

**IMPACT OF SOCIAL STUDIES EDUCATION IN ENHANCING  
GENDER EQUITY AMONG JUNIOR SECONDARY SCHOOL SOCIAL  
STUDIES TEACHERS IN FEDERAL CAPITAL TERRITORY-ABUJA**

**BY**

**Hauwa MOHAMMED  
(B.ED SOCIAL STUDIES)  
ABU ZARIA, 2003  
M.ED/EDUC/05620-2008-2009**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE  
EDUCATION, FACULTY OF EDUCATION  
AHMADU BELLO UNIVERSITY ZARIA**

**FEBRUARY, 2014**

**IMPACT OF SOCIAL STUDIES EDUCATION IN ENHANCING  
GENDER EQUITY AMONG JUNIOR SECONDARY SCHOOL SOCIAL  
STUDIES TEACHERS IN FEDERAL CAPITAL TERRITORY-ABUJA**

**BY**

**Hauwa MOHAMMED  
(B.ED SOCIAL STUDIES)  
ABU ZARIA, 2003  
M.ED/EDUC/05620-2008-2009**

**A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL,  
AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD  
OF A MASTERS OF EDUCATION DEGREE (MED) SOCIAL  
STUDIES EDUCATION, AHMADU BELLO UNIVERSITY ZARIA**

**FEBRUARY, 2014**

## CERTIFICATION

This research work has been read and approved as a partial fulfillment of the requirement for the award of M.ED Social Studies Education. Ahamdu Bello University Zaria Nigeria for its contribution to knowledge and literacy presentation.

---

**Dr. M.C Ubah**  
**Chairman supervisory committee**

---

**Date**

---

**Dr. H.I. Bayero**  
**Member Supervisory Committee**

---

**Date**

---

**Prof. F.S.M Koya**  
**Head of Department**  
**Arts and Social Science Education**

---

**Date**

---

**Professor A.A Joshua**  
**Dean, postgraduate school**

---

**Date**

## DECLARATION

I declare that the work in the thesis titled impact of social studies education in enhancing gender equity among Junior Secondary School Social Studies Teacher in Federal Capital Territory-Abuja has been performed by me in the department of Arts and Social Sciences faculty of education under the supervision of Dr. M.C. Ubah my major supervisor for his sincere support, encouragement, valuable suggestions, corrections and advice in the writing of this thesis, and Dr. H.I. Bayero my second supervisor for his informed criticism and incisive contribution. May the Almighty God continue to bless and prosper you in all your endeavours.

To the best of my knowledge and belief the thesis is a product of an original research work conducted by me. It has not been presented for the award of any degree in any university. The ideas, observations, comments, suggestions and expressions here is present my own convictions, expect quotations, which have been acknowledge in accordance with conventional academic tradition.

---

**Hauwa Mohammed**

---

**Date**

## DEDICATION

I dedicate this thesis to God almighty for giving me the wisdom, knowledge and understanding to undertake this research work. I dedicate it also to my dear husband, Alh. Ibrahim Gambo for his encouragement and support through the course of my research work.

## ACKNOWLEDGMENT

I want to express my sincere gratitude and thanks to God Almighty, especially for the vision he has given me, for his encouragement, love and support to put this piece together. May he alone be glorified forever Amen. I also want to thank Dr. M.C Ubah, as my major supervisor for his sincere support, encouragement, valuable suggestions, corrections and advice in the writing of this thesis. May the Almighty God continue to bless and prosper you in all your endeavours. I am also grateful to my second supervisor Dr. H.I Bayaro for his informed criticism and incisive contribution. I am also grateful to Dr. I. D. Abubakar, Mrs. P. Khan, M. Maaruf for sparing their time to make this work a success.

Similarly, I acknowledge the moral support and encouragement of my dear husband Alh. Ibrahim Gambo and my special children Mohammed Sani and Amina Gambo as well as my parents and good wishers for their immense contributions. To you all, I say thank you and may Almighty Allah bless and reward each an every one accordingly.

**Hauwa Mohammed.**

## ABSTRACT

*This study considered the use of Social studies education as prime important by which social studies teachers in J.S.S Abuja can attain gender equity, three objectives, three research questions and three hypothesis were designed for the study, the population of the study was 443, made up of all male and female social studies teachers in the six area council of the F.C.T Abuja. The sample size for the study is 196, the research design for the study was survey method, the data collected for the study was analyzed using t-test independent at 0.05 level of significance. The finding of the study revealed that social studies education had positively impacted on male and female social studies teachers in F.C.T Abuja. The study proffers recommendations and conclusion.*

## TABLE OF CONTENTS

Title page	-	-	-	-	-	-	-	-	-	i
Certification	-	-	-	-	-	-	-	-	-	ii
Declaration	-	-	-	-	-	-	-	-	-	iii
Dedication	-	-	-	-	-	-	-	-	-	iv
Acknowledgement	-	-	-	-	-	-	-	-	-	v
Abstract	-	-	-	-	-	-	-	-	-	vi
Table of content	-	-	-	-	-	-	-	-	-	vii
Operational definition of terms	-	-	-	-	-	-	-	-	-	x
List of Abbreviation	-	-	-	-	-	-	-	-	-	xi
List of table	-	-	-	-	-	-	-	-	-	xii

### **Chapter One: INTRODUCTION**

1.1	Background of the Study	-	-	-	-	-	-	-	-	1
1.2	Statement of the Problem	-	-	-	-	-	-	-	-	5
1.3	Objectives of the Study	-	-	-	-	-	-	-	-	7
1.4	Research Questions	-	-	-	-	-	-	-	-	7
1.5	Hypotheses	-	-	-	-	-	-	-	-	8
1.6	Significance of the study	-	-	-	-	-	-	-	-	9
1.7	Scope of the Study	-	-	-	-	-	-	-	-	10

## **Chapter Two: REVIEW OF RELATED LITERATURE**

2.01	Introduction -	-	-	-	-	-	-	-	11
2.02	Theoretical Framework	-	-	-	-	-	-	-	12
2.03	Object of Social Studies Education	-	-	-	-	-	-	-	15
2.04	Objectives of Gender Education-	-	-	-	-	-	-	-	21
2.05	The concept of Gender Equity	-	-	-	-	-	-	-	21
2.06	Principle of Equity between men and women	-	-	-	-	-	-	-	24
2.07	Gender equity and employment opportunities-	-	-	-	-	-	-	-	28
2.08	Gender equity and political participation	-	-	-	-	-	-	-	31
2.09	Gender equity and access to education	-	-	-	-	-	-	-	35
2.010	Review of related empirical study-	-	-	-	-	-	-	-	42
2.11	Summary	-	-	-	-	-	-	-	45

## **Chapter Three: RESEARCH METHODOLOGY**

3.1	Introduction	-	-	-	-	-	-	-	46
3.2	Research Design	-	-	-	-	-	-	-	46
3.3	Population of the Study	-	-	-	-	-	-	-	47
3.4	Sample and Sampling Procedure	-	-	-	-	-	-	-	47
3.5	Instrumentation	-	-	-	-	-	-	-	50
3.5.1	Validity of instrument	-	-	-	-	-	-	-	51
3.5.2	Reliability of test instrument	-	-	-	-	-	-	-	51
3.6	Data Collection Procedure	-	-	-	-	-	-	-	52

3.7	Statistical analysis procedure	-	-	-	-	-	-	52
-----	--------------------------------	---	---	---	---	---	---	----

**Chapter Four: RESULTS AND DISCUSSIONS**

4.0	Introduction	-	-	-	-	-	-	54
-----	--------------	---	---	---	---	---	---	----

4.2	Answering of Research Question	-	-	-	-	-	-	57
-----	--------------------------------	---	---	---	---	---	---	----

4.3	Testing of Research Hypotheses	-	-	-	-	-	-	63
-----	--------------------------------	---	---	---	---	---	---	----

4.4	Discussion of Result	-	-	-	-	-	-	66
-----	----------------------	---	---	---	---	---	---	----

4.5	Summary of major finding	-	-	-	-	-	-	69
-----	--------------------------	---	---	---	---	---	---	----

**Chapter Five: SUMMARY, CONCLUSION, RECOMMENDATIONS**

5.1	Introduction	-	-	-	-	-	-	70
-----	--------------	---	---	---	---	---	---	----

5.2	Summary	-	-	-	-	-	-	70
-----	---------	---	---	---	---	---	---	----

5.3	Conclusion	-	-	-	-	-	-	71
-----	------------	---	---	---	---	---	---	----

5.4	Recommendations	-	-	-	-	-	-	72
-----	-----------------	---	---	---	---	---	---	----

	References	-	-	-	-	-	-	73
--	------------	---	---	---	---	---	---	----

	Appendix	-	-	-	-	-	-	81
--	----------	---	---	---	---	---	---	----

## OPERATIONAL DEFINITION OF TERM

1. Gender also recognizes the intersection of women's experience of discrimination and violation of human rights not only on the basis of their gender but, also from other power relations that result from class, ability/disability, religion and a multiplicity of other factors.
2. Gender equity – This is the condition which women and men relate to one another and to social phenomenon (Such as the state, the economy, education system) as equals, with equal access to resources; benefits and opportunities to exercise control.
3. Social Studies: A discipline which should study man's interaction with man and man's interaction with his physical and social environment.
4. Teacher: Some body who teaches, especially a profession.
5. School: An institution in which children and teenagers are taught.
6. Secondary: A school intended for students who have completed their primary school.

## LIST OF ABBREVIATIONS

AD	Alliance for Democracy
AIDS	Acquired Immune Deficiency Syndrome
ANPP	All Nigeria People's Party
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CESAC	Comparative Education Studies and Adaptation Center
DFID	Department For International Development
DLS	Distance Learning System
EFCC	Economic and Financial Crime Commission
FACU	Federal Agricultural Co-ordination Unit
FCT	Federal Capital Territory
FGM	Female Genital Mutilation
FMANC	Federal Ministry of Agriculture and National Co-operative
HIV	Human Immune Virus
ICAN	Institute of Chattered Accountants of Nigeria
INEC	Independent National Electoral Commission

LASU	Lagos State University
MDG's	Millennium Development Goals
NACN	National Automotive Council of Nigeria
NCE	Nigeria Certificate in Education
NCEMA	National Center for Economic Management Council and Administration
NERDC	Nigeria Education Research and Development Council
NGO	Non Governmental Organization
NTA	Nigeria Television Authority
NMC	National Mathematical Center
NASS	National Seed Service
PDP	People Democratic Party
SHESTCO	Sheda Science and Technology Complex
SOSAN	Social Studies Association of Nigeria
STAN	Science Teachers Association of Nigeria
VVF	Visico Vaginal Fistula
WID	Women in Development

## LIST OF TABLES

Table 3.1	Population of the study	-	-	-	-	-	-	47
Table 3.2	Krejcie and morgan Table for determining Sample Size from a Given Population	-	-	-	-	-	-	49
Table 3.3	Distribution of the sample social studies teachers	-	-	-	-	-	-	50
Table 4.1	Distribution of respondents by Gender	-	-	-	-	-	-	54
Table 4.2	Distribution of respondents by qualification	-	-	-	-	-	-	55
Table 4.3	Distribution of respondents by years of teaching Experience	-	-	-	-	-	-	56
Table 4.4	Distribution of respondents by marital status	-	-	-	-	-	-	56
Table 4.5	Opinion of male and female teachers on extent of Social Studies Education provide equal educational opportunities among male and female teachers in JSS in Abuja.	-	-	-	-	-	-	57
Table 4.6	Opinion of male and female teachers on extent of Social Studies Education provide equal employment opportunities	-	-	-	-	-	-	59
Table 4.7	Opinion of male and female teachers on extent to which Social Studies Education provide equal access to political participation among male and female teachers in JSS FCT in Abuja	-	-	-	-	-	-	61
Table 4.8	Independent t-test Sample Statistics on the Difference in the opinion of male and female JSS Social Studies Teachers in the provision of education opportunities in FCT Abuja	-	-	-	-	-	-	63

Table 4.9 Independent t-test sample statistics on the difference in the opinion of male and female JSS Social Studies teachers in the provision of employment opportunities in FCT Abuja - - 64

Table 4.10 Independent t-test sample statistics on the difference in the opinion of male and female JSS Social Studies teachers in the provision of access to political participation in FCT Abuja- - - - - - - - 65

# **CHAPTER ONE**

## **INTRODUCTION**

### 1.1 Background to the Study

The gender of an individual is divinely determined. It is a natural phenomena that no body has the power to determine his sex, however, it appears that the society has not been able to come to terms with the fact that human-male and female is born equal, and can occupy any position, play role, and have similar social status.

Agbo (2008) asserts that in every society, the roles women and men assume, accord the women fewer opportunities and privileges. Women usually have less access to education, inherit land and become the head of households. Gender discriminatory practices take their roots in the family and are entrenched in various social institutions in Nigeria. Gender equality in Nigeria has remained at the front burners of developmental discoveries. This is especially true since after the United Nations World Conference on Women in 1975 and the subsequent declaration of 1975-1985, as the Decade for Women. The gains of this decade were reinforced by the Beijing conference in 1995 and such other conferences. The journey has tortuous but the result is not totally

bad however, since development trends require high powered skills, knowledge levels and competences, the acquisition of basic education is no longer adequate to enable them contribute effectively to national development.

Hamman (2008) maintain that gender disparity is quite evident and ubiquitous in all factors of the society mostly in the third world where cultural praxis, discriminatory social norms and legal system undermine the capacity of women to strive in economic, political and educational spheres. Although often subordinated and discriminated against, women play a vital role in maintaining the social system as an epitome of socialization, endangering livelihood and self sustenance. Njoku (2008) observed that gender inequality has been a global issue for a long time, yet the end seems unachievable, even in the near future. The reason may be that gender inequality with regard to its consequences on national and sustainable development has not been fully understood by different governments and individuals, and the relevant knowledge of those who claim to know appears to be shallow. While Jacreen (2008) opined that gender inequality is deeply entrenched in many societies. The social relations, economic and power structure of families, political parties, public institutions and policies are

deeply affected by gender discriminations. Although the Nigeria government is a signatory to many international and regional human rights documents, women in Nigeria continue to be victims of various harmful practices.

Oruche (2004) asserts that the development of a nation is a multi-dimensional process which can never be complete amidst gender inequality and absolute poverty among the nation's female folk. The most plausible development process is that which is integrative, participatory and holistic, based on the self-determination and aspirations of the people. A development process which does not ensure even and equal distribution of wealth will not ensure an enduring capacity for regeneration and substance of wealth. This is implicated in the need for promoting women in development and for creating a framework for greater opportunity for women in the development process. The believed of relegating women to the background is contrary to section 39 (1) of the 1999 constitution of the Federal republic of Nigeria which is to the effect that all citizens including women are entitle to freedom of expression and can hold views and opinions also acquisition of knowledge and all forms of education.

Nwagbara (2003) observed that it is time to go beyond the obsession with the simple objective of balancing the statistics to the promotion of long-lasting changes in parental roles, family structures, institutional practices, and the organization of work and time to enhance the personal development independence of both sexes, regardless of their background.

Obiadi, (1994) assert that in combating this social malady in the society, Social Studies education is seen as parameter that has a powerful strong hold and influence over the society. This is because Social Studies education is an indispensable vital force in social reconstruction of world view; it should therefore not be neglected in the struggle for human development. This is because the school curriculum posses ingredients capable of equipping the learners with skills- understanding, attitude, habits and appreciation that can contribute to the goals of that nation and Social Studies education has played a complimentary roles in sustainable achievement in our societies. This is because the social function of Social Studies as a subject has been the preparation of students for responsible citizenship.

Millennium Development Goal (2000) opined that, however there has been worldwide support for gender equity It is now recognized

globally that for any meaningful development to take place in any society, there must be gender equity among all citizens. Men and women must be given opportunities to develop themselves to the fullest and to participate in taking decision that affect them, as well as affecting national development. It is on this note that the researcher has taken up the challenge to investigate the impact of Social Studies education in enhancing gender equity among Junior Secondary School Social Studies teachers in Federal Capital Territory Abuja.

What motivated this research is the fact that we are living in a society that is male dominated while women are not given the chance to compete favorably with men in virtually all sectors of the economy, hence, there is need to see Social Studies education as an effective tool for enhancing gender equity in Federal Capital Territory Abuja.

## 1.2 Statement of the Problem

Social Studies education play prominent role in the inculcation of right types of attitudes knowledge' norms and values to students without discrimination on gender, both male and female Social Studies teachers' contribute their quarter towards ensuring that learners are

transformed positively by way of given them the right type of knowledge. The issue of gender equity is a subject of debate, because currently there is slight improvement in terms of appointing women in sensitive position across the country.

Egbe, (2004) assert that there are women who contest and win election in the senate, House of Representatives and the state assembly. However' the problem of this study is to identify the extend to which how Social Studies education has impact on Junior Secondary School Social Studies teachers in enhancing gender equity in Federal Capital Territory Abuja. This is base on the view that, there is gender inequality in areas of education, employment, political participation and these are attributed to gender inferiority. The status of women is a very compelling issues essentially because women are yet to attain their full rights, women are a negligible and organized force with little political involvement, while most of their male counterparts occupy the higher ladder, they are subjected to occupy the bottom of the occupational ladder and continue to be channeled into services and domestic occupation.

It is therefore, the intention of the researcher to investigate and find out the impact of Social Studies education in enhancing gender

equity among Junior Secondary School Social Studies teachers in Federal Capital Territory Abuja.

### 1.3 Objectives of the Study

The major objective of this study is to find out the extent of which Social Studies education enhances gender equity among J.S.S Social Studies teachers in Abuja. The objectives are precisely stated thus.

1. To find out how Social Studies education enhances gender equity in the area of educational opportunities.
2. To investigate how Social Studies education enhances gender equity in the area of employment opportunities.
3. To determine how Social Studies education enhances gender equity in the area of political participation.

### 1.4 Research Questions

The following research questions are formulated for this study.

1. To what extent does social studies education foster gender equity regarding the provision of equal educational opportunities among male and female teachers in JSS in Abuja.

2. To what extent does social studies education foster gender equity regarding the provision of equal employment opportunities among male and female teaches in J.S.S in Abuja.
3. To what extent does social studies education foster gender equity regarding the provision of equal access to political participation among male and female teachers in J.S.S in Abuja.

#### 1.5 Hypotheses

The following hypotheses were formulated for this study

1. There is no significant difference between the views of male and female J.S.S social studies teachers regarding the role of the subject in enhancing gender equity in the provision of educational opportunities in FCT Abuja.
2. There is no significant difference between the view of male and female J.S.S social studies teachers regarding the role of the subject in enhancing gender equity in the provision of employment opportunities in FCT Abuja
3. There is no significant difference between the views of male and female J.S.S social studies teachers regarding the role of the

subject in enhancing gender equity in providing access to political participation in FCT Abuja.

### 1.6 Significance of the Study

The researcher believes that the work will be significant in the following ways:

1. It will help the school management, authorities and teachers to appreciate the importance and the necessity of teaching Social Studies education in the school curriculum.
2. It will proffer solutions and better ways which will enhance gender equality in terms of education, employment, and political participation, socio-religious endeavors in our society.
3. The work will go along way to help those who are interested to undertake further research work on this topic or related subject matter.
4. It will go along way to create awareness to those in government and civil authorities and the general public to fight against gender inequality in our society

## 1.7 Scope of the Study

This study investigated the impact of Social Studies education in enhancing gender equity among Junior Secondary School Social Studies teachers. The study was limited to only Social Studies teacher in Junior Secondary School in FCT Abuja. The choice of Junior Secondary School Social Studies teachers is informed by the following reasons:

- i. They are exposed to the teaching of Social Studies education in all its ramifications.
- ii. All the respondents are either male or female given the mental picture of gender which is the crux of this research work.
- iii. All the respondents have teaching experience, they are in a better position to know the need and aspiration of Junior Secondary School Social Studies students (male and female)
- iv. They can conveniently respond to test items in the questionnaire.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### 2.01 Introduction

This chapter reviewed related materials that are relevant to this study. However, the literature were reviewed under the following headings

- ❖ Theoretical Framework
- ❖ Aims and objectives of Social Studies Education
- ❖ Objective of Gender Education
- ❖ The concept of Gender Equity
- ❖ Principles of Equity between Men and Women
- ❖ Gender Equity and Employment Opportunities
- ❖ Gender Equity and Political Participation
- ❖ Gender Equity and Access to Education
- ❖ Review of Related Empirical Studies
- ❖ Summary

## 2.02 Theoretical Frame Work

The theory explaining this study is embedded in social exchange theory which evolved from Thorndike's (1932 – 1935) work on the development of reinforcement theory and Mills (1923) marginal utility theory. The model that emerges to explain social exchange theory is comprised of five central element.

1. Behavior is predicted upon notion of rationality. This implies that, the more a behavior result in reward, the more individual behave that way, however, the more an individual receives a rewards, the less valued it becomes, and the individual seeks alternative reward through other behavior or form other sources .
2. The relationship is based on reciprocation: That is an exchange between two individuals must be seen as fait by both for the relation to continues, or at least continue as strongly. This point out that it is not any important to respond fairly, but also with an item (not necessarily material) deemed to be important by other person.
3. Social exchange theory is based on justice and principle. In each exchange their should be a norm of fairness governing behavior i.e the exchange must believed as fair when compared in t he context

of a wider network or to third and fourth parties this notion principle contribution, it involves each person comparing his or her reward to that of others who have dealt with this individual and what they receive for the same or a similar contribution.

4. Individual will seek to examine their gains and minimize their cost in the exchange relation. It is important to understand that the notion of cost does not relate exclusively to financial issue; rather, cost can be incurred through the time and energy invested in a relationship.
5. Individual participate in a relationship out of a sense of mutual benefit rather than coercion. Thus should be minimized.

Application of Social Exchange Theory to Research in "Gender Equity Among Junior Secondary School Social Studies Teachers.

Social exchange theory can be used to understand Gender equality among junior secondary School Social teacher in federal capital territory Abuja from the above five construct. Certain exchange must occur before we have equity among junior secondary school teachers.

1. All teachers in respective of gender will seek to maintain their involvement if they continue to receive the need satisfaction that they sought initially and as it evolved through participation.
2. Teachers will seeks to experience a sense of reciprocation in terms of gender equity when ever they are putting their best in teaching again all teachers in-respective of their gender will seek to receive something for their involvement that is approximately equal to their contribution in teaching and learning processes.
3. Teachers most especially female would want to ensure that they receive reasonable equal return for their involvement in teaching as compared to their male counter part.
4. Female teachers will seek to examine their gains in terms of equal representation and minimize their cost in the exchange relation.
5. The issue of coercion seem to have little bearing on ceasing participation by female teachers. Individuals participate in relationship out of a sense of mutual benefit rather than coercion, therefore coercion should be minimized or eliminated.

## 2.03 Objective of Social Studies

For any Social Studies programme to be meaningful, effective and efficient, its objective has to be clearly stated. The objective of Social Studies Education that is in sync with gender equity is presented by the following scholars. Aina, Adeyoyin, Obilo and Ahmadu. (1982), Itemized the following objectives.

- i. To inculcate in children the desire for harmonious living through an understanding of social and cultural diversities in the society.
- ii. To develop certain skills and abilities so as to sensitize pupil on the need for gender equity and equal educational opportunities.
- iii. The development of understanding of the environment of the students.

Sharing similar opinion, the national curriculum conference in Ololobou (1989) stated the following objective of Social Studies education, namely:

- i. To help student understand democracy without regards to difference in gender, tribe, or any form of discrimination.

- ii. To help the students to identify how Nigeria become a nation and the need to continue to build the nation.
- iii. To help students acquire a sense of social responsibility that recognizes one's worth and dignity and the worth of others. The objectives of Social Studies by Aina (1982) and the national curriculum conference in Olojobo (1989) is narrowed to sensitizing learners on gender equity and democratic living without looking at empowerment of women.

However, UNICEF (2011) stated four objectives of gender education namely.

- i. Empowering women
- ii. Dignity and freedom of want and from fear of men
- iii. Promoting legal and policy reform and gender sensitive data collection.
- iv. Supporting projects that improve women health and expand their choice in life

On a contrary view Cordeiro (1995) postulates the following objectives of Social Studies.

- i. Civic responsibility and active political participation by all citizens of a country.
- ii. Critical understanding of political and social institution and the value of the society.
- iii. Critical attitude and analytical perspective appropriate to analysis of the human condition.
- iv. Perspective on students own life experience so they could see themselves as part of the large human adventure in time and in space.

Objectives of Social Studies, we can summarize that, the following objectives of Social Studies are;

1. To help develop in learners the favorable attitude toward pursuing equal educational opportunities.
2. To give learners equal employment opportunities
3. To encourage active political participation among learners.

A good Social Studies programme for the nation must aim at the integration of knowledge, experience, values, attitudes and skills for effective use of resources for the purpose of fostering national unity and

building free and egalitarian society, where the citizens have equal opportunity to participate in all national endeavors.

The school curriculum possesses ingredients capable of equipping the learners with skills, understanding, attitude, habits and appreciation that can contribute to the goals of that nation and Social Studies Education has played complimentary roles in sustainable achievement in our societies. This is because the social function of Social Studies as a subject has been preparation of students for responsible citizenship.

Social Studies education is a program that is capable of helping to develop and improve social living in the community, country and the world as a whole. It provides the citizens with human qualities and characteristics, which are compatible with the progress and development of any society. Thus, Social Studies education is used as an instrument for social value acquisition and for a successful development of a politically, equitable and just system on a sustainable basis, there is need for consideration of Social Studies programme.

The need to develop communication skills and knowledge of Nigeria constitutions among our students and also develop, and make them appreciate our social culture heritage is only through Social

Studies Education. This then shows that Social Studies Education is a pre-requisite ditto for intellectual and educational development this is so, because the judicious management of both human and natural resources is the concern of Social Studies Education.

Nigeria as nation has the following as its objective:

- A free and democratic society
- A just and egalitarian society;
- A great dynamic economy
- A united strong and self-reliant nation;
- A land of bright and full opportunities for all citizens.

Looking closely at these stated objectives, it is only Social Studies as a subject that if effectively taught can contribute immensely than any other subjects in the realization of the above stated goals of Nigeria as a nation. No wonder Obiadi, (1994) pointed that "in order to be related towards the above mentioned national objectives, Social Studies Education should be geared towards self-realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness and national unity". Obiadi,

(1994). Further asserts that “the right type of attitudes and values for the achievement of the above national objectives or goals will be inculcated by the study of Social Studies of our contemporary society, if we are to survive. Social Studies Education enables us to adjust, adopt and to face the changes and challenges of time. It explores our talents and attitudes, equips us with basic skills, which enable us fit into, and contributes our quota towards the peace and progress of the society. The individual is also aware of what he gains from the nation and what the nation can get from him.

The subject also seeks to develop the individual to be an autonomous patriotic self-reliant citizen. It fosters the understanding of events and personalities that have influences in our society. Also, it inculcates the understanding of human interaction and the network of social relationships, around us. It further deals with how natural features affect our lives differences in customs and basic beliefs, how we organize and operate a state ranging from institutions like government to process like politics

## 2.04 Objectives of Gender Education

- ❖ Gender equality duty (2007) identified the following objectives of gender education;
  - i. To increase the participation rate of gender
  - ii. To crease equal opportunity in work place
  - iii. To reduce disparity in terms of pay or allowance.
- ❖ Gender equality scheme (2007) noted that the objectives of gender education incorporate, teaching staff, non teaching staff, school pupil, school pupils, School Board/ parent council and parent teacher association.
- ❖ Synthesis report (2000) observed that expenditure programmes, institutional reform and capacity building are part of objectives of gender education.

## 2.05 The Concept of Gender Equity

Gender refers to the identification of the sexes usually influenced by cultural factors like religion, politics social factors and education. In developmental discourses gender, more specially, refers to women or the female sex. Gender differentiation will therefore, involved a set of

expectations of people abilities and potentials base on their sex. Charne (2007) defines the term gender as" the social relations of gender are dynamic and change over time, being shaped by cultural, social, political and economic relations of power that affect males and females in different ways in all societies. Gender is a concept that refers to a system of roles and relationships between Women and Men that are determined not from biological perspective but by the social, political and economic context. Kebbeer (2005) says gender is a process by which individuals are born in to the biological categories of femininity and masculinity. In other words, ones biological sex is naturally given while his/her gender is socially constructed. Gender is a set of equalities and behaviors expected from female or male by their society, therefore, a person's gender is affected by social, culture and environment. Hence, gender roles learned and differ from one society to another. Although gender relations can be resistance to change, it can change and infract to change. According to Fafunwa (1974), the traditional roles of women in Africa are mainly that of childbearing, house keeping and the sustenance of agricultural activities. In fact, the evidence showed that before the colonial administration in Nigeria, women were generally

accorded inferior status in the scheme of things. All her efforts were defined by and centered on her husband and children.

Charmane (2007) opined that Gender Equality is the condition which women and men relate to one another and to social phenomena (such as the state, the economy, education system) as equals, with equal access to resources; benefits and opportunities to exercise control. The promotion of gender equity stems from the established fact that women and men often benefit differently and unequally from opportunities and resources. Hamman (2008) asserts that gender mainstreaming is the idea of including both men and women in all matters that affect or concern them while Braig in Unaegbu (2006) summarized gender mainstreaming as taking the differences between the sexes into account in general and in contrast to individual projects and components for women at the project level.

Equally is a concept usually for granted especially in traditional communities when dealing with issues like age grade or other socio-cultural activities where grouped equals together. In a democracy, one of the cardinal principles is equality before the law which if interpreted means that if A received a particular treatment before the law on a particular matter, B must receive the same treatment. Equality can also

mean sameness, which is one thing is the same as the other. Women empowerment therefore emphasized the need to reverse the feelings of learned helplessness among the women. This is because such negative feelings are in the root of perception of having little or no power and it militates against possible feelings of self-confidence and reliance, which are associated with empowerment. Gender mainstreaming should therefore address issues in all developmental projects and programming irrespective of sector or type of project in order to ensure equal opportunities for all. By implication, males and females alike must be accorded equal chances of having basic opportunities without hindrances or discrimination.

## 2.06 Principles of Equity between Men and Women

Article 11 of Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) state that "women shall have equal rights as men with respect to employment opportunities, choice of profession- promotion and remuneration". Although CEDAW has not been domesticated in to Nigerian law, the Nigeria constitution outlaws discrimination on the basis of sex and women's employment right are further protected under the Labour Act. First promulgated by the colonial administration in 1945 and subsequently amended and

supplemented on various occasions, this law includes provisions devoted exclusively to regulation, the employment of women. The Nation Gender Policy 2006 allows for the general protection of men and women. It allows for the protection of women against maltreatment, discrimination, obnoxious cultural practices and for equality in the socioeconomic sphere. Nigeria has ratified some other international instrument, which deals with women and gender issues, such as the additional protocol to the African Charter on Human and People's Rights on the Right of Women in Africa 2003 and the Africa Union Solemn Declaration on Gender Equality 2004. The Constitution of Nigeria confers equality on all citizens of Nigeria irrespective of ethnic group, place of origin, sex, religion or political opinion. Section 77 (2) of the constitution of the Federal Republic of Nigeria confers upon all citizens equal rights to belong to political parties, to be entitled to be registered, to vote and be voted for, during elections and form or belong to any political party.

The State is obligated under Chapter 11 of the 1999 Nigeria Constitution, on the Fundamental Obligated and Directive Principles of State policy, to ensure the effective realization of the social, economic,

cultural, environmental rights and the participation of all citizens in national development.

Below are a list of national policies and efforts relating to the protection of rights of women:

1. The 2000 Millennium Development Goal (MDGs) especially Goal 3 specifically recognizes the need for gender equity in development.
2. National Gender Policy, 2006 replaced the National policy on Women, 2000.
3. National Gender policy and Strategy for the Acceleration of Girl's Education in Nigeria 2003.
4. National Policy on Reproductive Health.
5. National Strategic Framework on HIV/AIDS (NSF).
6. National Strategic framework and Plan for Vesico-vaginal Fistula (VVF) Eradication in Nigeria.
7. National Guidelines and Strategies for Malaria Prevention Control during Pregnancy 2005.
8. National Reproductive Health and Strategic Framework and plan
9. National Policy on Women Trafficking.

Morolake (2003) observed that some state laws (within the federation of Nigeria) now exist to address specific issues of concern for

women such as FGM, Early Marriage, Drop out of School by girls for purposes of Marriage, Maternal Mortality, Reproductive health services, trafficking, and other form of violences.

Additionally 18 out of 36 state of Nigeria have passed the child's Right Act in their state. While commending these laudable efforts at state levels it should be clearly noted that none of these recent legislative developments targets the elimination of discrimination and promotion of equal opportunity and access to women and girls in all spheres of life. Though efforts have been made to give more women political appointments, the ratio of women to men is still insignificant. Socially, women are still regarded as inferior and denied equal treatment in the family, religious bodies and in political associations. Women still constitute the poorest group in the society. Some women have been given chieftaincy titles but that does not allow them to be part of decision-making or ascend to the position of becoming a traditional ruler in their constituencies/localities.

Apart from the National Gender Policy on women, all the other policies on women have very little input from women who are routinely absent from their formulation. Government has not taken adequate measures to ensure participation of women in issues affecting them.

Nwagbara (2003) opined that gender equity in education is a step in the right direction towards addressing the issue, as education is the pivot on which development of any nation revolves. Both sexes have the right to equity in education, in which discrimination is non – existent. To her, gender equity in Nigeria education is an issue that should take centre stage in this century. It should be seen as the bedrock for development in an era that would no longer encourage discrimination in all spheres of life. To her education has the distinguishing factor of being, indispensable avenue for ratifying all anomalies in the system. Efforts should therefore be geared towards gender equity in education to ensure a holistic development of all and such as will be commensurate with what is obtain in developed countries.

Ivowi (1999) observed that there is need to view equity in relation to, access to, availability and location of curricular provision. To him, equitable distribution of schools therefore proves an important aspect of the issue of gender equity in education in Nigeria.

## 2.07 Gender Equity and Employment Opportunities

Traditionally, women have been expected to perform most of the work in the house as a matter of course, regardless of which partner is

most suited to the task. This traditional attribute is still an important explanation of the differences in women's labour participation in Nigeria.

As earlier stated article 11 of Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) endorses that women shall have equal right as men with respect to employment opportunities, choice of profession, promotion and remuneration. Although CEDAW has not been domesticated into Nigeria law, the Nigeria constitution outlaws discrimination on the basis of sex and women's employment rights are further protected under the Labour Act. First promulgated by the colonial administration in 1945 and subsequently amended and supplemented on various occasions, this law includes provisions devoted exclusively to regulating the employment of women.

Agbo (2008) observed that agitation from female emancipation is assuming a greater dimension in the new millennium. The emergence of non-governmental organizations that are now at the fore front of fighting women discrimination and negative cultural practices is a step forward in the right direction. To her, things have changed greatly as more women are found at every level of education and in all professions vis a vis medicine obtained in the past, where women who receive western education had very few choices.

According to Nigeria Television Authority (NTA), 40% of its staff in the managerial cadre are women. And the criteria used for selecting these women is not just based on seniority, but based on the fact that they are hard working, creative, and innovative and full of integrity.

Agbo (2008) asserts that women have contributed immensely to national development especially in the agricultural sector. Women are engaged in local and international trades, industries, banking and similar profession. A typical example is Mrs. Kufoyi Olubi, who immensely contributed to nation building in the area of commerce and industrial development. She was the female Managing Director of Vivian Young and binds company and first chairperson of ICAN and was also a member of vision 2010. Others are Mrs. Okereke Director Nigerian Stock Exchange Commission etc. According to her, the level of women in education has considerably increased compare to the early days of independence Women have broken male dominated fields, they have made incursion in to fields of medicine, law, engineering, architecture, etc. so women who have reached the peak of their career in education are Prof. Grace Aide Williams, (the first female professor in the country to become vice chancellor) in the University of Benin. Prof. Jadesola Akinde (one time vice chancellor Lagos State University LASU). Dr. (Mr.)

Laraba Gambo Abdullahi former vice chancellor University of Abuja. Mrs. Farida Waziri former chairman Economic and Financial Crime Commission (EFCC). Hamman (2008) opined that presently, more and more women are coming into lime light and have successfully proved themselves. To her, there are women of professional standard who have and are still contributing, to the nation's economy. Statistics show's that there is increase in female employment and this has come largely through the displacement of men by women in some low-paying categories and through the rapid expansion of pink- collar occupations. Women make up 98% of all secretaries, 93% of all bookkeepers and 95% of receptionists.

## 2.08 Gender Equity and Political Participation.

Women constitute slightly more than half of the world population. Their contribution to the social and economic development of a societies is also more than half as compared to that of men by virtue of their roles in productive and reproductive spheres. Yet their participation in formal political structures and the processes, where decision regarding the use of societal resources by both men and women are made, remains insignificant.

Yahaya (2004) opined that " political participation describe the extent to which individual members of a society share, take part, or get involved in the life of that society. To him, democracy therefore can not be conceived without the creation, recognition, encouragement and expansion of the opportunities for the participational sharing similar opinion.

Agbaje (1999) observed that " the participation of women in policies became an issue only because it was noticed that women are disadvantaged particularly when it has to do with political issues. This is not only a "Nigeria" issue but a global phenomenon. In Nigeria, the response of this global phenomenon has been impressive. The political parties created by the Ibrahim Babangida government also responded to this phenomenon as women contesting election under any of the parties were allowed to pick their nomination forms without prescribed fees. This gesture was also shared by all parties that were registered in the 2003, 2007, and 20011 elections. The women have actually seized the opportunities and their impacts have been felt so far. The political space created for them is convenient for them and the environment is actually receptive to women making them participate fully in to policies. Today we find women involved in political activities.

Agbo (2008) noted that comparing the year before 1999 and from that time to date, we can say there is significant difference. This is because the courts of law now have strength of decision within the democratic setting i.e. the rule of democracy thrives in coming to the advantage of the women and women are people who are aggrieved. While NGOs are agitating for human rights, parastatal like "NTA are at the fore front on gender equity. The Nigerian government today has also given equal opportunities for boys and girls going to school. The subsequent administrations to the present are gender sensitive and has made it easier for women to flourish.

Oruche (2004) asserts that in spite of the misconceptions arising about the role and place of women in the society, a study of our history shows and catalogue the notable achievements of Nigerian women in political, education, economic and socio- cultural sector. Observers, however, are of the opinion that political panics seem to have heeded the clarion call to empower women members in the previous general elections, for instance, PDP women members in the house of representatives rose by 100% from seven to fourteen, while all Nigeria Peoples Part (ANPP) also recorded a similar percentage with the number

of its members rising from 29% in the house. For Alliance for Democracy (AD) it was 50% as its figure rose from 2% or 3%.

Oruche further asserts that today, Nigeria can boast of more women in the government than ever, in the dispensation of Chief Olusegun Obasanjo, we have six female ministers, nine presidential assistants, two special advisers to the president, two deputy governors, two speakers of the state house of assembly, twenty-two women in the house of representatives, thirty-eight in the state house of assembly, eight permanent secretaries and twelve Directors General. In the current democratic set up some women have excelled even where their male counterparts have failed by exhibiting good leadership qualities. Some of these women are Prof. Dora Akunyili, Senator Ojikutu Ita Giwa, (Mrs.) Ngonzi Ikonjo Iweala, Dr. Obiageli Ivzekwesili etc. The names of these women are still ringing bell in Nigeria today. More so women occupy political positions and perform effectively as deputy governors, chairpersons, councilors, members of federal and state house of assembly and ministers.

Ikekeonwu (2010) lamented that politically Nigerian women have made great impact in the political arena. Women have formed greater number of votes. They could be seen old, young, educated and

illiterates wanting to cast their votes. In other words, women have been providing the elective office seeker smooth roads to election success through their participation in the nation's electoral process. Political atmosphere would not have been enjoyable but for the glamour injected into it by some women activist like, Queen Amina of Zazzau, Mrs. Ransome Kuti, Hajiya Gambo Sawaba and Mrs. Sarah Jubril the presidential aspirant in 2003, 2007 and 2011 PDP presidential primary elections.

Hamman (2008) asserts that women political participation has slightly changed at the federal level in terms of the appointment of women to political and decision making positions, especially the increase in the number of women in cabinet and presidential advisory positions.

## 2.09 Gender Equity and Access to Education

Gender gaps in access to education have narrowed, but disparities remain high in some developing regions. Girls enrolment ratios in schools have significantly increased in recent years. Nwagbara (2003) observed that there has been an increased recognition for Nigeria women in all aspects of life especially during the last two decades. This has been partly due to the increase access to education by women here

in Nigeria and partly due to the unprecedented attention given to women and women related matters in many parts of the world. She further opined that gender equity in education is the pivot on which development of any nation resolves. Both sexes have the right to equity in education, in which discrimination is non-existent.

Odile (2009) opined that after decade's attention to gender matters in the European countries, there are important achievements. Across European schools and universities there is much greater awareness of gender equality as an educational issue than there was in the past. Women have greatly increased their level of attainment in education, surpassing men in their rates of attainment in public examinations in many countries. In addition, women participation and achievement in traditionally male-defined subject have been significantly enhanced.

Godwin (2004) opined that equality in education is crucial to the United Nations commitments of Education for all and achievement of the Millennium Development Goals. Education is essential for transmission of knowledge and he further observed that educating girls is a particularly effective way of eradicating poverty and the positive effects of education for girls are well documented on the health and welfare of

families as well as on economic opportunities and social transformation on a larger scale. Girls education hold the key to a stronger role for women in private sector development as described in booklet 5.4. Yet million girls never have the chance to learn how to read and write. Worldwide, 60 million girls, compared to 45 million boys are still not enrolled in school. The overall objective remains education for boys and girls, but the effect of the gender gap in education is a particularly acute waste of opportunity.

Jang (2004) asserts that there has been progress in school enrolment for both girls and boys over recent decades. Sixty-five percent of countries reporting on school enrolment in 2004 had reached parity between girls and boys at primary levels only one third of 171 countries reporting on secondary level. Completion rate are much lower than enrolment rates, and particularly so for girls. Disparities between educational opportunities for girls and boy increase from primary to secondary and tertiary levels and are significant in vocational training.

Millennium Development Goal (2000) asserts that the gender gap is so pronounce that special efforts are often needed. Examples of measures include balancing the enrolment, preventing early dropout of girl, ensuring a better balance in post-primary education, a curriculum

which does not replicate stereotyped gender roles, and gender sensitive educational environment. The case of Nepal presented in the box below demonstrates that impressive results can be achieved in a relatively short time by taking a comprehensive approach to gender equality involving key stakeholders throughout the education sector. Gender equality in education requires gender mainstreaming initiatives in the entire sector. In addition, special interventions targeting women and girls can make up for serious gaps. In the process of planning education programmes it can be useful to carry out a sector gender analysis to identify differences between boys and girls with implications for school attendance and achievements. Prospects for tertiary and vocational training and use of educational skills on the formal and informal gender sector analysis in education.

According to Nepal Demographic and Health surveys 1996, 2001 and 2006 literacy in Nepal is very low, for women over 15 it was 25 percent in 2003, compared to 44 percent for men. The gap between women and men's literacy is one of the highest in the world due to low enrolment rates of girls, decreasing at the highest levels of education.

In support of Nepal's Basic and Primary education Programme in early 2000 country-wide consultations were held with the public in order

to collect suggestions and feedback from all levels. These are reflected in Nepal's Education for All Programme (1-1 A) 2004-2009. The objective is to eliminate gender disparity in primary and secondary education and more specifically to increase gender parity from 60 to 90 percent by 2009. Nepal's education programme is supported jointly by Danida and a number of development partners. The programme applies a two-tiered strategy of gender mainstreaming and targeted measures for girls. The activities aim at increasing the number of girls (from marginal groups in particular) and female teachers in schools, having more women in school committees, and integrating gender issues in curricula and in teacher training. Gender issues are also addressed in social mobilization campaigns with civil society organizations. Prior to each academic year, the campaign 'welcome to school' encourages girls and marginalized group enrollment. Targeted measures to attract more girls include installation of separate toilet facilities for girls and boys.

Remarkable achievements have been made in Nepal from 1998 to 2001 girls' enrolment increased by 15 percent and their completion of primary education increased by 20 percent. The ratio of female to male attendance rates in secondary education improved from 0.67 to 0.83 between 1996 and 2006. The latest value is below the gender parity

index in primary education, 0.95, but it brings Nepal closer to the Millennium Development Goal of gender parity in primary and secondary education. The main lesson learnt is that joint efforts of essential stakeholders such as civil society, development partners, and the Nepali Government have been a key to the success of the gender equality work in the education sector.

In 2001-2002 the Ministry of Education undertook a "gender audit" that recommended the development of ministerial gender. Ohia (2008) states that recommendations included integration of gender perspectives in all training and statistics and increased number of women leaders at all levels to 30 percent within 5 years. Further actions include presentation of gender sensitive role-models and educational materials without gender stereotypes. The audit has proven an important instrument to achieve gender equality in the education sector. Development of a gender policy for the Ministry of Education is now well advanced.

Support for education of girls is the development investment with the greatest impact in terms of halting the spread of AIDS, increasing economic growth and breaking the cycle of poverty. This is the message in the World Bank's last Fast Track Initiative and the Action Plan of

'Smart Economics". Millennium Development goals (MDGs) number 3 aims to eliminate gender disparity in primary and secondary education at all levels by 2015. There is evidence that focus on equal opportunities in education for girls and boys and investing in girls education yields high returns for the individual, for families and in many countries, policy-makers have tended to see the benefits of educating girls and women as connected with improving family health and welfare, rather than with economic opportunities or social transformation on a larger scale. Equal access to education is an important starting point in pursuing such opportunities, and represents an important platform for strengthening women's employment opportunities and participation in decision making.

Equality in education needs to be seen in context. Synergies between investments in different sectors are important in some countries the provision of accessible clean water reduces the workload of fetching water so much, that girls can actually attend schools. Particularly in the dry Africa communities where women and girls spend long hours fetching water, investments in water supply may have a strong complementary effect on girls "access to primary education".

## 2.10 Review of Related Empirical Studies

A reasonable number of studies have been carried out in Social Studies Education however, there is relatively few research work done on Gender equality, not with standing the following studies which attest to the empirical studies on Gender equality.

Aspekiy (2011) carried out research on the teaching profession aspect of gender equality in schools in Slovakia. The study samples out male and female teachers, the instruments for data collection were interview and questionnaire. The study revealed that there is high feminization of teaching profession with low financial remuneration; more than 80% of the elementary teachers in Slovakia are women. Teachers treat boys and girls differently and approach them with different expectation. The research also reveals that both male and female teacher use the gender biased language to address both boys and girls in generalized masculine ways. The study recommends increase in gender sensitivity of teacher both in class room and their daily lives.

The study by Aspekiy (2011) has link with the current study in the following ways, the study focus on gender issues in the teaching

profession, research design and instrument of data collection were interview and questionnaire. However, the study was based on the principle of equity between men and women, and in terms of gender equity and employment opportunities, as argued by Agbo (2008) "that agitation from female emancipation is assuming a greater dimension in the new millennium.

Stacy and Marc (2009) carried out a research work on Gender inequality film with the aim to find out how Hollywood continued to be a difficult place for women to find –on and- off screen role models. The study sampled out 100 movies in 2008. Survey research design was used for the study. The study finds out that 39.8% of females teen characters were seen in sexy clothing and for male 6.7% were shown in sexy clothing. The study also revealed that for every woman in 2008 there were nearly five men chosen for the same creative position. The study recommended that more roles and fair representation should be given to female actress.

The study by Stacy and Marc is a useful tool in achieving the aim of this study. The study is related in the following ways. It is on gender and survey research design was adopted for the study, the study is also geared towards gender equity in education as affirmed by Nwagbara

(2003). "Gender equity in education is a step in the right direction towards addressing the issue as education is the pivot on which development of any nation revolves

Ebru (2009) researched on Islamic secularism and gender equality in Turkey a predominantly Muslim country. The study used the 1998 demographic and health survey in Turkey. The study showed that there is significant gender inequality in Muslim society. The study finds out that religion and religiosity affect gender in equality through patriarchal attitudes. The secular political and legal reform towards gender equality provides only limited empowerment and that attaining women right does not guarantee gender equality. The study recommends that, polices should address the factors that feed into patriarchal attitudes and norms such as traditionalism education and enforceability of state polices.

The study by Ebru (2009) and the current study are on Gender in equality, and aimed at promoting gender equality, and to give women a fair representation. In all field of human endeavor, however, the studies differ in approach; the study by Ebru (2009) is on religious dimension. While the current study is on using Social Studies Education as a usable tool for promoting Gender equality among teacher in FCT Abuja. F.C.T

Abuja and taking into account in to non equal representation in term of sexes. This view is supported by Hamman (2008) who stated that "gender mainstreaming is the idea of including both men and women in all matters affect them.

## 2.11 Summary

The discussion of this chapter has focused on the review of literature to the study it discussed gender equity as a process by which individual is born into the biological categories of femininity and masculinity, and also discussed various attributes of gender coloration such as Nwagara (2003) states that gender equity in education is a step in the right direction towards addressing the issue, as education is the pivot on which development of any nation revolves. Both sexes have the right to equity in education, in which discrimination is non – existence she further asserts that, there is increase recognition for Nigeria women in all aspects of life especially during the last two decades. The review discussed the empirical studies that relevant to this study such as the study of Aspekly, Slancy and Marc and Ebru in which they aimed at promoting gender equity using social studies education as an effective tool for solving the problem of gender inequality in our society.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### 3.1 Introduction

This chapter is concerned with the methodology adopted for this study. The emphasis in this chapter is on research design, population of the study, sample and sampling procedure, design and administration of research instrument that was used for gathering data, other features include, the validity and reliability of instrument used and finally the statistical tools and the procedure that was used for data analysis.

#### 3.2 Research Design

The research design used for this study is survey research method. According to Abiri (2006), survey method investigates a phenomenon and reports on it as it is, encompasses measurement procedure that involves asking question to respondents.

The survey method was used because it enables the researcher to draw inference on the population based on the data from representative sample with the aid of questionnaires.

### 3.3 Population of the Study

The population of the study comprised of (443) four hundred and forty three Social Studies teachers of Junior Secondary Schools in FCT Abuja. The area councils that made up FCT are; Municipal, Bwari, Gwagwalada, Kuje Kwali and Abaji. Below is the table showing the population of the study.

Table 3.1 Population of the Study

<b>Location</b>	<b>State</b>	<b>Number of male social studies teachers</b>	<b>Number of female social studies teachers</b>	<b>Total</b>
<b>Municipal</b>	<b>FCT</b>	<b>39</b>	<b>46</b>	<b>85</b>
<b>Bwari</b>	<b>FCT</b>	<b>38</b>	<b>33</b>	<b>71</b>
<b>Gwagawlada</b>	<b>FCT</b>	<b>28</b>	<b>46</b>	<b>74</b>
<b>Kuje</b>	<b>FCT</b>	<b>28</b>	<b>41</b>	<b>69</b>
<b>Kwali</b>	<b>FCT</b>	<b>44</b>	<b>33</b>	<b>77</b>
<b>Abaji</b>	<b>FCT</b>	<b>37</b>	<b>30</b>	<b>67</b>
<b>Total</b>		<b>214</b>	<b>229</b>	<b>443</b>

SOURCE- SECONDARY EDUCATION BOARD FCT ABUJA.

### 3.4 Sample and Sampling Procedure

In determining the sample for this study, Purposive sample teaching was used to select the respondents from the Junior Secondary School Social Studies teachers in the six area councils that made up FCT Abuja (Municipal, Bwari, Gwagawlada, Kuje, Kwali and Abaji). Purposive sampling according to Kahn and Best "Occurs when each and every item

of population does not have equal chance of being selected, the researcher select the particular unit of a universe for constituting a simple” Purposive sampling was used because, all the Social Studies teachers are holders of NCE Social Studies or B.Ed Social Studies. Social Studies Education is offered in all Junior Secondary Schools in FCT Abuja. There is good evidence that the samples of male and female teachers to be selected are good representative of all Social Studies teachers in areas that made up FCT Abuja.

To determine the sample size of the study, the Kreicic and Morgan (1970) design was adopted, to them, a population of 400-450, a sample size of the 196 surfaces. Therefore the sample size of the study was 196. 98 male and 98 female Social Studies teachers.

Table 3.2 Krejcie and Morgan Table for Determining Sample Size From A Given Population

<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note – N is population size.  
S is sample size.

Table 3.3 Distribution of the Sample Social Studies Teachers.

<b>Name of sampled area council in FCT</b>	<b>Sample size population of male teachers</b>	<b>Sample size population of female teachers</b>	<b>Number of sampled male social studies teachers</b>	<b>Number of sampled female social studies teachers</b>	<b>Total</b>
Municipal	39	46	18	20	38
Bwari	38	33	17	14	31
Gwagawlada	28	46	13	20	33
Kuje	28	41	13	17	31
Kwali	44	33	20	14	34
Abaji	37	30	17	13	30
Total	214	229	98	98	196

The samples above are un-evenly distributed. Proportional sample technique was used to select the samples for the study. From each area council that made up FCT Abuja. Dictotianary.com (2011) stated that "proportional sampling is subdividing the population into sub-population (strata) and random samples are taken of each strata.

### 3.5 Instrumentation

The instrument that is used for data collection is questionnaire; the likert scale type of questionnaire would adopted for this study. The style of questionnaire consists of four columns Viz:

Strongly Agreed	(SA)
Agreed	(A)
Disagreed	(DA)
Strongly Disagreed	(SD)

The questionnaire contains 22 questions (test) items which consist of opinion and view of Social Studies teachers (male and female) in Junior Secondary Schools in FCT Abuja. Section A of the questionnaire sought information on Bio data while section B is response on the question items. The title of the questionnaire is "Social Studies equity opinion questionnaire"

#### 3.5.1 Validity of Instrument.

The validity of test instrument was determined by the following groups of persons: the researcher's supervisors, experts from Social Studies department, educational Psychology and Test and Measurement experts from the faculty of education. They agreed that the instrument is satisfactory.

#### 3.5.2 Reliability of Test Instrument

Reliability of test instrument: A pilot study was conducted using 30 respondents' male and female Social Studies teachers from pilot

science primary school Kwali who did not constitute part of the study but share similar characteristics. A cron-bar alpha reliability analysis was used and a reliability coefficients of .825 was obtained. Spiegel and Martins (1999) postulate that "an instrument is considered reliable if its reliability coefficient is between 5 and 1 the closer is to 0 the less reliable. The reliability is valid for the study

### 3.6 Data Collection Procedure.

A total number of 196 questionnaires were distributed to the respondents in six area councils that made up FCT Abuja, by the researcher with the service of six research assistants, one each in the area council. However a letter of introduction was given to the researcher by his supervisor.

### 3.7 Statistical Analysis Procedure.

The methods used in answering the research questions and testing the hypotheses stated in chapter one of this study included percentages, frequency, means and the independent t-test. The research questions were answered using frequencies, mean and standard deviation while the independent t – test was used in testing the null hypotheses which sought to ascertain the significant difference

between the two variables. The 95% confidence interval or 0.05 level of significance was used for accepting or rejecting the three stated hypotheses.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents and discusses the results of data analysis of this study. 196 questionnaires were distributed to the respondents while 190 questionnaires were returned, in which the study comprised of responses of 190 teachers respondents. The first section presents the bio data variables in frequencies, means, standard deviations and standard Errors. The third section tests and discusses results of the research hypotheses at 0.05 alpha level of significance summary of major findings concludes this chapter.

#### 4.1 Analysis of the Bio-Data Variables

Table 4.1 Distribution of Respondents by Gender

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	90	47.4
Female	100	52.6
<b>Total</b>	<b>190</b>	<b>100.0</b>

The sex distribution of the respondents as presented in table 4.1 above showed that 90 of the representing 47.4% are males while the remaining 100 representing 52% are female Social Studies teachers. Which implies that female social studies teachers out number their male counterpart.

#### 4.2 Distribution of Respondents by Qualification

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
NCE	31	16.3
B.Ed	95	50.0
M.Ed	24	12.6
Others	40	21.1
<b>Total</b>	<b>190</b>	<b>100.0</b>

Details of the table above revealed that 31 of the teachers representing 16.3% have NCE certificates, while 95 others representing 50% are B.Ed certificate holders and another 24 representing 12.6% possess the M.Ed certificate and the rest 40 representing 21.1% have other forms of certificate as qualification.

Table 4.3 Distribution of respondents by Years of Teaching Experience

<b>Experience</b>	<b>Frequency</b>	<b>Percentage</b>
1-5	70	36.8
6-10	78	41.1
11-15	16	8.4
16 and above	26	13.7
<b>Total</b>	<b>190</b>	<b>100.0</b>

On the number of years of teaching experience, 70 of them representing 36.8% have between 1-5 years teaching experience, while 78 others representing 41.1% have 6-10 experience as against 16 others representing 8.4% with between 11-15 years and rest 26 representing 13.7% have over 16 years of teaching experience.

Table 4.4 Distribution of Respondents by Marital Status

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	46	24.2
Married	120	63.2
Divorced	15	7.9
Widowed	9	4.7
<b>Total</b>	<b>190</b>	<b>100.0</b>

According to the table above, 46 of the respondents representing 24.2% are single teachers, while 120 others representing 63.2% are married. Another 15 (7.9%) are divorced, while the rest 9 representing 4.7% are widowed.

## 4.2 Answer of Research Question

Table 4.5 Views of Male and Female Teachers on Extent of Social Studies Education Provide Equal Educational Opportunities among Male and Female Teachers in JSS in Abuja.

S/No		Sex	Response Categories				Mean	Std.dev	STD. Err
			SA	A	D	SD			
	<b>To what extent does Social Studies education provide equal educational opportunities among male and female teachers in JSS in Abuja</b>								
	<b>Social Studies education is an effective instrument for providing access to educational opportunities among male and female teachers</b>	Male	<b>54</b>	<b>18</b>	<b>18</b>	<b>-</b>	<b>3.4000</b>	<b>.3814</b>	<b>.0850</b>
		Female	<b>54</b>	<b>27</b>	<b>19</b>	<b>-</b>	<b>3.3500</b>	<b>.7830</b>	<b>.0780</b>
	<b>Social Studies Education is designed to sensitize humanity on the importance of education</b>	Male	<b>66</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>3.5333</b>	<b>.8893</b>	<b>.0937</b>
		Female	<b>76</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>3.5800</b>	<b>.845</b>	<b>.0854</b>
	<b>Lack-of-monitoring women participation in the educational section is not fact in Gender equity.</b>	Male	66	18	6	-	<b>3.6667</b>	<b>.5996</b>	<b>.0632</b>
		Female	66	26	7	-	<b>3.5900</b>	<b>.6210</b>	<b>.0621</b>
	<b>Not all girls like teaching subject while boys do</b>	Male	72	6	6	<b>6</b>	<b>3.600</b>	<b>.8843</b>	<b>.0933</b>
		Female	79	8	7	<b>6</b>	<b>3.6000</b>	<b>.8645</b>	<b>.0864</b>
	<b>General norms and culture practice effect girl child education</b>	Male	39	36	10	<b>5</b>	<b>3.2111</b>	<b>.8545</b>	<b>.0900</b>
		Female	35	47	12	<b>6</b>	<b>3.1100</b>	<b>.8396</b>	<b>.0839</b>
	<b>Schools do not have specific targets for admitting female students.</b>	Male	12	48	24	<b>6</b>	<b>2.7333</b>	<b>.7790</b>	<b>.0818</b>
		Female	23	47	24	<b>6</b>	<b>2.5700</b>	<b>.8367</b>	<b>.0836</b>
	<b>Inadequate labour laws and regulations widens gender in equality in educational opportunities</b>	Male	65	-	20	<b>5</b>	<b>3.3889</b>	<b>1.0137</b>	<b>.1068</b>
		Female	57	1	25	<b>7</b>	<b>3.2800</b>	<b>1.0643</b>	<b>.1064</b>

This table presented the Views of male and female teacher respondents on extent of Social Studies Education provide equal education opportunities. The male highest mean response of 3.6000 with the view that general norms and culture practice affect girl child education. With details of responses showing that 39 strongly agree, 36 agreed, 10 disagreed while the rest 5 strongly disagreed.

Social Studies is designed to sensitize humanity on importance of education is the item that attracted the female highest mean response of 3.5333, with details of response showing that 66 strongly agree, 12 agreed, 6 others disagreed and the rest of the female respondents strongly disagreed with this items.

Table 4.6 Views of Male and Female Teachers on Extent of Social Studies Education Provide Equal Employment Opportunities.

S/No	To what extent does Social Studies education provide equal employment opportunities	Sex	Response Categories				Mean	Std.dev	STD. Err
			SA	A	D	SD			
	<b>Men have better logical thinking and can easily be employed than women</b>	Male	18	48	18	6	2.8767	.8100	.0853
		Female	21	55	18	6	2.9100	.7925	.0792
	<b>Gender in equality in terms of employment opportunities have change under the influence of national economic growth</b>	Male	54	18	18	-	3.4000	.8044	.0848
		Female	54	27	19	-	3.3500	.7833	.0783
	<b>Social Studies Education is not a catalyst of employment opportunities for male and female teachers.</b>	Male	66	12	6	6	3.5333	.8993	.0937
		Female	76	12	6	6	3.5800	.8549	.0854
	<b>Women are still being marginalized in terms of employment</b>	Male	74	12	4	-	3.7778	.5744	.0542
		Female	66	27	7	-	3.5900	.6210	.0621
	<b>In the arm force, the employment gap between military men and women is not acceptable</b>	Male	72	6	6	6	3.6000	.8843	.0932
		Female	84	6	5	5	3.6900	.7874	.0787
	<b>In gender men have advantage over women in terms of employment</b>	Male	24	48	12	6	3.0000	.8210	.0865
		Female	56	38	8	4	3.4000	.8040	.0840

This table presented the views of male and female teacher respondents on extent of Social Studies education provide equal employment opportunities. This highest mean response of 3.7778 is that women are still been marginalized in terms of employment, with details of response showing that 74 of them strongly agree, 12 agreed, while the rest 4 were undecided. The female mean response on this items was equally very high as their mean response on this items was 3.5900 with details showing that 66 of the strongly agree, while 27 agreed, and the rest 7 disagreed with this items.

Table 4.7 Views of Male Female Teachers on Extent to which Social Studies Education Provide Equal Access to Political Participation Among Male and Female Teacher in JSS in Abuja.

S/No	To what extent does Social Studies education provide equal access to political participation among male and female teachers	Sex	Response Categories				Mean	Std.dev	STD. Err
			SA	A	D	SD			
	There is gender disparity in accessing political opportunities Nigeria	Male	12	48	24	6	2.7333	.7760	.0818
		Female	44	32	19	5	3.1500	.9031	.0903
	Women are still been marginalized in holding traditional political offices.	Male	60	-	24	6	3.2667	1.0684	.1126
		Female	72	1	21	6	3.3800	1.0139	.1014
	The inclusion of gender education in Social Studies Education will go a long way to sensitize women into political participation	Male	24	43	17	6	2.9444	.8527	.0898
		Female	63	21	14	2	3.4500	.8087	.0808
	Social Studies education has no basis for transformation of political culture for the purpose of inculcating the concept of nationalism and inter-dependence	Male	53	18	19	-	3.3778	.8152	.0859
		Female	35	12	53	-	2.8200	.9252	.0925
	Social Studies education has some impact on the political behavior of Social Studies teachers	Male	65	13	6	6	3.5222	.8897	.09372
		Female	68	18	7	7	3.4700	.9040	.0904
	Few women who found themselves in position of authority do not perform to the expectation of many citizens	Male	55	15	20	-	3.3889	.8305	.0875
		Female	45	11	44	-	3.0100	.9481	.0948
	Women are perceived to be weaker sex, which is a factor affecting them in politics	Male	75	5	5	5	3.6667	.8210	.0865
		Female	91	3	3	3	3.2000	.6257	.0625

The table presented the views of male and female teacher respondents on extent of Social Studies education provide equal access to political participation. The male highest mean response of 3.6667 is that women are still perceived to be weaker sex, which is a factor affecting them in politic with details of response on this item showing that 75 of them strongly agree, 5 agreed, while 5 disagreed and the rest 5 of the male respondents strongly disagreed on this item. The inclusion of gender education in Social Studies Education will go a long way to sensitize women into political participation attracted the women highest mean response of 3.4500 with details showing that 63 of the strongly agree, while 21 agreed, 14 others disagreed and the rest 2 disagreed with this item.

### 4.3 Testing of Research Hypotheses

Hypothesis One: This null hypothesis states that there is no significant difference in the views of male and female JSS Social Studies teachers in the provision of educational opportunities in FCT Abuja

Table 4.8 Independent t-test Sample Statistics on the difference in the Views of Male and Female JSS Social Studies Teachers in the Provision of Education Opportunities in FCT Abuja.

<b>Sex</b>	<b>N</b>	<b>Mean</b>	<b>Std. dev</b>	<b>Std. Err</b>	<b>df</b>	<b>t Calculated</b>	<b>T critical</b>	<b>P</b>
Male Teachers	90	23.5333	3.3020	.3480	188	.320	196	.749
Female Teachers	100	23.3800	3.2868	.3286				

P calculated > 0.50, t calculated <1.96

The result of the independent t-test statistics showed that there is no significant difference in the views of male and female JSS Social Studies teachers in the provision of educational opportunities in FCT Abuja. This is so because the calculated p value of .749 is greater than the 0.05 alpha level of significance, while the calculated t value of .320 is lower than the t critical value of 1.96 at df 188, hence the null hypothesis which state that there is no significant difference in the views of male and female JSS Social Studies teachers in the provision of educational opportunities in FCT Abuja is hereby accepted and retained.

Hypothesis Two: This Null Hypothesis States that there is no Significance Difference in the Views of Male and Female JSS Social Studies Teachers in the Provision of Employment opportunities in FCT Abuja.

Table 4.9 Independent t-test Sample Statistics on the difference in the Views of Male and Female JSS Social Studies Teachers in the Provision of Employment Opportunities in FCT Abuja.

<b>Sex</b>	<b>N</b>	<b>Mean</b>	<b>Std.dev</b>	<b>Std. Err</b>	<b>Df</b>	<b>t calculate</b>	<b>t critical</b>	<b>P</b>
Male Teachers	90	20.177	2.4012	.2531	188	.995	1.96	.321
Female Teachers	100	20.5200	2.3375	.23387				

P calculated > 0.05, t calculated <1.96

The results of the independent t-test statistics showed that there is no significant difference in the views of male and female JSS Social Studies teachers in the provision of employment opportunities in FCT Abuja. The reason is that the calculated p value of .321 is greater than the 0.05 alpha level of significance, while the calculated t value of .995 is lower than the t critical value of 1.96 at df 188, hence the null hypothesis which state that there is no difference in the views of male and female JSS Social Studies teachers in the provision of employment opportunities in FCT Abuja is hereby accepted and retained.

Hypothesis Three: This null hypothesis state that there is no significant difference in the views of male and female JSS Social Studies teachers in the provision of access to political participation in FCT Abuja.

Table 4.10 Independent t-test Sample Statistics on the Difference in the Views of Male and Female JSS social Studies Teachers in the Provision of Access to Political Participation in FCT Abuja.

<b>Sex</b>	<b>N</b>	<b>Mean</b>	<b>Std.dev</b>	<b>Std.Err</b>	<b>Df</b>	<b>t calculate</b>	<b>t critical</b>	<b>P</b>
Male Teacher	90	22.9000	318373.	.3355	188	.0503	1.96	.616
Female Teacher	100	23.1100	3.2868	2.5619				

P calculated > 0.05, t calculated < 1.96

The result of the independent t-test statistics showed that there is no significant difference in the views of male and female JSS Social Studies teachers in the provision of access to political participation in FCT Abuja.

This is because the calculated p value of .616 is greater than the 0.05 alpha level of significance, while the calculated t value of .503 is lower than the t critical value of 1.96 at df 188, hence the null hypothesis which state that there is no significant difference in the

views of male and female JSS Social Studies teachers in the provision of access to political participation in FCT Abuja, is consequently accepted and retained.

#### 4.4 Discussion of Result

The data analysis revealed interesting outcomes in form of views of respondents through the test of hypothesis. The discussion to the three research questions and three hypotheses respectively stated in chapter one would be discussed as they are related to or differ from the relevant author in the literature review which this study already presented.

##### Hypothesis One

The out come of this hypothesis showed that both male and female Social Studies teachers do not differ on their belief that Social Studies Education provides equal educational opportunities among male and female teachers in J.S.S in Abuja. The male highest mean response of 3.6000 is that general norms and cultural practice affect girl child education, with details of responses showing that 39 strongly agreed, 36 agreed, 10 disagreed while the rest strongly disagreed. Social Studies Education is designed to sensitize humanity on importance of education

is the item that attracted the female highest mean response of 3.5333, with details of response showing that 66 strongly agreed, 12 agreed and the rest 6 others disagreed and the rest 6 of the female respondents strongly disagreed with this item. The views of both male and female teachers are in line with the submission by Aina, Adeyoyin, Obito and Ahmadu (1982) that "Social Studies Education help to develop certain skills and abilities so as to sensitize pupil on the need for gender equity and equal educational opportunities.

#### Hypothesis Two

Outcome of these hypothesis showed that Social Studies Education significantly influenced male and female Social Studies teachers. The views on Social Studies Education providing equal employment opportunities among male and female teacher in J.S.S in Abuja revealed that, the male highest mean response of 3.7778 is that women are still been marginalized in terms of employment, with details of response showing that 74 of them strongly agree, 12 agreed, while the rest 4 were undecided. The female mean response on this was equally very high as their mean response on this item was 3.5900 with details showing that 66 of them strongly agree, while 27 agreed, and the rest 7 disagreed with this item.

The view of male and female teachers is related with the objectives of Social Studies Education stated by Ololobou (1989) that "Social Studies Education helps pupil to understand democracy without regards to difference on gender, tribe or any form of discrimination".

### Hypothesis Three

The outcome of this hypothesis showed that the male highest mean response of 3.6667 is that women are still perceived to be weaker sex, which is a factor affecting them in politics.

This view differs with the objectives of Social Studies education as stated by Ololobou (1989) that "Social Studies Education helps learners to acquire a sense of social responsibility that recognizes one's worth and the dignity and worth of other's. The inclusion of gender education in Social Studies Education will go a long way to sensitize women into political participation attracted the female teacher's highest mean score of 3.4500 with detail showing that 63 of them strongly agree, while 21 agreed, 14 others disagreed and the rest 2 disagreed with this item. This view of female teaches is supported by UNICEF (2011) that "civic

responsibility and active political participation is a responsibility of all citizens of a country”

#### 4.5 Summary of Major Findings

On the respondents view on social studies education providing equal educational opportunities, the male believed that general norms and cultural practice affect girl child education, while majority of the female teachers are of the views that social Studies education is designed to sensitized humanity on importance of education.

- Majority of male and female respondents are of the view that women are still been marginalized in terms of employment.
- The male are of the views that women are still perceived to be weaker sex, which is a factor affecting them in politics, while majority of the women believed strongly that the inclusion of gender education in Social Studies education will go a long way to sensitize women into political participation.
- Both male and female teachers did not differ significantly on their mean level participation on Social Studies teachers in the provision of equal access to political participation in F.C.T Abuja.

## **CHAPTER FIVE**

### **Summary, Conclusion and Recommendation**

#### 5.1 Introduction

This chapter presents the summary, conclusion and recommendations.

#### 5.2 Summary

This study titled "impact of Social Studies education in enhancing gender equity among Junior Secondary school Social Studies teachers in Federal Capital Territory, Abuja", sampled 196 respondents. The study is presented in five chapters and hereby summarized. Chapter one was on the presentation of the background of the study, statement of problems, research objective questions and hypotheses. The scope of the study was also presented in chapter one. Chapter two reviewed literatures relevant to the study as well as the empirical frame of the study, various attributes of gender equity coloration were discussed. Chapter three was on the methodologies adopted instrumentation, validity of instrument, pilot study, procedure of data collection and analysis.

Chapter four was on data analysis, it presented discussion of result, it was done under various sections, the bio-data variables,

opinion of respondents and answers to research question, testing of research hypotheses, discussion on finding as well as summary of the major findings. Chapter five presented the summary, conclusion that can be deduced from this study.

### 5.3 Conclusion

Conclusively, gender sensitivity in classroom teaching and learning should be safeguarded so that there will be opportunities for equity in the Nigerian education system. Females can also have equal opportunities in terms of education, employment and political participation as their male counterpart. This is so because; education is seen as instrument per excellence for effecting national development and integration. While Social Studies education is an indispensable mechanism for social reconstruction of world views, its curriculum possess an ingredients capable of equipping the learner with skills, values, attitude, habits, competencies, understanding and appreciation that can contribute to the goals of the nation.

## 5.4 Recommendations

The following are the recommendation of the study.

- i. Female should be given equal opportunities as their male counterparts in terms of employment opportunities, political participation and access to education.
- ii. There should be elimination of gender disparity in primary and secondary education at all levels by 2015.
- iii. Some culture that hinder female from going to schools in some places should be abolished.
- iv. Social Studies education should be taught through the six (6) years of secondary education.
- v. Government should encourage Social Studies teacher by placing them on special salaries.
- vi. Social studies teachers should be sponsored to attend seminars, workshops on course related to the subject.
- vii. The gender education section of Social Studies should be taught by competent social studies teachers.
- viii. Girls should be brought up in the true spirit of equal rights as enshrined in our constitution.
- ix. Integrating gender issues in curricula and in teacher training.
- x. Gender equity should be addressed in social mobilization campaign with civil society organizations.

## REFERENCES

Adenigbagbe, O.G.(2004). *Gender Disparity in Nigeria*

Agbaye, B. (1999). *Gender Equity, Education and Guidance and Counseling for Sustainable Development.*

Agbo, M. (2008). *Gender equity and the Tenants for girl child education: Implication for sustainable development.* A paper presented at the 1<sup>st</sup> National Conference of Nigeria National Association for Gender Equity at Port-Harcourt, Rivers State. 10<sup>th</sup> – 14<sup>th</sup> March, 2007.

Agbo, M. (2008). Implication for Sustainable Development a Paper Presented at the 1<sup>st</sup> National Association for Gender Equity at Port Harcourt, Rivers State. 10<sup>th</sup> -15<sup>th</sup> 2007.

Agus, S. O. (1994). *Equality and Inequality of Educational Opportunities: The Nigerian Case.* In Ozuz, C. N. and Okonkwo, C. E. (Ed.), *Sociology of Education* Owerri: Klet-Ken Publishers.

Ahmed, L. (1992). *Women and Gender in Islam: Historical Roots of a Modern Debate.* New Haven & London: Yale University Press.

Aina, N. F. Adeyoyin, F.A. Obilo, E .E.& Ahmadu, U.S. (1982). *Social Studies, A Book on Methodology.* Ibadan: Evans Brother Ltd.

Angus Council Education Scheme (2007). *Gender Equity Scheme.* Retrieved 05.03.2014.

Aspekiy, C. (2011). *Professional Aspect of Gender Equality in School.*

- Babangida, M. (1989). A Welcome Address by the First Lady at the Opening Ceremony of a 4-day Workshop to Prepare A Blueprint on Women Education. September 23-26.
- Bashir, B.O. Values Education (2005). *The Nigerian Academy of Education*, Academy Congress publication.
- CEDPA, (2000). *Gender, Reproductive Health and Advocacy; A Trainer's Manual* CEDPA Washington D.C *Constitution of the Federal Republic of Nigeria* (Promulgation) Act 1999. Cap C23, Vol.3 Laws of the Federation of Nigeria, 2004.
- Charrmaine, P. (2007). *Gender in Making of Nigerian*
- Cordiro, P. (1995), *Generating Curriculum for Social Studies and Literacy*. Portsmouth, Heimeman Pub. Company.
- Ebru, E. (2008). *Gender Equality in a Predominant Muslim Country*, Paper [sscn.com/so13/paper.cfm](http://sscn.com/so13/paper.cfm)
- Ebru, E. (2009). Gender Equality in a predominant Muslim Country, paper [sscn.com/so13/paper.efm](http://sscn.com/so13/paper.efm).  
*Educational System: Focus on Teacher*. In Nigeria Journal of Research and Production. Vol. pg 44:50 No 3 October
- Eeilo, J.N.(1999). *Gender, Politics and the Law a Publication*
- Eezeilo, J. N. (2001). *The 1999 Constitution of the Federal*
- Egbe, O, E.G (2004). *Enhancing Gender Education for Self Realization- the Case of HIV/AIDS: In Benue State University Journal of Education* vol. (5) June, 2004 Markurdi: BSUJE.

- Elizabeth, E. (2008), *Gender Equality for Sustainable Development: The Psycho-Social Perspective*. A Paper Presented at the 1st Conference of Nigeria National Association for Gender Equality at Port Harcourt, Rivers State .10<sup>th</sup>-14<sup>th</sup> March .2007.
- Ezeilo, J. N. (1999). *Laws and Practices Relating to Woman's Inheritance Rights in Nigeria: An Overview* NJR, vol.6 1998/99.
- Ezeilo, J. N. (2001). *Legal Aids for Deprived Women and Juvenile* in Chapter 6 of *Legal Aids Services in Nigeria: the Humanitarian Perspective* Edited by Slyvia Akpala.
- Ezeilo, J. N. (2002). *Women and Children Rights in Nigeria*. A Publication of Women Aid Collective (WACOL).
- Fafunwa, A. B. (1974). *History of Education in Nigeria* London: George Allen & Union.
- Federal Ministry of Women Affairs, (2006), *Nigeria Gender Statistics Digest 2006*, Department of Planning, Research and Statistics, Federal Ministry of Women Affairs.
- Federal Republic of Nigeria (2004) *National Policy on Education* NERDC Press. Lagos.
- Federal Republic of Nigeria (2005) "*Mainstreaming Gender Into States'* Economic Empowerment Development strategy (SEEDS): A Practical Manual" National Planning Commission.
- Federal Republic of Nigeria (2007). "*National Gender Policy*" Federal Ministry of Women Affairs and Social Development.
- Federal republic of Nigeria, (2004). "*National Economic Empowerment and Development Strategy (NEEDS)*" National Planning Commission Abuja 2004.

- Gender Equality Duty (2007). *The Gender Equality Duty and Higher Education Education*. Retried 05-03. 2014
- Godwin, A.A. (2004). *Education for Sustainable Development in Nigeria* Volume 1, peak press Minna.
- Gorip, G.M. (2009). *Nigeria External Relation*. The Perspective of Social Studies Education Jos. Genya Printing Press.
- Graham-Brown, S. (1991). *Education in Developing Word*. Conflict and Crises. London: Longman.
- Hamman, A. U. (2008). *Gender Mainstream Towards Achieving Vision 2020: A Paper Presented at the Maiden Conference of School of Art and Social Sciences, FCT College of Education, Zuba*. 3<sup>rd</sup>-7<sup>th</sup> November 2008.
- Hamman, A.U. (2007). *Promoting Gender Equality and Women Empowerment in Nigeria: A Paper Presented at the 1<sup>st</sup> National Conference of School of Languages, FCT College of Education- Abuja*. 17<sup>th</sup>-19<sup>th</sup> July, 2007.
- Ikekeonwu, C. (2010). *Girl Child Education in Africa*. Published by (CIDJAP) Press. Enugu State.
- Jacree, O. P. (2008). *Gender Inequality and Human Rights; A Paper Presented at the 1<sup>st</sup> National Conference of Nigeria National Association for Gender Equity at Port Harcourt, River State*. 10<sup>th</sup>-14<sup>th</sup> March, 2007.
- Jang, A. I. (2004). *Gender Issues in Nigeria: The Trends so Far*. A Paper Presented at the 6<sup>th</sup> National Conference of Gender Empowerment Network through Literary Exercise at Federal College of Education, Obudu, Cross River State. 24<sup>th</sup>-28<sup>th</sup> May, 2004.

- Kabeer, N. (2005). Is Microfinance a Magic Bullet for Women's Empowerment? Analysis of findings from South Africa. Economic and Political Weekly. <http://www.epw.org.in/showindex.php>.
- Kirkpatrick, E. M. (1985). *Chambers 20<sup>th</sup> Century Dictionary* Edinburgh Published W and R Chamber Limited.
- Krejie, R.V. & Morgan D.W (1970). *Determining Sample Size for Research Activities* Education and Management.
- Micheal, I. (1981). *Social Exchange Theory*. Dictionary of Sociology, Oxford Press Ltd.
- Micheal, R. (1981). Social Exchange. [En.wikipedia.org/wiki/social\\_exchange](http://en.wikipedia.org/wiki/social_exchange).
- Modo, F.C.(2008). *Gender Equality, Education and Guidance and Counseling for Sustainable Development*. A Paper presented at the 1<sup>st</sup> National Conference of Nigeria National Association for Gender Equity at Port Harcourt, River State.10<sup>th</sup>-14<sup>th</sup> March 2007.
- Mohammed, B.U. (2004). "*Safeguarding Women's Rights Under the Sharia Criminal Justice*", Gender and Development Action (GADA).
- Morolake, O.M. (2003). *Gender Inequality in Abuja*: Spectrum Books Limited.
- Nwagbara, O. (2003) *Women Education and National Development in Nigeria*, Lagos: Melcegamu Press.
- Nwankwo, O. (2005). *Human Rights of Women: A Complication of International Human Rights and Instruments*. A Publication of Civil Source Development and Documentation Centre (CIRDDOC) Nigeria.

- Nwanze, B.O.N (2008). *Gender Equity-Socio Psychological Challenges for Sustainable Development*. A Paper Presented at the 1<sup>st</sup> National Conference of Nigeria National Association for Gender Equity at Port Harcourt Rivers state. 10<sup>th</sup> -14<sup>th</sup> March 2007.
- Nwaubani, O. O. (2000). *Women Education and National Development in Nigeria*. in Emergent Issues in Nigeria Education Lagos: Mukugamu Press.
- Obiadi, G.O.A. (1994). *Essentials of Social Studies for School and Colleges in Nigeria*. Longman Publishers, London, for Schools and Colleges in Nigeria.
- Obilo, E.E. (1981). *The Place of Integrating in Learning Social Activities*, "Alvana Journal of Social Sciences, vol. 1No 1 April.
- Odile, (2009). *Gender Equity, Education and Guidance and Counseling for Sustainable Development*.
- Ohia, N. (2008). *Approaches to Gender Equity in Education and National Development: A Research Perspective*. Paper Presented at the 1<sup>st</sup> National Conference of Nigeria National Association for Gender Equity at Port Harcourt, River State. 10<sup>th</sup>-14<sup>th</sup> March 2007.
- Olojobou, Y.S.P. (1989), *Social Studies. The Search for Destination*, Nigeria Journal of Social Studies Vol.1.  
*Republic of Nigeria and Woman Question NJR vol.8 2000/200.*
- Sope, W. (2004). *Nigeria Its Women and International Law*. Beyond Rhetoric, Human Rights Review, Vol. 4 Autumn, 2004 229-255, at Pages 229-231 The Land use Act, 19978, no Cap I5, Vol.8  
Laws of the Federation of Nigeria ,2004.
- Staford, C. (2008). Gender equality [www.unfpa.org/gender](http://www.unfpa.org/gender).

- Stancy, S. & March. C. (2009). Holly Wood, www. Mumsnet.com.
- Sura, J.S.O.(1996). *Gender Issues* :Towards a Philosophy of Women Education for Nigeria. In Iassa, P.N; Anikweze, C.C; and Mauyang, B (Eds) Teacher Education: Lan Imperative for National Development.
- Synthesis Report (2000) *Mainstreaming Retrieved* 5.02. 2014
- Ugwuanyi, C. and Olokun, M. (2000). *Gender Imbalance in Teacher Production in Colleges of Education: The need for Redness in Teacher Production, Utilizations and Turnover Patterns in Nigeria Kaduna* :NCC Publications.
- UNAEGBO, (2006). *Gender Equity for Sustainable Development. The Pycho-Social Perspective.*
- UNIFEM, (2006). *Mainstreaming Gender Equality into National Response to HIV and AIDS: Nigerian case study* (UNIFEM) Newyork.
- United Nations Development Fund for Women, (2001). *Women Empowerment* New York UIFEM:
- United Nations Women, (2000) and Beyond: *Making Risky Environment Safer* Published by the United Nations, Division for the Advancement of Women United Nations, Beijing Declaration and Platform of Action 1995 & Beijing +5(2000).University System Ibadan: Heinemann Educational Books (Nig) PLC.
- WACOL, (2006). *Torture and the Female Gender.* Report of a National Survey on Torture in Nigeria "A publication on Women Aid Collective (WACOL).

WACOL, (2008). *Draft Sexual Harassment Policy for Educational Institutions and Corporation in Nigeria* "A Publication of Women Aid Collective in Conjunction with National Human Rights Commission and Hein Rich Boll Foundation.

Were, M. et al (2007). Gender Mainstreaming in Macroeconomic Policies and Poverty Reduction Strategy in Kenya. A Publication of the African Women's Development and Communication Network (FEMNET).

[www.pinkaublueworld.sk/en/hlavne](http://www.pinkaublueworld.sk/en/hlavne).

Yahaya, A. A. (2004). *Women Participation in Nigeria's Democratic Process and the Sustainable of Family life* in the Journal of Family Development. A Publication of Family Development.

## **APPENDIX A**

### **QUESTIONNAIRE**

Department of Education  
(Social Studies Section)  
Ahmadu Bello University,  
Zaria.

Dear Respondent,

I'm an M.ED student of the above named institution carrying out a research on "The Impact of Social Studies Education in Enhancing Gender Equity Among Junior Secondary School Social Studies Teachers in Federal Capital Territory Abuja" your maximum co-operation is hereby solicited in answering as precisely as possible, inquires in this questionnaire. The findings of this study are purely for research purposes. The information and opinions you provide will be kept in strict confidence. Please kindly provide the information requested in section A in reaction to each statement by ticking (√) under one of the corresponding letters provided in the right hand column.

Please note the following:

- SA Means Strongly Agree
- A Means Agree
- D Means Disagree
- SD Means Strongly Disagree

Thank you.

Yours Faithfully

Hauwa Mohammed

**Impact of Social Studies Education in enhancing gender equity among junior secondary school Social Studies teachers in Federal Capital Territory Abuja.**

**Section A: Bio-Data**

1. Gender: Male ( ), Female ( )
2. Qualification: N.C.E Social Studies ( ), Bed Social Studies ( )  
M.Ed Social Studies ( ) any other (please specify)

**Section B**

	<b>To what extent does Social Studies Education provide equal educational opportunities among male and female teachers in JSS in Abuja</b>	SA	A	D	SD
3	Social Studies education is an effective instrument for providing access to educational opportunities among male and female teachers				
4	Social Studies education is designed to sensitize humanity on the importance of education.				
5	Lack of monitoring women participation in the educational sector is not fact in Gender equity.				
6	Not all girls like teaching subject while boys do				
7	General norms and culture practice affect girl child education				
8	Schools do not have specific targets for admitting female students.				
9	Inadequate labour laws and regulations widens gender in equality in educational opportunities.				
	<b>To what extent does Social Studies education provide equal employment opportunities</b>				
10	Men have better logical thinking and can easily				

	be employed than women.				
11	Gender in equality in terms of employment opportunities have change under the influence of national economic growth.				
12	Social Studies education is not a catalyst of employment opportunities for male and female teachers.				
13	Women are still being marginalized in terms of employment				
14	In the arm force, the employment gap between military men and women is not acceptable.				
15	In gender men have advantage over women in terms of employment.				
	<b>To what extent does Social Studies education provide equal access to political participation among male and female teachers</b>				
16	There is gender disparity in accessing political opportunities in Nigeria.				
17	Women are not being marginalized in holding traditional political offices				
18	The inclusion of gender education in Social Studies education will go a long way to sensitize women into political participation.				
19	Social Studies education has no basis for transformation of political culture for the inculcating the concept of nationalism unity and inter-dependence.				
20	Social Studies education have some impact on the political behavior of Social Studies.				
21	Few women who found themselves in position of authority do not perform to the expectation of many citizens.				
22	Women are perceived to be weaker sex, which is a factor affecting them in politics.				

**APPENDIX B**  
**KREJCIE AND MORGAN TABLE FOR DETERMINING SAMPLE**  
**SIZE FROM A GIVEN POPULATION**

<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note – N is population size.  
S is sample size.

**APPENDIX C**

Department of Arts and Social Sciences  
Education,  
Faculty of Education,  
Ahmadu Bello University,  
Zaria.

.....  
.....  
.....

Sir,

**APPOINTMENT LETTER AS RESEARCH ASSISTANT**

I humbly wish to notify you that you have been appointed as a research assistant to assist me in the distribution of questionnaire to my respondents in your Area Council.

I am undertaking my M.Ed Social Studies in the said institution.

Yours Sincerely,

***Hauwa Mohammed***