecture method. This has debunked the assumption that teachers hardly differentiate between Problem Solving Approach and lecture method.

HO 4 That teachers do not perceive using Problem Solving method in teaching social studies in the affective domain differently from cognitive and psychomotor domains.

The result reveals that all the teachers strongly agreed with the item (F) which says that problem solving method can be used in teaching skills in all the three domains.

This signifies that even though teachers rarely use this method, they are aware that it can be used to teach in all the domains of learning in social studies.

HO 5: There is no significant difference in Teachers' perception of Problem Solving Method according to their years of teaching experience.

The results reveal that difference exists in teachers' perception of problem solving method according to their years of teaching experience. As the mean scores of the two groups were compared using T-test statistic, teachers with more than 6 years of teaching experience have a higher mean of 76.31 while those with between 1-5 years of teaching experience have a mean of 66.6. This means that as teachers gain more years of teaching experience, they tend to have higher perception and better understanding of Problem Solving Method even though they may not use the method frequently. From these results HO1, HO2, and HO5 were rejected while HO3 and HO4 were retained.

5.2 FINDINGS:

From the analysis of data and the general literature reviewed, the findings related to the study are as follows:-

1. Teachers are generally aware of the problem solving approach as a social studies teaching strategy but rarely use it.

2. Significant differences exist in Teachers' perception of Problem Solving Method according to their sex, teaching qualifications and years of teaching experience. According to their sex, the female teachers have higher perception of the method more than the male teachers. According to their qualifications, the trained teachers have higher perception of the method more than the non-trained teachers. Finally, according to their years of teaching qualifications, those teachers with 6 years and above of teaching experience have higher perception of the method more than those with 5 years and below.
3. Of all the social studies teaching method, note taking, discussion and lecture methods are most frequently used, while Problem Solving, simulation and field trip are rarely used. This finding agreed with the earlier findings of Lolo (1977) Zaky et al (1980) and Zola (1990).
4. The affective learning domain and the development of social skills have been largely neglected by most teachers of social studies.
5. The use of simulation methods is often an effective way of getting students to understand and react to situations not actually accessible to them.
6. Problem Solving is best suited to teach many useful

skills and values which are basic ingredients for the development of any nation and it is healthy for human mental development.

7. Social studies being a subject that deals with man and his environmental problems cannot be taught and learnt fully without solving these problems.
8. While being involved in problem solving method (activity) the student does not only solve the problem but learns something new.
9. Social studies objectives will be better attained if the methodology of social studies teaching has its central principle the presentation of a wide range of evidence in a scholarly way so that student may learn to think and judge for themselves.
10. At the hub of social studies programme there are children's interest and experiences that affect their recognition and appreciation of human problems. Analysis of these problems require development of concepts and attitudes, use of creativity, identification of problems, use of appropriate processes in learning, discovery of content by children and development of skills. And at the rim of the programme are the agents that will help in solving the problems.
11. Schools often fail to provide incentives that would encourage teachers to undertake research or be innovative. In addition, research results are often

poorly disseminated and adopted to slowly. All these make it difficult for scholars to learn what other people engaged in similar research have discovered.

5.3 RECOMMENDATIONS.

A number of recommendations are made based on the findings of the study.

1. Problem Solving Methods should be used frequently to instil the spirit of cooperation among students as they work in groups. This is because to be an effective group member requires attitudes favourable to, and skills in compromise, cooperation, negotiation, leadership and decision making.
2. As the social studies classroom environments is very important in influencing the development of students social skills, attitudes and values, it is therefore essential that social studies teachers in particular should acquire the knowledge and skills needed to effectively foster the development of these positive attitudes and values. Teachers need to develop the ability to create classroom atmosphere where students can feel free to share, cooperate compromise, trust and respect each other. And teachers who are developing problem solving skills of the students should have positive attitudes towards the use of the method.
3. In teaching social studies emphasis should not be

placed on cognitive aspect alone, but also on development of attitudes, values and skills i.e. affective and psychomotor aspects respectively.

4. There is a need to involved students in learning activities which will enable them participate actively in a spirit of trust, respect and cooperation in a variety of social situations both within and outside the school. Varied learning experiences that are problem oriented should be presented to the students to cater for their varied needs and interest.
5. Opportunities should be provided for teachers to attend in service courses, seminars workshop and conferences related to social studies education. This is because social studies more than any other school subjects influences and is in turn being influenced by the social, political and economic institutions and values of the society, hence the need to update knowledge.
6. School authority should give financial support to enhance the use of methods and other innovations that involve expenses such as field trip, simulation games and problem solving methods. The schools should be equally concerned with creating problem situations and experiences for the students as well as solving these problems.
7. Educational materials should draw heavily upon

authentic stories and case studies about events close to students own experience. Wherever possible cross cultural case studies should be used to facilitate the growth of a sense of nationalism and patriotism.

8. There should be a journal in schools to publish articles and comparative studies on social, economic and political issues. It should contain reviews of curriculum materials and programmes developed by specialists in various fields. It should also provide helpful information on conferences institutions, research projects and government decisions that are relevant to social studies.

9. Only social studies specialists should teach the subject at the secondary and primary school levels to enhance effective development of skills, attitudes and values.

10. In the absence of National Youth Service Corps for NCE graduates, the twelve weeks of teaching practice should be spent in village schools rather than in secondary schools in urban centres.
This experience will afford them the opportunity to participate fully in life of the rural community where they will eventually go to work after graduation.

RECOMMENDATION FOR FURTHER RESEARCH:

1. It is recommended that further research be conducted to investigate into the relationship between the use

of Problem Solving Approach and Academic Performance of students in social studies such that programmes are designed, applied and tested in addition to problems associated with its use discovered.

2. Future research could also investigate into a comparative study of some of these social studies teaching methods to ascertain their effects on the teaching and learning of social studies.

CONCLUSION.

In a nutshell, the Problem of Education in Nigeria cannot be understood outside the issues of effective management of human and material resources which have been more than adequately identified as the critical factor responsible for our social, economic and political backwardness.

We should be aware of mere importation and wholesome transplanting of often elaborate and expensive superstructure that has little or no bearing to the history and local peculiarities of our people. Hence our success in constructing and sustaining available educational policy hinges to a large extent on our capacity to be original, patriotic and committed in search for solutions to the peculiar problems that confront us as a people.

In view of this fact, the researcher strongly recommend the use of Problem Solving Method as a strategy for the solution of our educational problems.

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TABLE I:

SOME SELECTED SCHOOLS AND THEIR SOCIAL STUDIES TEACHERS

SCHOOLS	NO. OF TEACHERS	SCHOOLS	NO. OF TEACHERS
1. N.M.S.	4	16. GGSS Chindit	5
2. F.G.G.S.S.	4	17. " Giwa	2
3. ABU STAFF SCH.	5	18. " Samaru	3
4. THERBOW SEC. SCCH.	3	19. Zango Aya	1
5. W.T.C./JSS	4	20. GJSS Aminu	1
6. SAS Karau Karau	2	21. Birni Yaro	1
17. Barewa College	4	22. Giwa	2
8. Govt. Comm. College	2	23. Gwangila	1
9. St. Joseph Seminary	3	24. Kofa Jatau	1
10. Barthlomew Seminary	4	25. Kudan	1
11. GSS Bassawa	2	26. Likoro	1
12. Chindit	5	27. Tudun Jukun	1
13. Jaji	2	28. Yakasau	1
14. Zango Aya	1	29. Alhudahuda	3
15. Zaria	3	30. Jamaltur Nasril (Kofa)	1
	50		25

TOTAL NO. OF SCHOOLS 45 = 100%

SAMPLE 30 = 66.7%

TOTAL NO. OF TEACHERS 110 = 100%

SAMPLE 75 = 68%.

APPENDIX 'A'

$$\frac{M_1 - M_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 -} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where $M_1 = 75.42$, $Sd = 5.17$, $n_1 = 60$
$M^1 = 60.6$, $Sd = 6.67$ $6^1 = 15$

$$t \quad \frac{75.42 - 60.6}{\sqrt{\frac{(60-1)\ 5.17^2 + (15-1)\ 6.67^2}{73} \left(\frac{1}{60} + \frac{1}{15}\right)}}$$

$$t \quad \frac{14.82}{\sqrt{\frac{15577.0051 + 622.8446}{73} \times 0.09}}$$

$$t = \frac{14.82}{\sqrt{30.134927 \times 0.09}}$$

$$t = \frac{14.82}{\sqrt{2.712143466}}$$

$$t = \frac{14.82}{1.646858666}$$

$$t = 8.99$$

APPENDIX B1

$$\frac{M_1 - M_2}{\sqrt{\frac{(n-1)Sd_1^2 + (n-1)Sd_2^2}{n_1 + n_2 -} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where $M_1 = 70.11$; $n_1 = 45$; $Sd_1 = 9.23$ df = 73

$M = 75.96$; $n = 30$; $Sd = 4.06$

$$\therefore \quad t = \frac{70.11 - 75.96}{\sqrt{\frac{(45-1)\ 9.23^2 + (30-1)\ 4.06^2}{45 + 30 - 2} \left(\frac{1}{45} + \frac{1}{30}\right)}}$$

$$t = \frac{-5.85}{\sqrt{\frac{3748.4876 + 470.0244}{70} (0.06)}}$$

$$t = \frac{-5.85}{57.78783562 \times 0.06}$$

$$t = \frac{-5.85}{3.467270137}$$

$$t = \frac{5.85}{1.862060723} = 3.14$$

APPENDIX B2

$$\frac{M_1 - M_2}{\sqrt{\frac{\left(x_1^2 - \frac{(x_1)^2}{n_1}\right) + \left(x_2^2 - \frac{(x_2)^2}{n_2}\right)}{(n_1 - 1) + (n_2 - 1)} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{70.11 - 75.96}{\sqrt{\frac{3750.4444 + 478.9667 \times 0.06}{73}}}$$

$$= \frac{5.85}{\sqrt{57.93713836 \times 0.06}}$$

$$= \frac{5.85}{3.476228302}$$

$$= \frac{5.85}{1.864464615}$$

$$= 3.14$$

APPENDIX C

$$t = \frac{76.31 - 66.6}{\frac{(45-1)\ 5.22^2 + (30-1)\ 8.26^2\ (\frac{1}{45} + \frac{1}{30})}{73}}$$

$$t = \frac{9.71}{\frac{1198.9296 + 1978.6004 \times 0.06}{73}}$$

$$t = \frac{9.71}{\frac{3177.53}{73} \times 0.06}$$

$$t = \frac{9.71}{43.52780822 \times 0.06}$$

$$t = \frac{9.71}{2.611668493}$$

$$t = \frac{9.71}{1.616065745}$$

$$t = 6.00$$

APPENDIX D

QUESTIONNAIRE

TEACHERS' PERCEPTION OF PROBLEM SOLVING APPROACH IN TEACHING SOCIAL STUDIES IN THE AFFECTIVE DOMAIN

The purpose of this questionnaire is to find out your opinion about the use of problem solving approach in teaching social studies skills in the Affective Domain. Secondly, to determine the extent of problems associated with its use in teaching social studies in secondary schools in Zaria Education Zone with a view of suggesting practical measures on how best social studies can be taught using this method.

SECTION A: VITAL INFORMATION ABOUT THE RESPONDENTS.

(Put a tick ( ) in the appropriate box).

1. Sex: Male [ ] Female [ ]
2. Qualifications:

   NCE [ ] B.Ed [ ] B.A.Ed [ ]

   B.Sc. [ ] B.A. [ ] M.Ed [ ]

   M.Sc. [ ] M.A. [ ] Ph.D [ ]
3. Years of Teaching Experience:

   1 - 5 Years [ ]

   6 - 10 Years [ ]

   11 years and above [ ]
4. For how long have you been teaching Social Studies?

   1 - 5 years [ ]

   6 - 10 years [ ]

   Above ten years [ ]

SECTION B:

Teachers' Perception of Problem Solving Approach.

Your response simply indicates how you feel about each statement or question.

Remember your response to any statement should indicate how you usually feel or perceive that statement.

1. How often do you use these methods.

	F. USED	R. USED	N. USED
a. Lecture Method			
b. Discussion Method			
c. Problem Solving Method			
d. Field Trip			
e. Project Method			
f. Dramatization			
g. Note taking			
h. Simulation			

F. USED = Frequently used

R. USED = Rarely used

N. USED = Not used at all.

2. What are your perception of problem solving method?

	SA	A	UN	DA	SD
a. Problem solving is an approach rarely used.					
b. Problem solving is only used to develop skills in cognitive domain.					
c. Problem solving is the most appropriate method of teaching Social Studies.					
d. Problem Solving has the same method as lecture method.					

«

	SA	A	UN	DA	SD
e. Lecture method is best used for teaching Social Skills in the affective domain.					
f. Problem Solving can be used to teach skills in all the cognitive, affective and psychomotor domains.					
g. Problem Solving helps students find out things for themselves.					
h. Problem Solving does not enhance students interaction as they work in group.					
i. Problem Solving is as important as other methods.					
j. Using Problem Solving method is boring.					
k. Problem Solving method can also help students work independently.					
l. Problem Solving method teaches both behavioural and substantive attitudes and values.					
m. Problem Solving method should not be used in teaching Social Studies in Junior Secondary Schools.					
n. Problem Solving method enhances the development of positive attitudes towards honesty, self respect and respect for worth of others.					
o. Problem Solving method does not enhance the development of positive attitudes towards public health and rural development.					
p. Problem Solving method enhances the development of positive attitude towards patriotism, peace and justice.					
q. Problem Solving method does not enhance the development of positive attitudes towards cultural values.					

	SA	A	UN	DA	SD
r. Problem Solving and inquiry methods are the same.					
s. Problem Solving method can only be used by male teachers.					
t. Problem Solving method should be used in teaching Social Studies at all levels of our education.					

NB DA = Disagreed SD = Strongly Disagree

A = Agree UN = Undecided

SA = Strongly Agree

SECTION C:

This section requires you to briefly make some vital suggestions on how to improve the teaching of Social Studies using Problem Solving Method.

Thank you.