# ASSESSMENT OF SOCIAL ATTITUDES AND VALUES AS TOOLS FOR CITIZENSHIP TRANSMISSION AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN NIGER STATE, NIGERIA

**BY**

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## DECLARATION

I declare that the work in the thesis entitled ASSESSMENT OF SOCIAL ATTITUDES AND VALUES AS TOOLS FOR CITIZENSHIP TRANSMISSION AMONG JSS STUDENTS IN NIGER STATE has been written by me in the Department of Arts and Social Sciences Education under the supervision of Dr. I.D. Abubakar, Dr. H. I. Bayero. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for award of another degree or diploma at any university. I am liable for any mistakes in this work.

**Shuaibu GODABE** Date……...…

## CERTIFICATION

This thesis entitled ASSESSMENT OF SOCIAL ATTITUDE AND VALUES AS TOOLS FOR CITIZENSHIP TRANSMISSION AMONG JSS STUDENTS IN NIGER STATE by Shuaibu Godabe meets the regulations governing the award of degree of Masters of Education in Social Studies of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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## LIST OF ABBREVIATIONS

| | | |
|---|---|---|
| ASSP | - | African Social Studies Programme |
| ASAVCTQ | - | Assessment of Social Attitude and Values on Citizenship Transmission Questionnaire |
| CREDO | - | Centre for Curriculum Renewal and Education Development Over Sea |
| EDC | - | Education Development Centre |
| EFCC | - | Economic and Financial Crime Commission |
| HOD | - | Head of Department |
| HOS | - | Head of School Service |
| ISS | - | Islamic Studies |
| JSS | - | Junior Secondary School |
| MAMSER | - | Mass Mobilization for Self Reliance Social Justice and Economic Recovery |
| NCE | - | Nigeria Certificate in Education |
| NPE | - | National Policy on Education |
| NEEDS | - | National Economic and Empowerment Development Strategies |
| NERDC | - | Nigerian Educational Research and Development Council |
| NOA | - | National Orientation Agency |
| NSSP | - | Nigerian Social Studies Programme |
| SOSAN | - | Social Studies Association of Nigeria |
| USA | - | United State of America |
| VASK | - | Value Attitude, Skills and Knowledge |
| WAI | - | War against Indiscipline |

## ABSTRACT

This research focused on Assessment of social Attitudes and Values as tools for citizenship transmission. It covers all the Jss11 and Jss111 public secondary school students in Niger state. The research aimed at finding the opinion of male and female students on their assessment of social attitudes and values as tools for citizenship transmission. The study was also guided by three research questions and three hypotheses. A sample size of 324 respondents was used, it was selected through a stratified random sampling from a population of 32,684. A survey research design was used, because the researcher made use questionnaire, which consists of four sections, which include demographic data, social values, social altitudes and citizenship transmission. Mean and standard deviation were used to answer the research questions, while independent sample t-test was used to test the hypotheses, the Ibm spss was used in statistical analysis at $p < 0.05$ level of significance, two hypotheses were retained while two were rejected. Jss11 and Jss111 students differ in opinion while urban and rural students differ in opinion regarding social altitudes and values as tools for citizenship transmission. It was recommended that equal opportunity should be given to both male and female students especially by curriculum developers so that everyone should be able to develop his or her competency, to acquire the necessary skills attitudes and values capable of managing state apparatus. The spiral and concentric nature of Social Studies curriculum should be continued, when teachers are teaching on social attitudes and value is not the same method that they would use in both JSSII and JSSIII because each level has its own curriculum. Educational facilities and other social services should be evenly distributed in both urban and rural areas, because the availability of social media with the current technological development in the urban centres the students can imbibe certain attitude and values, compare to their rural counterpart

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

A major ‘‘functionality principle’’ which is expected to influence greatly classroom pedagogy in social studies education is on the view that this subject area represents an interdisciplinary approach to the study of human beings in groups of interrelationship within both their social and physical environments. This functionality principle emphasis and underscores the vital role of Social Studies as an instrument for preparing and mobilizing young learners in school for the purpose of enabling them cultivate an awareness and understanding that would transform them into citizens with skills, competences, moral values and reasoned judgments to effectively live, interact and interrelate and contribute positively to economic, social, political and cultural development of their societies (Okam 2011). In this circumstance, a main goal of Social Studies Education is positive social attitudes and values is designed to generate and develop intelligent responsible and self-directing citizens who are expected to positively explore opportunities to develop their own potentialities and to contribute their maximum efforts to the improvement of group living within the societal framework of a nation (Okam, 2011).

Okam (2011) endorses that it was perhaps a recognition of the functionality principle of Social Studies Education for inculcating the right types of skill and virtues through unified and integrated interdisciplinary studies of man, that the

planners of the Nigeria National Policy of Education gave it a prominent place within the core subjects of the school curriculum in the 6, 3, 3, 4 System of Education established in 1977, as against the study of separate systematic disciplines of the social sciences. An important fundamental asset associated with the ‘‘functionality principle’’ of social studies emanates from the curriculum development practices and processes built within the framework of the subject to inculcate social attitude and values.

Thus, modern approach to curriculum development in social studies and values derive from an understanding that the epistemology of the subject area is meant to incorporate inspiration from a variety of realms of learning, particularly the social sciences. A major ‘‘functionality’’ embedded into this epistemology advocates a philosophy which will contribute significantly in bringing about innovation and development associated with curriculum integration. An implication of this philosophy of integration centres on the view that a single subject is not enough for an individual to adequately understand the interactions and interrelationships prevailing between man and his environment. This orientation endorses the idea that social science disciplines and other related subjects from where the Social Studies derives its raison d’être should be utilized iteratively and interactively since they are all concerned with issues and problems dealing with the existence of man in his environmental settings (Okam 1998).

In other word, this curriculum development subscribes to the negation and dissolution of the divisions of subjects fields that constitute the varieties of bodies of organized knowledge. (Tabar, 1967; Bellack, Engle, Umar in Okam 2011).

At independence in 1960, one of the major things the country looked forward to achieve was the issue of good leadership and followership. A country that will excel in terms of political, economic and social development in Africa and compete favourably with developed nations. However, this dream was short-lived when in 1966 when the military took over till 1999 when the country witnessed yet another civilian government which has lasted up till this time.

However country Nigeria is bedevilled with problems, such as corruption, indiscipline, greed, tribalism, sectionalism, religious intolerance, and at present insurgency. These problems have adversely affected and still affecting the political, economic and social life of the people. They have generally frustrated the efforts of development in the country.

To overcome these problems, the nation has decided to train its citizen to acquire and develop values, attitudes and skills that will make them become citizens that can be referred to as good. To achieve this objective, the aspect of education that would be responsible for the training known as social studies was introduced into the school curriculum to inculcate social attitudes and values. It is against this background that the researcher wants to assess the extent to which social attitude and values can be used as tools to produce effective citizens responsible for producing and management of state apparatus.

## 1.2 Statement of the Problem

The basic or fundamental ideas for the introduction of Social Studies in the Nigeria society is the inculcation and transmission of desired values, attitudes and

belief systems capable of enhancing the continuous growth and development of the Nigeria society. It is expected that after the child had been drilled in the philosophy of Social Studies, such a child was supposed to have been well groomed and baptized in the etiquette and values of Social studies education.

Unfortunately, students who are brought up in the values of Social Studies Education for citizenship still constitutes the gang of Nigerians who perpetrate evil activities as against the effective citizenship transmission embedded in positive social attitudes and values. These evil perpetrated includes, corruption, vandalism, arson, raping, theft, thuggery, electoral malpractices, examination malpractices among others. These actions are far from the realities of the desired citizenship education.

To this end, the Shehu Shagari Civilian Administration of 1979 to 1983 initiated ‘‘Ethnical Revolution.’’ General Mohammed Buhari/General Idiagbon Military Administration of 1983 to 1985, instituted ‘War Against Indiscipline (WAI). Gen. Ibrahim Babangida Military Administration introduces Mass Mobilization for Self-reliance Social Justice and Economic Recovery (MAMSER), in 1987,

General Olusegun Obasanjo Civilian Regime also introduced ‘‘National Orientation Agency (NOA) in 2001, and Economic and Financial Crimes Commission (EFCC) in 2005. All have in common the goals of improving the knowledge and education of children and youths in the principles of citizenship and of increasing their responsibilities for playing a heightened role of affairs of government and public institution.

There have been superficial civic and political socialization programmes, but the erosion of the values and attitudes of young people, and the rising rate of juvenile crimes (armed robbery, hard drugs peddling, child trafficking, examination malpractice, political thuggery) and the general alienation of the people from the society's values system has led to the introduction of social studies as an aspect of education that can salvage the country from these anomalies. Hence the research of this nature becomes necessary in assessing attitudes social and values as tools for citizenship transmission, among secondary school students, especially in Niger state.

## 1.3 Objectives of the Study

The main objective of this study is to assess social attitudes and values as tools for citizenship transmission among Junior Secondary School Students' in Niger State. The specific objectives of this study are to:

i. Find out the opinion of male and female students on Social Attitudes and Values as tools for citizenship transmission among Junior Secondary School Students' in Niger State
ii. Determine the opinion of rural and urban students on Social Attitudes and Values as tools for citizenship transmission among Junior Secondary School Students' in Niger State
iii. Determine the opinion of JSS II and JSSS III students on Social Attitudes and Values as tools for citizenship transmission among Junior Secondary School Students' in Niger State

## 1.4 Research Questions

The following research questions were stated to be answered to find differences between the means of groups.

i. To what extent does the opinion of male and female students differ on Social Attitudes and Values as tools for citizenship transmission among Junior Secondary School Students' in Niger State?

ii. What is the opinion of rural and urban students on Social Attitudes and Values as tools for citizenship transmission among Junior Secondary School Students' in Niger State?

iii. What is the difference between the opinion of JSS II and JSSS III students on Social Attitudes and Values as tools for citizenship transmission among Junior Secondary School Students' in Niger State?

## 1.5 Hypotheses

The following null hypotheses were stated to be tested at $p \leq 0.05$

Ho1 There is no significant difference between the mean opinion scores of male and female students on Social attitudes and values as tools for citizenship transmission among Junior Secondary School Students' in Niger State.

Ho2 There is no significant difference between the mean opinion scores of rural and urban students on Social attitudes and values as tools for citizenship transmission among Junior Secondary School Students' in Niger State.

Ho3 There is no significant difference between the mean opinion scores of JSS II and JSSS III students on Social Attitudes and Values as tools for citizenship transmission among Junior Secondary School Students' in Niger State.

## 1.6 Significance of the Study

The need for the development of desirable citizenship qualities through social studies education attitude and values cannot be over emphasized. Besides, education as an important tool for development of every nation cannot be divorced from the values of society in which it is nurtured. This study may be considered significant in a number of ways:

Students may find it valuable because the results may help them to contribute meaningfully towards achieving peaceful and virile nation. The study may also assist students to develop a sense of national awareness and good human qualities necessary for peaceful co-existence and interdependence in order to achieve progress.

The study hopes to contribute to the understanding of the meaning and objectives of Social Studies and the problems associated with the teaching and learning of the subject in secondary schools by school administrators.

The study will further enable parents to see the need to train their children of wards on positive attitude and values. The study will be significant to the state ministry of education being the education controlling agency as it will help the

inspectorate to monitor the teaching of attitude and values as JSS level through the instrumentality of Social studies education attitudes and values.

The study will be relevant to the researchers because it serve as reference materials

In addition, the study may further enhance the attention and role interest of teachers, policy makers and curriculum planners/developers in social attitudes and values as tools for effective citizenship transmission by stimulating further researches, especially in the areas relating to methods and strategies of citizenship content, in order to achieve a virile nation.

## 1.7 Scope of the Study

The study focused on assessment of social attitude and values as tools for citizenship transmission**.** The research was restricted to all JSS II JSS III Students public secondary schools in Niger State. The study was restricted to Social Studies Students in Junior Secondary Schools due to the fact that they constitute a large proportion of youths that are vulnerable to anti-social behaviours and activities in the society and are also the beneficiaries of the citizenship contents in social studies education attitudes and values. And the study covered Kontagora Educational Zone in Niger state, which comprises four Local Governments, Kontagora, Mariga, Mashegu and Wushishi, all the schools in Kontagora and Wushishi Local Governments are tagged Urban schools, while the schools in Mashegu and Mariga Local Governments are tagged rural schools.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter sets out to review relevant literature and related empirical studies that have some bearing of this study. The chapter focuses on the following sub-topics

- The Conceptual framework.
- The concept of education.
- Definition and concept of Social studies education.
- Origin and history of Social studies education in Nigeria
- Nature and conceptual areas of Social studies education.
- Curriculum objectives for Social studies education in Nigeria.
- Instructional Material Resources, Teaching Methods and Evaluation Techniques in Social studies education.
- Teaching and learning in the context of Social studies education.
- Justification for the introduction of Social Studies in Nigeria.
- The concept of Citizenship Transmission
- Citizenship education in Contemporary Nigeria Society.
- Review of related empirical studies.
- Summary

## 2.01 Conceptual framework

The conceptual frame work of this study is based on the contention that the concern of social studies education is the propagation of affection amongst learners and individuals exposed to it and this has tremendously influenced the philosophy behind instruction in the subject area Okam in Usara (2014), Okam endorses that Social Studies education is concerned with preparing the learner to the goals and purposes of the responsible and effective citizenship Okam visualizes that teaching of Social Studies in classroom setting as contributing and leading to the production of good citizens who are expected to be characterized by such attributes as looking at things with a democratic slant, believing in decency and fair play, forbearance and respect for other, vast in the customs, traditions, and nationalistic idea of progressive improvement of society in general, being desirous or promoting the general welfare and be pledged to raise and safeguard standard of living for all. The teaching of altitudes and values, through the instrumentality of social studies lays foundations for a perpetuation of democratic principle and a just society. Engle in Usrara (2014) associates the teaching of attitudes and values, through the instrumentality of social studies in school to an acquisition and sustenance of desirable attributes of affective citizenry in a social in a purely Nigerian setting.

Adeyoyin and Uche (2000) view social studies being primarily concerned with the development of good citizens. They content that he introduction and teaching of Social Studies in schools should foster the spirit of national consciousness, unity in diversity, national tolerance and respect for others amongst learners. In

particular Adeyoyin advocates that the types of Social Studies, taught in schools should produce Nigerians loyal to the central units and not to tribal groups. According to her this brand of Social Studies should be aimed at Nigerianising" the learners and that it should ameliorate ethno centrism and stimulate loyalty other nation.

In almost the same vein, Okobiah in Usara (2014) observes that the major philosophy behind the birth of Social Studies in the 1960's in Nigeria is aimed at the mobilization of youths, students and young learners for the purpose of helping them cultivate an awareness and understanding that would transform them into individual's with skills, attitudes, moral values, competencies and reasoned judgement, to effectively live, interact, interrelate and contribute positively to the economic, social, political and cultural development of the Nigerian society.

Equally, Okam, (2006) affirms that a major demand which the study of Social Studies is expected to make in the society impinges on creating some impact on the behaviours o the citizen as he addresses himself to civil, social and political affairs. Accordingly he stresses that through Social Studies, the students is expected to develop values and skills, necessary for conducting human affairs in our society. Social Studies according to Kazi (2004) is committed to transforming and forming the values of citizens. Its philosophy is aimed at maintaining and extending the fundamental values of a democratic society with references to the citizen.

It naturally follows from the above consideration, that any serious thoughts about education that is propagated through institution in Social Studies as Okam (2006) puts it is expected to alert and acutely remind the individual about his relationship to other people from different tribes and races, religions and classes. These aspects are very vital because Social Studies has to teach values and attitudes that will create some impact on the behaviour of the young learner as he addresses himself to civil, social and political affairs.

The exposition of the authorities considered above endorse that he success of the philosophy behind any social attitudes and values should in geared towards equipping individuals to cultivate desirable values, and attitudes for self-reliant development. Indeed, these authorities have generally gone to the extent of endorsing that the success of any philosophy behind all forms of instruction in Social Studies classroom-wise is to be measured largely in terms of its contribution in assisting the individual understand and put into practice the ideals of human relations (Okam, 2006). Accordingly, this study is set to find out the extent to which social attitudes and values, can serve as tools in citizenship transmission, through the instrumentality of Social Studies which the National policy on Education (NPE 2004) accepts as an innovative curriculum for inculcating values and attitudes among students in Nigerian Junior Secondary Schools.

Values and Attitudes in Social Studies it is not easy to define values to the taste of everybody. This is because of its relative nature to individual, time, place and

circumstance. However, a few definitions will be presented within the context of social attitudes and values as conceived in this study.

Akinlaye, Mansaray, and Ajiboye (1999) are of that values mean those standards or principles that are considered desirable by an individual or group of people. Ogunda in Usara (2014) defines values as standards of judgment about what things are important, desirable and right Mrukherjee (2002) considers values as constituting the foundation blocks for cultural universally which bind human beings at a variety of level such as family, harmlet, village, district, local government area, state community, national community and the world at large. On his part Frankel in Usara (2014) views values as constituting a number of deeply held ideals or commandments by an individual which have bearing on his actions or behaviours in the society.

## 2.02 Concept of Education

Education is the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially, emotionally, spiritually, politically and economically, Offorma (2009). According to Chidebulu (2009), education is a process of cognitive, affective and psychomotor development of an individual with a view to moulding the individual for a total contribution to the development of the community and the promotion of cultural heritage. This means that, if one is educated, he tends to develop himself become productive in the society, thereby promoting his cultural heritage. In view of the above, we can now say that education is a process of imparting valuable and reliable knowledge,

skills and attitude to shape human behaviour and make them useful to themselves and to the general society.

Education, according to Ukeje in Emmanuel (2007) is perceived as the training of the entire person is to enable him not only to be able to read and write, calculate and be proficient in a given job but also to enable fit for living in a society.

Ogolaemma (2012) also explained the concept as all that happens to us from the day we were born to the day we will die. Education implies the entire process of social life by means of which individuals and social groups learn to develop consciously within and for the benefit of the national, international communities, attitudes, aptitudes and knowledge. Education has a great potential for transforming the society through making its citizens accessible to educational facilities. Education equips one with the capacity of participating in the development of the environment.

Ughamadu (2006) conceived education as that systematic process of developing individual physically, mentally, spiritually and socially for his own benefit and for the benefit of the society in which he lives. Drawing upon this definition, education can be rightly said to be an indispensable tool and a proof of any civilization in every society. Educational system is the instruction instrument a society uses to equip its entire people to lead productive public and full personal lives according to their talents and interest. This system must be such that gifted individuals have full opportunity to develop their, it must give scope for the training of a leadership group and at the same time provide for the development of

all the vocational abilities needed for self-reliance economic growth as well as the creation of progressive and democratic society.

The National Policy on Education (NPE 2004) sees education as dynamic and most important instrument of change because of fundamental change in the intellectual and social outlook of any society can be achieved without education. This is why government stated that education will continue to be accorded the higher priority in development plan.

## 2.03 Concept of Social Studies Education

Social Studies is relatively new compare to other disciplines in Nigeria, however, its emergence in the country was greeted with wide acceptance and is being used in meeting a number of necessities. The introduction of Social Studies into the Nigerian educational system was to argument the deficiencies in the inherited educational system of the colonialist (Ossai, 2014) and as a solution to emerging societal problems and to bring about national development and integration (Oyebola, 2014). Nigerians during the colonial system of education were not presented with the real situation of the immediate environment they live in (Mezieobi, & Meziobi, 2013) in which they became incapable of surviving with the skills they acquired. Social Studies then became the suitable discipline which fills the gap. Ediyang, Ubi and Adalikwu (2012) asserts that Social Studies is aimed at inculcating the necessary skills, competences and intellectual capabilities the learners will use for a healthy living in the society. Couple with the above, Basiru (2013) posits that, Social Studies presents the dynamics of ‘‘values,

interest and attitudes'' such that will help the learners in decision making on matters affecting them. Thus, Social Studies is a discipline that equips the learner with the tools necessary for their survival in the society.

Social Studies in Nigeria have been viewed as a problem solving discipline. Basuwa (2014) looks at Social Studies as a ''curriculum designed specifically for the study of man and how his problems are solved.'' Haruna and Liman (2013) pointed out the kinds of societal problems which Social Studies would equip man to solve to include: militarism, terrorism, selfishness, callousness, greed, lop-sidedness, cheating, embezzlement, and resource mismanagement. Since its introduction in the country, Social Studies serve as medium for integration, national development as well as curbing social problems (Oyeniyi, 2014). Social Studies is therefore, a discipline that is designed to solve the evolving everyday problems of man in the society. Researchers such as Mezieobi (2014) and Oluwabadewo (2014) viewed Social Studies as an integrated field of study. In clarifying the integrated nature of Social Studies, Oluwabadewo (2014:98), pointed out that, ''it is a social science that overlaps other social sciences, like Sociology, Political Sciences, History, Economic, Geography, Religious Studies, Psychology, Anthropology and Civics.'' This should not be misconstrue as a merger of social science subjects, rather, Social Studies derives ideas from the social sciences that borders around man (Irikana, & Ibeh, 2014). It was made clear, for the avoidance of doubt, Social Studies is a peculiar subject that has a ''… distinct objectives, content, approaches and methods'' (Nuhu, 2014:19) and a peculiar target.

There is no consensus as to what should be the universal definition of Social Studies. Social Studies educators such as ; Baraya and Malcol (2014) and Justus (2014) observes that there is no universally accepted definition of the subject in Nigeria, as it has been defined in different ways by different authors. Mezieobi, Fabura and Mezeiobi (2008) made a collection of some of the definitions and categorized them into twelve groups. The lack of universally accepted single definition of Social Studies has been an issue of concern to authorities in the discipline in Nigeria. The contention for a single definition of Social Studies has been said to be ‘‘… intense since its emergence as a field of study’’ (Justus, 2014). In recent times. Mezieobi and Mezieobi (2011) laments that, with many definitions of Social Studies by different people, Nigeria lacks professional definition of the subject. Mezieobi and Mezieobi (2011) suggest that, for a better professional practice, Nigeria must have a unified definition of Social Studies. While some Social Studies Educators were concerned about the numerous definition of the subject, Irekana and Ibeh (2014) did not see it to pose any treat to the profession and attribute the different views by scholars to the dynamic nature of the subject. Contributing to the idea of universally accepted definition, Tikumah (2009), admonishes that ‘‘… the effort being exerted on the endless search for a universal definition of Social Studies are better diverted, instead, to highlighting the practical uses of the subject.’’ Referring to the sysnthesis of the various Social Studies, Zakari (2014) draws attention to the fact that, all the definitions revolves around man in relation to his environment and to conclude the matter, Tikumah (2009:2) submits that ‘‘… their discrepancies (in the

definitions) are little more than using different word to describe the same thing-man in his environment.'' Nuhu (2014) acknowledges the lack of a universal definition of Social Studies, but argue that many scholars have made concerted effort to conceptualize the subject.

Synthesis of the various definitions of Social Studies giving by different authors shows that it is conceptualized based on the nature of the subject and/or its purpose.

Ololobou cited in Zakari (2014) viewed Social Studies as an organized, integrated study of man and his environment, both physical and social, emphasizing on cognitive, functional skills and desirable attitudes and action for purpose of producing an effective citizen. Nuhu (2014) conceptualized Social Studies as a field of study that deals with integrated knowledge and experience concerning human relation for the purpose of citizenship education. The above definitions conceptualized Social Studies based on the nature of the subject (integrated field of study) the purpose it serve (for effective citizenship).

Akinola (2014) defines Social Studies as the planned and unplanned process by which individuals acquire values, skills and knowledge which will make them useful to themselves and society at large. In the view of Tom (2014) Social Studies is a discipline aimed at developing decision-making, knowledge, skills for reflective thinking and participation in democracy. Adaralegbe cited in Akinola (204) viewed Social Studies as a problem-solving approach discipline. Onuoha, Onuigbo and Ugwuanyi (2014) perceive Social Studies as a discipline that brings

the reality of everyday societal living to the students. In the view of Zakari (204) Social Studies is concerned with study of study of man and his interaction with social and physical environment. In the perspective of Gele cited in Gele (2014) Social Studies is an organized systematic study of people's interaction and influence for positive development of their immediate and general society in question. According to Baraya and Malcolm (2014) Social Studies is a process of education which emphasizes the relationship human beings have with their physical and social world. All the definition re conceptualized on the basis that Social Studies is a means through which the individual acquires the competency necessary for survival in which he/she applies to relate with their environment.

Social Studies education is an eclectic course of instruction that borrows and integrates relevant concepts, knowledge information, methods, generations and conclusions from the Social Science, humanities and even physical science obviously for an in-depth analysis of the socio-economic and cultural life of man in the society (Mezieobi and Onuoha, 2008). In corroboration, Bozimo and Ikwemelu (2009) observed sources of content for Social attitudes and values cannot be limited to the social science alone.'' The scope of Social Studies is focused

a. On the society or community with intention to identifying their problems and proper solution.

b. On deriving its contents, generalization, concepts and methods from the social sciences, humanities and even physical sciences.

c. Emerging contemporary issues in the society including the appraisal of past and future of societies in nation building.

d. On promoting peace education for harmonious social living.

e. On promoting environmental education for economic sustenance.

f. On infusing political education to ensure stability, effective governance and national stability.

g. On technology and science with a view to appraising their relevance and consequences to societal development.

## 2.04 History of Social Studies Education in Nigeria.

There are diverse views on the general origin of Social Studies in the world. The origin and history of the subject is shrouded in obscurity. Despite the obscure origins of Social Studies, Ololobou (2007) informs that researchers have uncovered that the expression ‘‘Social Studies was first used in the academic circles of American government in 1916. According to Osakwe and Itedjere (1984) in Argungu (2000) Social Studies was officially adopted in the United States of America (USA) ‘to distinguish the discipline from other disciplines.

In 1916 by the committee on Social Studies of the Commission of reorganization of Secondary Education of the National Education Commission’ Ololobou position agrees with those of Osakwe and Utedjere in Mezeiobi, Fabara and Mezieobi (2005) that Social Studies originated from the (USA) from where it found its way into Europe especially Britain. Accordingly, it was the belief of

many educationists that the committee set up in 1916 prepared the general direction of Social Studies education. Thus, Kissock (1981) reports that the 1916 report of Social Studies Committee title ‘‘The Social Studies in Secondary Education’’ gave the subject a legitimate status as curricular offering in the schools in USA.

However, Joof (1991) holds a contrary opinion to Ololobou Osakwe and Itedjere. To him, Social Studies originates in Europe and North America, while those discrepancies on the accounts of the origin of Social Studies were creating debate among scholars, Saxo (1991) in Mezeiobi et al (2008) alleged that the fears or doubt here in Nigeria when he states that ‘‘the foundation of Social Studies education had its beginning in Great Britain after 1820s and quickly spread to the United States’’ (P, 10) and other parts of the world including Nigeria. In a purely Nigeria setting there are divergent views among scholars and writers on the origin of Social Studies in Nigeria and its school system. Adedoyin (1982) accounts that Social Studies was introduced in Nigeria in the Colonia era following the establishment of schools. According to her the subject was couched in the colonial master religious curriculum. On his part, Mezieobi (1992) debunks Adedoyin’s colonial era origin of Social Studies. He notes that Social Studies has been in Nigeria right from the inception in the Nigeria traditional times, in his education, he stressed that what is new is the concept ‘‘Social Studies’’ which was really borrowed and included as a discrete subject in the curriculum of Nigeria schools.

However, Tikumah, (2009) explains that the origin of Social Studies into Nigeria today could be traced back to 1958 where the subject first emerged in the Western Region, when the subject was introduced into schools in 1958 through what is now known as ‘‘the Ohio project.’’ This was a joint educational development programme between the then Western Region of Nigeria and the University of Ohio in USA. The Ohio Project only affected the Teacher’s Training Colleges in the Western Region of Nigeria. The Aiyetoro programme was the second appearance of the subject with the establishment of the Comprehensive High School at Aiyetoro in 1962. In1963 a pilot project was conducted at Aiyetoro Comprehensive High School in the Western Region (now Ogun State). This venture was an experiment in comprehensive system of education and curriculum development, which was also an effort to introduce Social Studies among school subjects in the region.

Equally, Makinde (1979), Danladi (2005) Tikumah (2009) note that the introduction of Social Studies was motivated by the ‘‘Conference of African Educators’’ held in Monibassa (Kenya) in 1968. The conference was organised under the auspices of the Education Development Centre (EDC) and the Centre for Curriculum Renewal and Education Development Overseas (CREDO). The conference drew participants from eleven African countries including Nigeria to review the entire African curriculum. At this conference, the African Social Studies Programme (ASSP) and later changed to Nigeria Social Studies Programmes (NSSP). Thus, Social Studies comes to Nigeria through series of curricula innovation exercises, locally and international (Tikumah, 2009)

Also, the 1969 national curriculum conference was a formidable curriculum conference, which drew participants from all works of life and the aim was the development of Social Studies among others. At this conference, SOSAN presented a report on the need for the introduction of Social Studies. The recommendations and resolutions on the conference border on the teaching of culture and Social Studies in the Nigeria Educational System. Thus, Gele (2006) posits that Social Studies was introduced on the national basis at the conference which regarded as a landmark in the history of the education in Nigeria. This was because, the conference resulted in the Federal Republic of Nigeria to introduce the National Policy on Education in 1977 which was revised in 1981, made Social Studies to become a core subject at the primary and Junior Secondary School levels

## 2.05 Nature and Content Areas of Social Studies Education

In Nigeria, Social Studies has been an indigenous learning exercise. Mezieobi (1992) in Mezieobi, Fubara and Mezieobi (2008) note that Social Studies has been in Nigeria right from its inception in the Nigeria traditional time. He further observes that what was borrowed was the concept Social Studies and its subsequent inclusion as a discrete subject in the school curricula among others. As Balyejusa (1981) aptly puts it. Social Studies has been an African idea and creation of concerned educators such as Kwame Nkrumah, Tafawa Balewa, Julius Nyerere, Jomo Kenyata, Leopold Senghor and a host of many others (p.10). It is these pioneer African Statesmen and nationalists having being educated under the Colonial Rule and found the inadequacies inherent in the inherited colonial

education sort to free Africans from mental enslavement to Europeans by demonstrating the knowledge of the African through Social attitudes and values. Accordingly, their recommendations, policies and charter formed the bases which the present educational policies takes root including Social Studies. Therefore, Social Studies was borne by the yearnings, aspiration and insights by Africans themselves.

Social Studies is a corrective and problem solving discipline. It aims at correcting inadequacies of our past education systems during colonialism as observed earlier and immediately after independence. This assertion is rightly captured by Balyejusa (1981) when he notes that, Social Studies is a corrective study to redress the educational ills of the colonial era as well as to address the present and future socio-intellectual needs of Nigeria and Nigerians. To him, the subject seeks to replace irrelevant learning experiences with relevant ones. Thus, Social Studies is adopted as curricula means to correct the educational, social and technological ills that were inherent in the colonial system of education and the Nigerian society in particular.

Social Studies is a subject that emphasises the importance of man (Argungu, 2000). Consequently, it is the nature of Social Studies to emphasise the importance of man. Therefore, man is the centre focus of Social Studies and all that goes around him. That is why, Social Studies integrates knowledge, values and skills from other social and natural sciences and centres them around man. Accordingly, it is a study of everything in man's environment in relation to man's action. Onyabe (1979) and Obebe (1981) add that Social Studies does not only lay

emphasis in the study of man in his physical and social environment, but helps the learner to examine, clarify and identify the needs, assets and problems of the society. This can be achieved through Social studies education because it focuses on the inculcation of desired knowledge, values and skills which forms the content area of Social Studies.

Social Studies is full of activities which according to Argungu (2000) are mostly centred under the guidance of the teacher, thus, it clearly defines learning objectives before drawing up curriculum content that will meet the learner's need (Balyejusa, 1981, Ikwumelu, 2001, Mezieobi et al 2008). This means that, the Social Studies teacher must know what he/she is supposed to accomplish for the benefit of the young learner and the society. Equally, the Social Studies teacher's function in the teaching and learning process is principally that of a facilitator of learning rather than a dispenser of knowledge (Mezieobi et al 2008). The purpose is to make the learner an active participant in the teaching and learning process. Mezieobi et al (2008) posits that the unique nature of Social Studies lies in its evaluation criteria which focuses principally on the effective domain that is, values and attitudes. To them, the evaluation of the learner's performance in the cognitive and psychomotor domains have, ''meaning and significance only within the context of the affective (p. 7).

### 2.05.1 The Content of JSS Social Studies in Nigeria

Ayinde (2006) sees Social Studies in JSS as a different content, as the data or information presented in relation to a topic, concepts, and generalizations. Ker

(1968) defines content as the total body of knowledge. To him, this includes a collection of knowledge, facts, concepts, principles, ideas, skills, information and generalization. Several sources of content area exist for use in Social Studies like other subjects, must be based on their relevance to the needs and aspiration of a particular society.

Supporting the content areas of Social Studies Okam (2006,) argues that the Social Studies educator must accept and propagate that modern trends in the context of the subject must be developed to solve the problems of the traditional subjects in the approach of curriculum development. This implies that content in Social Studies should reflect the changing needs and aspiration of the society which the Social Studies educator must be aware of the Nigeria Educational Research and Development Council (2007) (NERDC) is the approved government agency that is charged with the responsibility of developing 9-year Basic Education curriculum following the directives of the National Council of Education (NCE).

Social Studies content areas for JSS are selected from the social sciences which includes, classic discipline like Psychology, Sociology and Anthropology, policy disciplines like Political Science, Economics, Government or Civics, Humanities like Literature, Music, Religion and Arts and the new focus like Environmental Education, among many others (Kazi 2006). The concept from the social sciences and other subject areas constitute the curricular bedrock of the subject (Corbin, 1981, Kazi, 2006, Okam 2006). According to Okam (2006) these discipline largely provide the subject matter for dealing with the central issues in Citizenship

Education and which Social Studies, as a discipline cannot afford to turn its back on if it is committed to the dispensation and propagation of the new curriculum areas. These content areas of Social Studies are expected to have significant impact on the learner's need(s) of the ''Head,'' ''Heart'' and ''Hand.'' Accordingly, the integration of the subject areas mentioned earlier implies the mixing or the blending of all relevant contents, concepts, generalization and teaching methods from different fields for the purpose of studying man within the context of the society he lives so that man can have a comprehensive knowledge for his all-round development. (Argungu, 2000, Ezeghe, 1988) Corbin (1981) informs that the disciplines that make up the content areas in social attitudes and values develop the cognitive, affective and psychomotor domain of the learner.

The cognitive domain lays emphasis on information concepts and generalization. The affective emphasis on the development of desirable values, attitudes, morals and beliefs. The psychomotor domain focuses on the development of skills, emphasising on the physical, intellectual, personal and social development. Social Studies according to Kazi (2006) focuses on man in relation to his environment with vital variables as values, attitudes, skills and knowledge which make up the content materials of the subject. This can be achieved through classroom dispensation of Social Studies because these variables form the basis of Social Studies content areas. Equally, following the desire of the Federal Government to attain the Millennium Development Goals by 2015 and the need to implement the National Economic and Empowerment Development Strategies (NEEDS) which were summarized as values, reorientation, poverty eradication, job creation,

wealth generation and using education as a vehicle to empower citizens, the existing curricula was reviewed, restructured and re-aligned into a 9-year Basic Education Programme. Consequently upon this, NERDC (2007) in its preface states that the curriculum reflects depth, appropriateness, and inter-relatedness of the curricula contents. Also, emerging issues such as: values, peace and dialogue including human right education entrepreneurial skills was fused into the relevant content of the new 9-year Basic Education Curriculum.

The implication of the above is that the curriculum represents the total experience to which all young learners must be exposed. However, teachers are encouraged to enrich the contents with relevant materials and information from their immediate environment by adapting the curriculum to their needs and aspiration (NERDC, 2007).

The curriculum content to actualize the goals and objectives of Social Studies in the JSS in Nigeria to NERDC (2007) are as follows

**JSS 1**

Themes

1. Introduction to Social Studies
2. People and their Environment
3. Socialization, its agents and processes
4. Culture
5. Social Issues and Problems
6. National Unity and Integration

**JSS II**

1. People and their Environment
2. Culture
3. Social Issues and Problems
4. Science, Technology and Society
5. Communication
6. Family
7. Culture
8. School Community
9. Social Issues and Problems
10. Storage
11. National Economy
12. Health Issues

**JSS III**

Themes

Social values

Peace and Conflict

National Economy

National Economic Life

Science, Technology and Society

World Issues

These content areas JSS1-3 Social Studies curriculum represent the total experience all learners must be exposed. The content area focuses on the of the development of appropriate knowledge, values, attitudes and skills. It is the desire to achieve the VASL component of the subject areas so that social attitudes and values would serve as effective tool for citizenship transmission

## 2.06. Curriculum Objectives of Social Studies Education in Nigeria

Although, social objectives are directed towards solving the problems of man, there is no consensus as to the curriculum objectives of Social Studies education, however, there is the general notion that Social Studies has influence on the values and attitudes of the learners and that it invariably produces good citizens. Its curriculum objectives are directed towards solving the problems of the Nigerian society

Tikumah (2009) informs there are as many varieties of Social Studies objectives as there are varieties of needs and problems. Thus, the objectives of Social Studies vary from one country to another in response to social conditions of the country in question.

But by and large, Argungu, 2000, (Kazi, 2006), Obemeata, Ogungua Agu & Laosebikan 1981, posit that the objectives of Social Studies in Nigeria are consistent with the national objectives of education. This view is based on the premise that Social Studies is designed to offer a comprehensive solution to specific national problems if the national goals of education are to have meaning (Obemeata et al 1981)

Thus, the national objectives as laid down in NPE (2004) form the basis of the formulation of Social Studies objectives in Nigeria. The National Policy on Education outlines the following objectives.

a. The inculcation of national consciousness and national unity
b. The inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society.
c. The training of the mind in the understanding of the world around and;
d. The acquisition of appropriate skills and development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society

In line with the above national goals of education, it was decided that the overall objectives of Social Studies at Junior Secondary School level in Nigeria should enable students to achieve the following curriculum objectives of Social Studies education namely;

a. Developing the ability to adapt to changing environment
b. Becoming good citizens capable and willing to contribute to the development of the society.
c. Inculcating the right types of values.
d. Developing a sense of comprehension towards other people and those fundamental things that makes them human.
e. Developing the capacity to recognize the many dimensions of human beings in different cultural and social contexts.

f. Developing a sense of solidarity and sharing based on a sense of security in one's own identity (NERDC, 2007).

It is based on this national education goals stated earlier that the objectives were developed. According to Dubey and Barth (1980) Social Studies is a subject for the inculcation of the philosophy of Nigerian education. To them, the objectives of Nigerian Social Studies are developed to reflect the spirit of philosophy by laying emphasis on the integration of the citizen into sound and effective citizens.

In line with the above goals and objectives, Social Studies educators and educationists in Nigeria formulated among others the following broad objectives of Social Studies as follows

a. Create an awareness, and understanding of the evolving physical and cultural processes.
b. Develop capacity to learn and acquire basic skills, essential to the formulation of satisfactory professional life that is a pride in the job and sound judgment.
c. Ensure the acquisition of the relevant of knowledge and information which is an essential pre-requisite to personal development and making of positive contribution to the betterment of the society as a whole.
d. Appreciate the diversity and interdependence of all members of the local and national communities and the need for cooperation for the unity of the country and international understanding.

e. Inculcating positive attitudes and appropriate values of honesty, integrity, hard work, fairness, justice, togetherness for the development of the nation.
f. Development of ability for a rationed utilization of cultural, spiritual and natural resources and their conservation for national development.
g. Create awareness that discipline is essential for an orderly society.
h. The development of the ability to think reflectively and come to independent conclusion.
i. Encourage voluntary participation in civic duties as well as developing the sense of responsibilities.
j. Develop an appreciation of the cultural heritage and a desire to preserve them.
k. Foster the spirit of national consciousness, unity in diversity, national tolerance and respect for others among learners.'

Above all these, objectives in Social Studies should always be conceived and designed in the line with the ever changing nature of the society adopting Social Studies as curricula innovation designated to bring about solutions to both individual and societal problems using the subject as a problem-solving discipline. This view is aptly capture by NERDC (2007, page 193) in its forward to the 9-year Basic Education curriculum Social Studies for JSS1-3 as follows

> *The curriculum prescriptions in this document Represents the minimum content of what should be Taught in all Nigerian schools. This notwithstanding, Teachers in the different states and Local Government Areas are free to*

> *draw upon their immediate Environment for additional material (p. ii)*

The objectives of social studies education in Nigeria as stated above are broad and all inclusive. The educators and scholars, who conceived and developed them, tailored them towards addressing problems of survivals of both individuals' citizen and the Nigerian nation. Okam (1998) supporting this view states that the ultimate objective of social studies education is the development of man and nation, not merely in the classroom, but in the community, country and the world as a whole.

Thus, social studies education aims at developing a wholesome personality so that even when facts are forgotten, the personal development, which makes the leader a balanced and well-adjusted adult remains. This is why the teaching of Social Studies does not focus only on the cognitive domain, but also on the development of the learner's affective domain, especially his values and attitude for self-reliance. Allport in Usara (2014) defines values, as worthwhile consideration by an individual which dictates for him what he will see, hear, think and do in his process of socialization or interpersonal relationship in the society.

Values are any good or worthwhile concept, idea or thing that motivates relationships and integrate individuals together within the framework of a society (Kazei 2006). This values in human life are a set of belief which guides and justifier the actions of individuals. Therefore a development and fostering of values sensitivity in the minds of young learners in schools, can be done through social attitudes and values.

**Types of values**

There are various classifications of values by different authorities in different disciplines. This is because Singh and Nath in Usara (2014), the concept of values has been used so widely that one would expect to find many detailed theoretical discussion in which it is analysed in their elucidation. They endorse that the concepts of values have been subjected to close scrutiny and because of its ubiquitous nature many disciplines have found it necessary to invent, when coming to grips with the cognitive life of man, with man as a social actors with the ways in which man its molded by his culture and its social institutions and more importantly with the development of the distinctive characteristics of societies or culture that occurs within them.

However, this study shares the views of Kazi in Usara (2014) that the eye catching among these classification of values as far as Social Studies education is concerned is that of jarolimek in Usara (2014). To him to broad classification of values are as follow:

General values: This include values such as justice, equality, honesty, truthfulness tolerance, diligence, responsibility, carefulness freedom, tolerance, cooperation, diligence, responsibility, carefulness, freedom hard work, discipline among others. These values are universal, because there is general agreement of the majority of the citizens in every society that these values reflect the, ethical guidelines of the society. Therefore it is when a majority of the citizens internalize these values that there will be orderly in the society.

Personal values: those are values that affect the decision making of an individual in his or her personal life. Personal values are values which the individual develops as a result of going and doing and not from "sitting" and thinking 'Kazi (2006). These values are characterized with choice making and decision taking. Therefore personal values are individual preferences.

Equally, Ganguli in Usara (2014) classifies values into ten categories according to the behaviour of an individual personality in the society as follows:

a. Material: This has bearing on comfort safety, health and adaptation
b. Economic: This relates to productivity, efficiency and labour
c. Social: This is connected to traits like courtesy, generosity, cheerfulness and discipline.
d. Political: This covers concept like authority freedom, justice and self-reliance
e. Religions: This impinges on concepts such as piety, chastity, conscience peace and love.
f. Moral: This is linked to values like honesty, charity, gratitude, and fairness
g. Aesthetic: This values is related to concepts like beauty, appreciation and symmetry relationship
h. Intellectual: This has to do with intelligence, clarity, precision and logicality
i. Professional: This is connected with values like recognition, success, expertise, competency, proficiency and self-reliance

j. Sentimental: This covers feature, like love, acceptance, rejection hatred and fighting.

**Attitudes**

There are many definitions of attitudes, as there are many social psychologists. Thorndike and Hagen in Usara (2014). View attitudes as feeling of favourableness or unfavourableness towards some groups, institutions, or proposition. To Mukherjee (2007) attitudes are one's feelings, thoughts and predispositions to behave in some preferred manner towards some object, issues or some aspects of one's environment.

Kazi (2006) affirms that attitudes are relatively stable and enduring predisposition to behave or react in a certain way toward persons, objects institutions or events negatively or positively. To him attitudes are cognitive, affective and connective in their characteristics. In a similar line of thought Singh a Nath in Usara (2014) say that attitudes involve an organization of beliefs focused upon a single object or situation.

Allports in Usara (2014) definition of attitudes seemed to indicate that most psychologists merely modify it. Allport defines attitude as a mental state of readiness organized through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is associated.

**Types of Attitudes**

Types of Attitudes in Social Studies the inculcation of attitudes like values occupies a special place in social attitudes and values. This is because attitudes serve as a centripetal focus of cognitive awareness which shapes an individual's behaviour for meaningful socio-civic living in the society in the line of thought Kazi (2006) confirms that attitude and values are two interwoven concepts which feed and grow on each other in a kind of symbiotic relationship which every individual must strive to possess especially the positive one for his living in the society. The claim is supported by the second aim of Nigerian Education which stresses the inculcation of the right types of values and attitudes for the survival of the individual and the Nigeria. Society (NPE 2004).

This Ferlon in Usara (2014) distinguishes three types of attitudes which Social Studies teachers must develop in the young learners through dispensation of the subject (Social Studies, classroom wise. To him these are behavioural which mainly concern behaviours within and outside the classroom. Procedural attitude which promotes the achievement of certain goals and substantive attitudes, which have independent existence and these impinge on feelings, goals and conscience of the society.

On hisown part, Usara (2014) group attitudinal objective of socials studies into two categories namely:

a. Attitudes for desirable intellectual behaviour these are attitude designed to cultivate or develop such frames of mind as open mindedness, objectivity,

precision in collecting analysing and interpreting data to name among others.

b. Attitudes for desirable Social Behaviour: These attitudes include virtues like interest responsibility, involvement and awareness among others. Bearing in mind the researcher is than motivated to investigate the opinion of students on Social attitude and values education as tools for citizenship transmission. This position is shared by Okam (2006) when he states that until the types of behavioural objectives that possess an effective and psychomotor orientations has been established in the students, Social Studies education has not achieved its main goal of fostering the tenets or norms of effective nation building during the teaching learning process.

## 2.07 Teaching and Learning in the context of Social Studies Education

Teaching is a concept which is generally utilized in the educative process even though the concept does not apply with equal facility to all teaching subjects in the school curricula in the same way. Therefore, any meaningful conceptualization of teaching should take cognizance of the nature of the subject to be taught and learned, the appropriate methods and techniques of teaching the subject very effectively and the objectives which the subject intends to achieve. To this effect, in articulating what "teaching", means in the context of Social Studies, its teaching methods and techniques as well as the objectives of developing productive citizenry endowed with positive skills and behaviours entail, a large measure of the employment of activity-oriented methods and techniques in teaching the "subject" (Mezieobi, et al 2008); thus the nature,

methods and techniques as well as objectives of Social Studies education combine to impact or influence what teaching and learning means in the subject.

Teaching in the context of Social Studies education is learner-centred. This according to Mezieobi et al (2008) entails active participation of the learner in Social Studies classroom. It is a problem-solving subject in Nigeria and, therefore emphases the use of activity oriented methods and productive citizenry which is a major focus of Social Studies education entails that Social Studies as a subject concern itself with inculcating creative, reflective, analytic and decision making skills and competences in the learners. Based on the foregoing goals of Social Studies education the teaching of Social Studies cannot and does not imply sheet passing on of, or imparting of, desirable knowledge to a passive learner who must on demand recall the rate memory acquired and stored knowledge. The popular conception of teaching does not suit what teaching means in Social Studies.

Effective teaching on Social Studies education more than any other subject emphasized higher level of knowledge, and affective and character development. In this connection, therefore, teaching in Social Studies refers to a predominantly student controlled or directed interactive learning achievement oriented activities inside and outside the formal classroom situation in which the learner actively participates and makes conscious and deliberate efforts to induce and acquire significant learning under the teacher serving as a learning collaborator, director guide, a catalyst and a helper (Meziobi, et al, 2008). Thus the teacher in Social Studies teaching setting is not a task master or an autocrat dishing out encyclopaedic knowledge.

Akande (1987,) confirms the fact that the meaning of teaching cannot be divorced from the nature of a subject when he notes that the nature of teaching varies with the area or subject of study. To him meaningful Social Studies teaching is student activity loaded such that the students is given a wide democratic latitude to learn by doing it himself through his activities, participatory commitment and display of his intellectual integrity and capacity for independent judgement. Accordingly, for any activities to qualify as Social Studies teaching activities, or to merit the description of the very act of teaching in Social Studies the following criteria must be met these include:

a. The activities must be learning-achievement oriented.
b. The activities must suit the maturity level and capabilities of the learner.
c. The activities must elicit the active participation of the learner before and during actual teaching.
d. The inside and outside the Social Studies classroom environment must be reasonably democratized and stimulating to elicit the willing and active participation and involvement of the learner.
e. The learning activities must reflect largely the real social world of the learners.
f. The interactive teaching situation should not only elicit the creative capabilities of the learners, the learners should perceive themselves as the dominant persons involved in the teaching-learning process while the teachers perceived themselves as guide helpers and stimulators of learning.

g. The activities must be effective learning as well as involving the development of higher level skills.

h. The teacher should be both professionally trained and competent in teaching Social Studies in and outside the formal classroom. The teacher must expose the learners to a variety of activities by using a wide variety of appropriate leathing methods, and techniques, multiple instructional materials and resources and appropriate evaluation methods germane to effective Social Studies instructional evaluation. The teacher should know the kind of skills achievable through a given learning activity or experience, what learning activity can best lead to acquisition of which skills, what methods and techniques can best be used and in which ways the desired learning can be brought about (Mezieobi et at, 2008).

## 2.08 Justification for the Introduction of Social Studies Education in Nigeria

In every school system there are a number of factors responsible for introducing any new subject into school curriculum of that system in the same way, introduction of Social Studies into the Nigeria system has been connected with a number of reasons.

Thus, for a clear understanding of the reasons for introducing Social Studies in Nigeria, there is the need to look at the philosophy behind its introduction and what the subject intends to achieve.

According to Aina et al; (1982) Social Studies was introduced into the Nigeria education system as an answer to specified and national problems, for instance in the late 1960's, most educators in Nigeria agreed that the school must be Nigerian in outlook rather than emphasizing foreign ideals. This is because in designing the form and content of education for Nigeria, the British colonies according to Tikumah (2009) aims at enlightening the Nigerian more about Europeans than about himself as a Nigeria. In effect, the education provided by the British was inadequate to meet the needs of the Nigerian youths and society. As Fafunwa (2004) rightly observes: "The system instead of developing positive values in the society in which the African child lived, tended to alleviate from his cultural environment, in other words, the system educated the child out of his environment".

Consequently, the educational reforms that led to introduction of Social Studies in Nigeria had the following underlying motives which according to Akinlaye (1981`) are as follows:

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

Based on these, it was thought that through Social Studies, a love of the country could be developed in our school-children in such a way that they would develop a strong attachment of their country and government. As Balyejuse in Tikumah (2009) observes that, Social Studies was introduced in Nigeria education system as a "corrective study" that is, to remedy the colonial past and properly address the present and future needs of Nigeria.

One of the justifications for the introduction of Social Studies in Nigeria arose from the deficiencies of the separate social science subject. Such as History, Geography, Political Science, Economics, among others as a means of studying the entire society. The programmes and methods of teaching laid greater emphasis on educating specialists in the discipline which are hardly related to life. According to Okam (2005) this single subject approach encourages a negation of a holistic view of knowledge about the world people live in. the implication of this is that it engenders a compartmentalized and specialized view of knowledge in the minds of students which is quite unnecessary especially at the Junior Secondary School level. To this effect, Okam (2002) challenges and criticizes traditional approach to teaching in Social Studies education on the ground that it is highly restrictive and runs counter to the growing awareness of the social mobility function of education and that it lacks any serious curriculum structure and therefore encourages role-learning and memory work. Thus the absence of structure in the associated programmes renders them incapable of being taught in imaginative ways to foster discovery and problem solving associated with the integrated Social Studies curriculum.

The integrated Social Studies according to Okam (2008) represents a form for organizing knowledge for the purpose of establishing relationship between the separate modes of understanding as exemplified in the discrete subject disciplines. The integrated approach is concerned with studying the real world of a child's environment as a starting point for further learning and for future citizenship. Thus Social Studies education largely derives its strength from the orientation outside the structure of individual subject disciplines (Okam 1998). In their elucidation Mezieobi et al, (2008) endorse that fragmentation and dichotomization of disciplines in the social sciences and humanities "which is their distinctiveness, presented a false view of the real world. Thus, it is felt that the study of the society and its proper understanding could be better done through an integrated subject that would enlist various aspects of the separate social sciences and humanities and look at the realities of life in their interconnectedness (Okonkwo, 2004).

The introduction of Social Studies also finds justification in the desire to expose the Nigerian youths to the problems in the society and equip them with necessary skills needed for survival (Aina et al 1982).

Amdii (2005) informs that, the introduction of Social Studies into the school curriculum in Nigeria was part of a general response to the problems of independence and to reverse the colonial education which did not cater for our societal values in addition, its introduction was designed to develop basic skills essential to the healthy growth of the ideas of democracy such as thinking and decision making (Aina et al, 1981). These skills are accomplished through

learning experiences which involve problem solving, and critical thinking among others Social Studies provides the opportunity.

Amdii (2005) instructs that, the social function of Social Studies has been "preparation" of pupils or students for responsible citizenship. Thus Social Studies was introduced as a programme to help in developing and improving social living in the community, country and in the world as a whole. It provides citizens with human qualities and characteristics which are compatible with the progress and development of the society.

The introduction of Social Studies in Nigeria was to make Nigerians understand, that people constituting the Nigerian population have much more in common than they differ (Tikumah 2009). Okam (2006) bore his mind to this Okam endorses that Social Studies in Nigerian schools was introduced to foster spirit of national consciousness, unity in diversity, national tolerance and respect for others amongst learners on his own part Ilori (1994) was quick to observe that, if Nigeria is said to be a nation in need of "ethical revolution" than Social Studies as an inculcator of values and attitudes is indispensable for the country.

Above all those, the National policy on Education (2004) stipulates that the quality of instruction at all levels of Nigerian education system must be geared towards inculcating the following values.

a. Respect for the worth and dignity of the individual
b. Faith in man's ability to make rational decision
c. Moral and spiritual values in interpersonal and human relations

d. Shared responsibility for the common good and society.
e. Promotion of the emotional, physical and psychological health of children.

Similarly, Social Studies objectives are derived from the National Education objectives. It was introduced to achieve such goals as national consciousness, national unity, development of positive attitude towards democratic values and citizenship among many others. Thus, Social Studies based on its objectives as the most adequate subject for the realization of the national educational objectives at all levels of Nigerian education system.

## 2.09 The Concept of Citizenship Transmission

Citizenship transmission is synonymous with citizenship education. The primary and overriding purpose of education, especially Social Studies is citizenship social attitudes and values intricately interwoven with citizenship education.

This is also a concept that defiles any precise definition. Barth and Sharmis in Orisa A.A., (2010) conceptualized citizenship education as inculcating in individuals certain very significant cultural behaviour, knowledge and value.

Similarly, Dubey and Barth, Meziobi in Orisa A.A., (2010), perceived citizenship education as indoctrinating individuals is things considered a society's basic values.

Ezegbe (1988:) referred to citizenship education as: that education through which pupils in the social system will be thought about their rights, privileges, duties and

responsibilities as good citizens and through which they will be encouraged, to perform their duties, and play a positive and active role in the society. Joyce (1973), Uche (1981). Iyewarum (1986) Ikwumelu (1988) and in Mezieobi, (1992) viewed citizenship education as preparation for social responsibility. Although none of the foregoing perception of citizenship education is all inclusive, they embody some aspects of citizenship education citizenship education could also be referred to as the educative means in a sovereign state whereby the citizens or individuals become socially and politically aware, socially integrated into the social milieu, acquire social skills and competencies, become sensitive, and actually participate in their social responsibility for maximum productivity and development.

Citizenship education equips the individual with pertinent knowledge and skills that enable one meaningfully contribute to development and progress of an ever-changing dynamic citizenship education among other things, entails the development of individuals of many parts who would be equipped with the practical knowledge and skills that would make them capable of formulating, proposing, advocating and meaningfully directing ideas, activities actions and events of both mankind and the nations, adapt to the world that is in constant flux and contribute to the nation's future growth and development.

## 2.10 Aims of Citizenship Education

Orisa. (2010) postulates the following

a. **Social Awareness:** Equipping persons with the knowledge, issue and problems of their environments, society and beyond through induction or cultural transmission.
b. Social sensitivity: Enabling one to have the first hand impression about the goodies one the short comings of one's environments or society.
c. **Social Relevance pursuit:** To produce citizens who will adapt or fit into the social realities of their environment and contribute to meeting the needs of the society.
d. **Social integration:** To bring together the diverse of the country with their cultural economic and political diversities and cementing them into one cohesive whole for the common good of all in this ways one is initiated into a society and made to have a sense of belonging and a sense of commitment to one's society.
e. **Social control:** To enable one become amenable to social control.
f. **Social serviceability:** Preparing one for social responsibility and one's willingness to accept and actually perform the social responsibilities.
g. **Active participation:** To prepare one actively and efficiently participate in the socio-political life of one's society.
h. **Social cooperativeness:** Enabling one to acquire the skills, competencies, attitudes and values that are crucial for effective living in the society.

i. **Production societies contribution:** Ultimately, all effort at fostering citizenship education anchor on the development of responsible citizens who would productively utilize the available materials and human resources for bringing about progressive changes in a fast changing society.

The national policy on education (2004) was apt to see citizenship education as a basis for effective participation in and contribution to life of the society" productivity or functionality is the utilitarian value of citizenship educations.

The basic objective of the teaching of citizenship education which is a vital component of Social Studies education is to convey to the learner the body of knowledge, set of value, and behavioural orientation that are considered vital or necessary for the sustenance and well-being of any people (states citizenship education basically seeks to gain young people's support for the nation's civic culture through a variety of educational process that deal with the cognitive and affective development of the learner.

## 2.11 Features of Citizenship Education

Membership in a Moral Community: Citizenship definitely implies a sense of belonging to a moral community. A moral community itself may not be regarded as a group of citizens who have a conception of a common good together with the social, economic and political institutions which structure the community. One's disposition to treat people equally with the moral community sine it is a good thing that is held in common with fellow citizens.

### i. Moral Education

Young people are usually taught the basic principles of non-selfish social morality, young people need such training, especially in our society today for without training in this direction, mutual cooperation and trust would be impossible and need for a society where the vast majority of the people are honest, obey the law, shun violence and cultism, treat other fairly, care about the neighbourhoods states and nations. Moral education is obviously a part of citizenship education.

### ii. Citizen Skills

Citizens of a free society must be taught appropriate skill; some of these skills may be cognitive and some partly affective. Young people are expected to perform public service tasks, including humanitarian tasks.

### iii. Sense of Possession

When an individual is brought up to view his or her community state or nation as his or her own will tend to feel proud when it proper and will exhibit a feeling of shame when it declines or is humiliated and anger and indignation when it is threatened. Citizenship education is not something meant to intellectualized or theorized rather it is something that ought to be real and relevant to the lives of young people in particular and to humanity at large: our society needs citizens who have social morality as well as sound commitment to the social cause.

## 2.12 Goals of Citizenship Education

According to Orisa. (2010) the goals of citizenship education will therefore include the following

a. Show concerns for the well-being and dignity of others, respecting the worth of others.
b. Support just laws and rights of all individuals
c. Knowledge of the main function and structure of our government from local to national level.
d. Participate in democratic civic improvement
e. Understand important world/national local and civic

## 2.13 Approaches to Citizenship transmission citizenship as contemporary issues and current events

This is based on the assumption that, in order to become effective and concerned citizen, students must participate in studying the contemporary issues of the times.

The instructional materials that would be needed here include, Newspapers, Periodicals, pamphlets and the radio. The instructional methods will emphasis teacher directed discussions.

### A. Citizenship as the Study of History and the Social Sciences

This approach rest in the premise that in order to become effective citizens, students need to be fully armed with the knowledge of History and Social

Sciences. Our young people must be well informed as concerning historical and social past, since the present is to a great extent, the product of the past.

The instructional materials for this approach consist of the classroom, textbooks, in addition to maps, charts, pictures and other resource that support the content of the textbooks.

### B. Citizenship as Civic Participation and Civic Action

This approach is hinged on the assumption that ‘‘good citizens’’ are capable of participating directly in the affairs of adult society. This approach has some inherent assumption which gives the impression that the child is a little adult. However, young people need to be carefully tutored as to the demand of the adult society. Apart from the usual classroom activities, this approach expects that the community be used as an extension of the classroom. The goals of this approach include, student awareness of the role of value in societal affairs, development of students’ competences in the areas of planning and executing programmes that are aimed at correcting social ills, gaining a commitment on the part of students so that they have a responsibility to act on the basis of their values. The instructional methods of this approach include problem solving, value analysis, value clarification and discussion.

### C. Citizenship as Scientific Thinking

This approach is based on the assumption that students should be trained in certain intellectual processes and procedures in order to help them assume the roles and demands of effective citizenship in this era of scientific and

technological advancement. Social Studies should provide answer for young people to think scientifically over issues affecting them and those happening elsewhere.

### D. Citizenship as Jurisprudence Process

The basic underlying assumption here is that traditional, constitutional and legal processes are very crucial to successful citizenship in any free society. It is not an attempt to make young people-pocket lawyers but a deliberate attempt to govern youths in some of the basic processes in both traditional and Western Legal Systems. The goal of the approach include fostering student's knowledge of the contribution of the other nation's upon the welfare of Nigerian people attaining a value system which answers a balance among personal, national, and international concerns, beliefs, and action on the part of all individuals. Newspaper cuttings, pictures, magazines, periodicals and audio-visual media may be considered useful instructional materials.

### E. Citizenship as Humanistic Development

This approach assumes that citizenship education rest on the growth and development of healthy and well-adjusted youths and people generally. This approach is holistic and is not in any way confined within the domain of Social Studies alone. It is multidisciplinary

### F. Citizenship as Preparation for Global Interdependence

This approach makes conscious effort at deemphasizing the unhealthy growth concern about over-nationally centred programme which seem to neglect the growing global needs links with interdependence and responsibilities of humanity in general. In addition, it recognizes the dangerous depletion of resources on a global scale. The goals of this approach include the development of international outlooks on social, economic and political problems, the recognition on the impact of development.

## 2.14 Citizenship in Contemporary Nigerian Society

All nations use their schools to promote patriotism. The school subject responsible for that can be referred to as Social attitudes and values, Citizenship Education, Civics or Political Education. In Nigeria, Social Studies is the subject that provides education for citizens especially at the primary and post primary levels. Social Studies indeed educates for citizenship as it has citizenship education is just a part of it. Social Studies curriculum incorporates the national philosophy, aims and objective of education and in addition, emphases the overall development of a strong sense of responsibility, patriotism and effective citizenship Udoh in Orisa (2010).

### The nature of Citizenship Education

Citizenship is a status or relationship existing between an individual and a nation to which a person owes allegiance and the state protection. A citizen is an individual who possesses full political and civic right in the body of politics of the

state. The strength of Citizenship Education is derived from its commitment to the production of individuals who are not only very much aware of the characteristics of a democracy, and committed to its ideals, but who are also aware of the inconsistence in human ideals and their actual behaviour. According to Banks and Clegg in Orisa A.A. (2010) citizenship education aims at who will be able to improve any nation because of their ability to close the gap between the ideal and the real.

Democratic citizenship involves the relationship of the individual to his government and to other members and groups. The citizen must not only participate in the national political process, but also accept the rules governing such democratic relationships. Citizenship is therefore to help individual acquire the foregoing principles and skills for decision making, sound judgment and choices. Citizenship Education covers more than mere cognitive knowledge of the systems, organs and functions of government. The understanding of the constitution involves participating in the democratic process and appreciation of the citizens ‘‘fundamental rights, duties and social justice. Other goals of citizenship Education include

## 2.15 Good Citizenship

Good citizenship is a major goal of citizenship education. The fact is that not all citizens are ‘‘good citizens,’ hence the need for Citizen Education. A good citizen is a person who does not just vote, but considers that action as a serious matter and cast his vote thoughtfully, who does not abuse the freedom he has not

interfere with the enjoyment of those rights by others. In order words, a good citizen is democratically minded and assumes greater responsibility in his political behaviour, between a good subject and good citizen. The former is the one who is competent and obedient to the law, but without making any attempt to influence the decision of government. On the other hand, a good and democratic citizen is one who participates and sees himself as capable of influencing the decision of his government. There can be no good citizen as described above without effective and appropriate political culture, hence the need for citizenship education for all children as well as adults.

### A. Promotion of National Unity and Identity

Citizenship education promotes national unity. Citizenship Education is used as tools for national unity through the inculcation in the students the idea of belonging not to a clan but the whole nation. In a diverse multi ethnic nation like Nigeria, a good citizen apart from carrying out his duties faithfully is required to display national identity before state or ethnic identity.

Okam (1998) opines that the issues of state, ethnic and regional cleavages are very strong that it will take a concerted effort to permit national growth of a healthy citizenship education.

### B. Political Awareness

For citizenship education to achieve the goal of political awareness, the polity will have to be politically conscious and support the effort of the school. It is therefore imperative that the youth and adults of this country should consciously and

formally be re-educated to acquire the right type of attitude and appropriate values of honesty, integrity and hard work, fairness, justice and togetherness for the development and integration of the nation.

**Neighbourhood (Location of school) and Students Academic performance/Perception**

Lack of resource in such school, according to Rothstein (2004), can significantly affect students' achievement and opinion. On his part, Boylan as cited in Owoeye and Yara (2011) argued that rural schools were inferior and lacked a wide range of facilities with a high staff turnover and suffered from a lack of continuity in their curriculum. He further submitted that rural schools were staffed by young beginning and inexperienced staff who regrettably did not conform with social-cultural ethos and above, offered a restricted curriculum to secondary school students. He explained that rural schools were also staffed by teachers who accepted their appointment because either, there was no better appointment available, or it was regarded as a quick step up to the promotional ladder. These views of Boylan are in line with the observation by Ubukum as cited in Owoeye and Yara (2011) that teachers in urban secondary schools in Ondo State were better qualified. He however, pointed out that it was not a deliberate government policy to post qualified teachers to urban secondary schools. He concluded that rural secondary schools were progressively poorly staffed because of the refusal of teachers to serve in remote locations. He explained that in such locations the pattern of school life was characterized by dilapidated buildings and lack of other essential materials needed for effective teaching and learning.

In impoverished neighbourhood it has been argued, crime a lack of positive role models, inadequate social and health services and other factors create an environment that undermine children's motivation, achievement and mental health. In addition, teachers often held low expectation for disadvantaged children and thus can affect their opinion (Houser-cram, Sirin, and Stipek 2003). In a submission, Adepoju (2008) argues that the environment (urban or rural) in which a child finds himself or herself goes a long way in determining his or her learning ability and ultimately his or her academic performance. Thus assertion by Adepoju (2008) harmonizes with the observation that the unconducive environment created for students can ultimately affect their opinion or academic performance.

**Gender Differences in Academic Performance and Perception**

The question of gender difference in intelligence or perception has been described for some time now. Many reasons have been offered as causes of perceived gender difference in learning. These differences may not all be attributed to only biological predisposition but to other factors such as cultural expectation and norms. Most culture in Africa provides different exposure on the two sexes and consequently different opportunities. The consensus of a large body of research is that no matter what the inherent biological difference, many of the observed differences between males and females can be linked to differences in early socialisation experiences (grossma, as cited in Slavin, 2009).

The socialisation process in some societies is somewhat rigid and gender differences are emphasized in the day to day, sex roles that are assigned to males and females. It may therefore, not be surprising that the school being a microcosm of society may consciously or unconsciously perpetuate gender stereotypic behaviours.

It has been reported that teachers consciously or unconsciously often mete out differential treatment to boys and girls in their classrooms (Rubble & Martin as cited in Afuwape and Oludipe, 2008) provide evidence that shows a large array of different expectation that favoured boys. According to her, teachers interact more favourably with boys and gave them more positive feedback while directing more criticism at girls. Blocks assertion harmonises with the report of Becker as cited in Mari (2007) that teachers spoke more frequently to boys, asked boys higher order questions and praised them for work done. Block as cited in sprint hall in a study reported ‘‘girls in high achievement condition received the lowest level of supportive ego-enhancing feedback. They also received significantly fewer laudatory attribution statements.’’ Block further notes that teachers negative expectancies can be found at all levels from nursery school to college. In pre-school according to her, boys receive more attention. In college, female intellectual aspiration is taken less seriously by professors. These expectation and the discouragement and denigration of female academic effort and opinion may have in Block’s words ‘‘pernicious effect.’’

**Gender Issues in Education**

Umoh (2004) reflects that the likelihood of factors such as gender, customs, and traditions, religion, and family education and background to exert influence on the human resources development of an individual serious concern to our young people. In this context, gender is considered as a societal construct that separate the roles expectations of male and females.

Keller (1991) also describes gender as a cultural construct that distinguishes the role behaviour, mental and emotional characteristics between males and females developed by a society.

However, Okeke (1999) argues that as society assigns and imposes certain behaviour characteristics on either sex, members begin to think, feel or act in ways expected of the society, thus, certain behaviour characteristics and attributes have now been constituted into stereotypes.

Okeke (1999) also observes that these stereotyped ‘‘sex’’ roles and functions imposed by culture or tradition from one generation to another become accepted without question, internalized and erroneously interpreted and applied as if they are biological characteristics although male and females can never be identical but gender differences and gender stereotyping tend to be exaggerated to a point such that they limit the human resources development and utilization of one’s potentials.

Bolarin in Mohammed, (2013) considers that Nigerian women unlike the male counterpart have not made any significant contribution in terms of socio-

economic development of Nigeria. She elected that the possibility of making this contribution is very much in doubt when one takes cognizance of the higher level of literacy prevailing amongst women can only be effective if the recipients are involved in the formulation objectives, planning and executions of such programme based on their needs, aspirations, interest, abilities and competence. She regrets that this development is quite far from being the case.

A number of research studies on the literacy level of Nigerian women (Abe; Awolesi; Bolarin; Odu,;Adamu; Nwagbara, and Okeke, in Mohammed, 2013) have shown that women are lagging behind their male counterparts in every level of formal education. The same pattern of low representation of Nigerian women has been discussed in several research studies on career aspiration amongst these women folk (Balarin; Durajoiye,;Okpala and Onacha, and Osuji in Mohammed, 2013) these studies generally endorsed that Nigerian women have been grossly underrepresented in the various sciences and science based courses and careers. It is considered that as serious as these issues are, one realizes that it's erroneous and unrealistic to think that the problem of Nigerian women lagging behind their male counterparts is a problem that can be solved within a short period of time as a slogan ‘‘education for all in the year 2000’’ tends to points out. In her research studies on ‘‘functional women education’’

Bolarin in Mohammed, (2013) posited that UNESCO endorsed that 62% of the adult illiterates in Nigeria have been found to be women. This discloses that serious work need to be done in the area of women folks who definitely lack the

basic functional education and training which may lead to their effective participation in the socio-economic development of this country.

Etuk (2004) discloses that gender discrimination has had very serious negative consequence on the human resources development of the women folks in Nigeria. Thus, Olayinka, Osuji andAbri in Mohammed, (2013) found from their research studies that vocational aspirations and choice are influenced by certain variables including gender and family background. These researchers revealed that males chose male stereotyped occupations while females chose female stereotyped occupations. Thus, sex roles and sex stereotyped concepts as apparent in the Nigerian cultural values have traditionally insisted that the place of women is the home. This cultural expectation according to these researchers is responsible for the domination of males in some jobs areas and females in other areas. In his perspective, Ehinndero (1986) discloses that such professions and courses have traditionally been regarded as aspect of curriculum reserved for females. Etuk (2004) submits that the endorsement of gender stereotyping in Nigeria have weighed more against our women folk. He enumerates these effects thus' (a) overwhelming domination of males in such a job area as the auto mechanic profession; (b) shortage of man power in certain professional fields as the carpentry field because it is believed to be a special reserved field for men; (c) more number of unemployed women who have resorted to becoming complete housewives because of lack of job opportunities which largely emanate from the problems intrinsic in gender stereotyping; (d) very few numbers of job areas available for women due to gender discrimination; (e) little concern for women

education which limits the quality of their innate capabilities for human resources development; (f) underutilization of the potentials of women in a number of professional fields because of the negative effects of gender stereotyping associated with these professions; (g) general shortage of women skilled manpower in the labour market due to the neglect that women education have suffered at all level of education; and (h) uneven distribution of the entire labour force due to gender discrimination that our women folk are a victim of.

Nwagbara (1995) reveals that as a result of the ‘‘negative’’ gender stereotyping construed in reference to their role behaviour, Nigerian women have not effectively participated in the nation’s development she reveals that at present a variety of social and cultural barriers which impinge on such gender issues as ‘‘early marriages,’’ ‘‘high bride price,’’ ‘‘domestic and rural drudgery,’’ ‘‘discriminatory family treatment,’’ an old age insecurity’’ and some of the social injustices that afflict Nigerian womanhood. Nwagbara (1995) further considers that low social and economic status ‘‘marital instability’’ and insecurity at old age are some of the causes of high fertility amongst Nigerian women in the nation development has fostered and enhanced fertility rates among them.

Okam and Umeh (2004) warned that the current over population and unemployment crises in Nigeria is largely traceable to the incidence of high fertility rates among the women folk. It is conceded that in spite of their behaviour and status, women make up about 50% of the Nigerian populations (Adamu ;Nwagbara; Okam and Umeh, in Mohammed, 2013) again in spite of their numbers this section of Nigerian population is characterized to a very large

extent by widespread illiteracy especially in rural areas. Thus, Nwagbara in Mohammed, (2013) expatiates further that it is not an understatement to say that about 90% of the women in Nigeria are uneducated yet it is these women who are central to the issues that bear on the Nigerian over population crisis. She reflects that it is only if these women are well educated and well informed can they on their own understand the implications of large population and or the problems of over population and unemployment. Ajaegbu (1985) observes that in some rural locations of Nigeria, many women breed children without due consideration of the implication of their health and on the wellbeing of their families. Sometimes this development according to Ajaegbu in Mohammed, (2013) is due to cultural biases in which child bearing is constructed as God sent and should not be tampered with. However, on these illiteracy syndromes, menacing and militating against the human development of our Nigeria women folk. Adamu in Mohammed, (2013) warns that in this competitive world, no development oriented government can afford to watch helplessly half of its population being drowned in total or partial darkness or ignorance more so that this neglected half is mostly charged with the responsibility of bringing up the younger generation who are always labelled leaders of tomorrow. He reflects the problem thus: what kind of leaders is the nation going to have if their early formative years are marked by misguidance by ignorant mothers?

The Dakar foundation for action (2000) for education for all (EFA) endorses that every woman has a right to education. It asserted that is only through a sustained commitment of women to useful and meaningful education could they contribute

with strength and purpose in addressing a variety of problems that have engulfed the world.

The conference that the world faces daunting problems it enumerate some of the notable ones. Based on the forgoing philosophical reflections and pronouncement by Dakar framework of action (2000) on the place of education in enhancing the human resources development of women it emerge with three major components in respect of its framework about the vital need for women to be educated as follows: (a) the implications of fundamental right of all women to be educated (b) the purpose of education for all women and (c) an expanded vision and plea for women to become committee to education.

The role of Social Studies education in citizenship training Social Studies education could be a veritable tool for citizenship training towards national development. It was designed for functional citizenship training Tijani, Abdulgaffar& Musa, (2013). It is expected that Social Studies inculcates in Nigerian citizens the spirits of patriotism, unity in diversity, respect for fundamental Human Rights of citizens, respect to democratic values, self-reliance and other values in Nigeria society. According to Ikem&Oghenemiderhi (2013) Social Studies education would help give in moral re-armament and rejuvenation of the society where there will be fairness, equality, and unity for national development. The researchers add that Social Studies education could enhance citizenship education through inculcation of spirit of patriotism, respect for rule of law, dignity of labour; hard work and dedication to duty as elements of good citizenship for national transformation. Abdullahi (2007)

## 2.16 Review of Empirical Related Studies

Ayinde conducted a study (1997) on political socialization among junior secondary schools students in Kaduna state. Three objectives, research questions, and hypotheses guided the study, with a sample size of 450 students randomly selected among 18 secondary schools in Kaduna state, through a teacher made questionnaire, the data collected were statistically analysed using percentage sample t-test and correlation. The major findings of this study showed that there was relationship between political orientations and political development of the respondents. It was found that location affected political socialization of the respondents. It was also discovered that the sex of the respondents had no significant role to play in the political socialization of junior secondary school III students in Kaduna state. It was recommended that students should be oriented towards politics by imbibing the spirit of good sportsmanship in wining or loosing because they are to become future leaders, students in rural areas should be encouraged by making newspapers available among others.

Looking at Ayinde's study, the present study is congruent in the following ways in terms of instrument, the statistical package in analysis and findings which states that location affects political socialization of the students sex of the respondents had no significant role to play in the political socializations of junior secondary school III students in Kaduna state. It also differs with the present study in the following ways area of coverage, population, content. The present study intends to strengthen this study and fill the existing gap which makes it unique in this direction.

The study attempted to review the studies that have been conducted, a lot have been conducted assessing attitudes and values as tools for citizenship transmission among secondary schools, students in Niger State, and to accomplish this, it becomes pertinent for the researcher to review some related and relevant empirical studies that have some bearings with the present study. The intention is to strengthen the present study and to put it in proper perspective. Dodo conducted a study (2012) on secondary school students of the effectiveness of citizenship education and its influence on national building in Kaduna State. Through the use of questionnaires with a 240 respondents. He came with the findings that there was no significant difference between male and female respondents on citizenship for nation building. Respondents from both urban and rural areas agreed that there was no difference in the perception of urban and rural dwellers on the effectiveness of citizenship education for nation building since the location of citizensdo not matter on their patriotism to the nation. In the same vein, the respondents in both classes are in agreement that citizenship education can contribute to nation building without minding the class and level of the individuals involve.

Looking at Dodo's empirical study is congruent in the following ways, the instrument and method and finding, that there was no significant different between the opinion of male and female respondents on citizenship for nation Building, while it differs from the present study in terms of topic, area of coverage, population and the parameter the used in analysis.

Kehinde (2014) also conducted a study on Social Studies education as instrument of solving religious intolerance among junior secondary school students in Kaduna State. He made use of descriptive survey with a sample size of respondents of 324. The findings revealed that the opinion of male and female students regarding the subject as an instrument for solving religious intolerance among JSS social students in Sabon Gari Zaria in Kaduna State. On the basis of their sex, they believe that Social Studies is the best tool use for solving problems of religious intolerance. The findings also indicates that there is no significant difference in the opinion of JSS II and JSS III Social Studies students towards the subject as an instrument of religious intolerance in Sabon Gari Zaria Kaduna State.

Similarly looking at Kahinde's empirical study is congruent in the following ways, the method of investigation, method of analysis and the finding, which revealed that there was no significant differences between the opinion of male and female respondents on social studies as an instrument for solving religious intolerance, it also differs in the following ways, area of coverage, the parameter he used in analysis, and the findings which revealed that there was no significant differences between the opinion of JSSII and JSSIII on social studies as an instrument of solving the problem of religious intolerance.

Also, the study conducted by Ibrahim (2012) on the effect of Social Studies towards the achievement of national unity among Junior Secondary School students in Sokoto State. He also used a survey research design with 380 respondents. His findings that there was statistically, a significant difference

between the opinion of male and female students who have been taught the concept of inter-tribal marriage towards national unity among JSS students in Sokoto State.

Also looking at the study conducted Ibrahim on the effects of social studies education towards the achievement of national unity among JSS in Sokoto state is congruent in the following ways, method, and instrument and it differs in the following ways, content, topic, and finding which revealed that there was a statically significant difference in opinion between male and female students who have been taught the concept of inter-tribal marriage towards national unity and population.

Kuji (2012) also conducted a study on the perception of teachers and students towards the impact of social studies education on the effort to minimise students' unrest in universities in North West Geopolitical zone. He also used a descriptive survey research design with 330 respondents. The findings revealed that there is no significant difference between the perception of male and female students towards the impact of Social Studies education on the effort to minimising students unrest in the universities

Looking at Kuji empirical study, is congruent is the following ways in method and instrument and it differs with the present study in terms of area of coverage, topic, population the parameter he used in analysis, and finding that revealed that there was no significant differences between the perception of male and female population.

Looking at the existing empirical studies above and those well known to the researcher, the present study is geared towards making his contribution in the area of citizenship education through social attitudes and values as tools at the JSS level. Since the inception of the 9-year Basic Education Curriculum for J.S.S 1-3 which brought under the new curriculum tagged ‘‘ Upper Basic Education Curriculum’’ (NERDC, 2007), there has not been any comprehensive study on the assessment of social attitudes and values as tools for citizenship transmission which the curriculum sets out to achieve. The present study thus intends to provide a pioneer work on the new Social Studies curriculum in this direction. Previous work undertaken by Social Studies educator and scholars (Salia Bao, 1981, Okobiah, 1985, Dubey and Barth, 1998, Okam, 1998 Yaroson, 1999, Amrewodi, 1999,, 2002, 2005) on the content area, teaching methods, and evaluation techniques in Social Studies education have criticized or questioned these three dimension in terms of extent to which classroom dispensation of Social Studies curriculum has been successfully used in achieving the objectives of Social Studies. Glason and Whitty (1976), Barth (1980), Obemeata (1983), Dubey and Okam (2006) revealed that Social Studies as being taught in schools today does not achieve its main objectives which is the acquisition of positive values, skills and attitude for a responsible citizenship towards contributing to the growth and development of the nation.

Hence, to re-examine the J.S.S Social Studies education in terms of its content areas, objectives, instructional materials and resources teaching methods and evaluation techniques of the new Social Studies curriculum to identify which need

to be strengthened and promoted becomes desideratum. From the foregoing, it is obvious that some empirical studies which have been reported some problems and prospect in Social Studies education have been conducted. However, there has been no study conducted on the assessment of social attitudes and values tools for citizenship transmission among junior secondary school students in Niger State. This has created the lacuna which motivated the researcher to assess social attitudes and values as tools for citizenship transmission in Niger State. This is because all the empirical studies reviewed has shown that no study that comprehensively investigated into the assessment of social attitudes and values as tools for citizenship education among J.S.S. students in Niger State. To find out the opinion of male and female students on social attitudes and values of Social Studies as tools for citizenship transmission among Junior Secondary School Students. To ascertain the opinion of JSS II and JSS III students on Social attitudes and values as tools for citizenship transmission among JSS students. To determine the opinion of urban and rural students on the effectiveness of Social Studies as tools for citizenship transmission among JSS Students. It is an attempt to provide answers to these questions that this study is undertaken. Based on this, the previous empirical studies differ significantly from the present study in the following aspects namely the purpose, the coverage of aspects of educational environments in social attitudes and values makes it unique when compared with previous researches. Previous empirical studies seem to address only some fractional parts of the present study as indicated in the related empirical studies. The emphasis on a more comprehensive investigation approach on the assessment

of social attitudes and values as tools for citizenship transmission among J.S.S students in Niger State based on the objective, content areas, instructional materials, and teaching methods which involves inculcating of values disposition for the common good of man and society makes the present research effort distinctive.

Finally, it is the hope of the researcher that the findings of this study would tremendously contribute to the improvement of classroom pedagogy in Social Studies education in Niger State in particular and a source of relevant data in subsequent researches.

**Summary**

This chapter reviewed some of the numerous works carried out that had direct bearing on the Assessment of social attitudes and values as tools for citizenship transmission, among J.S.S students in Niger State. The review paid attention to the concept of education which generally refers to the transmission of ideas, skills, norms and value systems. The definition for social attitudes and values nature and content area of social attitudes and values in Nigeria, Social Studies has so many definitions among of which, Social Studies is subject that emphasizes the importance of man. Therefore man is the central focus of social attitudes and values supporting the content areas of Social Studies Okam (2006) argues that Social Studies educator must accept and propagate that modern trend in the context of the subjects in the approach of curriculum development.

This implies that content in Social Studies should reflect the changing needs and aspiration of the Social Studies. Education in Nigeria such as the inculcation of national consciousness and national unity, the inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society, teaching and learning of social attitudes and values, Attitudes and values in social attitudes and values, attitudes are classified into two Attitudes for desirable intellectual behaviour and attitudes for desirable social behaviour, values are also classified into two, personal values and general values, justification for the introduction of social attitudes and values in Nigeria, the concept of citizenship transmission. And the review of related empirical studies that have bearing on the present study from the work of Dodo (2012), Ibrahim (2012), Kaji (2012), Kehinde (2014).

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter focuses on the research procedures. The chapter discusses the following sub-topics.

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Instrumentation
- Validity of the Instrument
- Reliability of the Instrument
- Procedure for Data Collection
- Procedure for Statistical Analysis

## 3.2 Research Design

The descriptive survey method was used for the study. According to Ngu (2009) survey research is defined as a systematic collection of data from population or sampled population, through interview or questionnaires techniques. The result of the sample studied is then applied on the whole population of the study. Thus the survey approach enables the researcher to interpret the condition of the relationship that prevails in the situation. The data obtained through the survey was used to test the hypothesis and answer the research questions.

### 3.3 Population of the Study

The total population of JSS II and JSS III students in Niger state public schools as at the time of the study was 201,757. While the accessible population of this study covered (32, 467) which consists of all JSS II and JSS III public school students from the 60 schools as of the time of the study in the four local government areas that makes up the Kontagora Education zone. Niger state has seven education zone, which include, Kutigi, Rijau, Kontagora Newbussa, Bida, Suleja and Minna. The four main local governments are Kontagora, Mariga Mashegu and Wushishi

**Table 1 Population of School, Students for the research**

| LGA | No. of Schools | Location | JSS II | | JSS III | |
|---|---|---|---|---|---|---|
| | | | Male | Female | Male | Female |
| Kontagora | 23 | Urban | 5990 | 6000 | 1373 | 2000 |
| Mariga | 14 | Rural | 1900 | 2000 | 643 | 500 |
| Wushishi | 8 | Urban | 1492 | 2000 | 200 | 295 |
| Mashegu | 16 | Rural | 2490 | 3000 | 1000 | 1498 |
| Total | 61 | | 11872 | 13000 | 3216 | 4293 |
| Total for both | | | | 24,872 | | 7509 |
| G/Total | | | | | 32381 | |

24,872 + 7509 = 32,324

## 3.4 Sample and Sampling Techniques

The stratified and simple random sampling was employed in this study. In using this method, the proportionate stratified random sampling was used since respondent were stratified based on the education zones down to the school, sex and location were also the basis for stratification. The required respondents will be drawn on the basis of gender. The simple random sampling will be used to select the required respondents that will constitute the study sample. In using this method, the lottery method will be adopted in selecting the required sample size. The respondents will be assigned a unique number (1- 32,454), the numbers will then be placed in a bowl and thoroughly mixed, after which the respondents will be asked to pick from the list of numbers, only members having the selected numbers as will be determined by the researcher will be included in the sample.

The samples for this study consists of 25% of the 61 school from Kontagora Education Zone which amounted to 16 schools were sampled from the entire schools from Kontagora Education Zone. All the JSS II and JSS III Social Studies students from the sample schools in the zone were included in the sample of the study. The sample of the study comprises students from the 16 sampled junior secondary schools in Kontagora Education Zone. The sample size is 324respondents comprising 1% of the total number of students this percentage also tallies with Krejcie and Morgan sample size suitability Table (see appendix). The sample distribution of school and student is presented in Table 2

**Table 2 Sample Distribution of Schools, Students for the research**

| LGA | No. of Schools | Location | JSS II | | JSS III | |
|---|---|---|---|---|---|---|
| | | | Male | Female | Male | Female |
| Kontagora | 12 | Urban | 60 | 60 | 14 | 20 |
| Mariga | 7 | Rural | 19 | 20 | 6 | 5 |
| Wushishi | 4 | Urban | 15 | 20 | 2 | 3 |
| Mashegu | 8 | Rural | 25 | 30 | 10 | 15 |
| Total | 31 | | 119 | 130 | 32 | 43 |
| Total for both | | | 249 | | 75 | |
| **G/Total** | | | **324** | | | |

### 3.5 Instrumentation

The instrument used in the collection of data in this study is questionnaire. The instrument tagged Assessment of Social attitudes and for cit values (ASSAVTQ) designed to help the researcher gather relevant data for the study. The instrument is a structured questionnaire which the respondents were only limited or confined by options given by the researcher. The questions are constructed to elicit relevant information pertaining research questions based which compel the respondents to either agree or disagree. A researcher made questionnaire with four sections, based on four points modified likert scale Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. Section A. Demographic data, Section B. Social values, Section C. Social attitude, Section D. Citizenship transmission, the strongly

agreed has the higher value of 4 while agreed has 3, disagreed has the value of 2, strongly disagreed has the lowest value of 1,

### 3.5.1 Validity of the Instrument

The instrument was given to experts in measurement and evaluation, Social Studies education, Psychology, curriculum and instructional technology sections, Faculty of Education, ABU, Zaria to assist in vetting the items on the assessment of Social attitudes and values as tools for citizenship transmission questionnaire (ASAVCTQ), which was further scrutinized by the thesis supervisors. The supervisors and the experts gave their expert opinion on the appropriateness, comprehensiveness and clarity of the items in meeting the needs of the present study.

### 3.5.2 Reliability of the Instruments

The reliabilities of the instrument, assessment of social attitudes and values ASAVCTQ was established through a pilot test using split-half reliability co-efficient method. Some copies of the instruments were administered to 50 JSSII and JSSIII students of Government Secondary School Tegina who were not part of the main study. After the first administration, the coefficient of internal consistency was calculated with split alpha reliability, the instrument was split into two equal halves (odd and even item) and the reliability of 0.94 was obtained using Cronbach formula as presented in Table 3

**Table 3 Reliability coefficient for assessment of social attitudes and values using Cronbach Coefficient Alpha (N = 30) Split-half reliability coefficient for the research instrument (N = 30)**

| S/N | Variables | Testing | No. of items | $\bar{X}$ | SD | $r_{xy}$ | $r_{tt}$ |
|---|---|---|---|---|---|---|---|
| 1 | Social values | Odd | 5 | 13.33 | 3.02 | .69 | .73 |
| | | Even | 5 | 12.16 | 3.18 | | |
| 2 | Attitudes | Odd | 2 | 10.00 | 2.00 | .73 | .81 |
| | | Even | 2 | 9.34 | 2.71 | | |
| 3 | Citizenship transmission | Odd | 5 | 12.78 | 3.16 | .75 | .88 |
| | | Even | 5 | 11.54 | 2.04 | | |

The researcher equally had verbal discussion with some of the respondents to find out the clarity and level of difficulty of the question items. The questionnaire was marked to see if properly completed and answered in the right direction to verify the goodness and suitability of the question items and its reliability and validity for the survey, not on more guesses.

The responses from the pilot studies and their satisfaction with the items gave information about the validity and reliability of the items.

### 3.6 Procedure for Data Collection

After collecting an authority letter from the Department of Arts and Social Sciences Education, Faculty of Education A.B.U, Zaria, the researcher proceeded to Niger state ministry of education Minna from there to Kontagora Zonal Education Authority and also, to all the principals of sample schools to

administered the questionnaires. The correct procedure for completing the questionnaire was explained to the student respondents by the research assistant after being properly briefed by the researcher on the mode of administration and collection of the questionnaire.

### 3.7 Statistical Analysis Procedure

Both the descriptive and inferential statistics were used for the study. Mean and standard deviation were used in answering the research questions, while independent sample t- test was used in testing the hypotheses at $p > 0.05$ level of significance. IBM SPSS statistical package guided the statistical analysis.

# CHAPTER FOUR

## DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

### 4.1 Introduction

This chapter focuses on the analysis of the data collected for the study. The main objective is to find out the opinion of respondents on Social attitudes and values as tools for citizenship transmission. One set of research instrument was administered to obtain the data in which 324 questionnaires were administered and 324 were retrieved. On the basis of this the analysis would be interpreted. The findings emerging from the result are also, discussed.

### 4.2 General Description of Personal Data

**Table 4 Mean and standard deviation of student in the study area**

| S/N | Variable | | Group | N | $\overline{X}$ SD |
|---|---|---|---|---|---|
| 1. | Students Gender | | | | |
| | | a. | male | 192 | 19.33 0.15 |
| | | b. | Female | 129 | 18.21 1.00 |
| 2. | Class | | | | |
| | | a. | JSS II | 140 | 18.22 1.40 |
| | | b. | JSSIII | 181 | 718.93 2.55 |
| 3. | Location | | | | |
| | | a. | Urban | 216 | 23.13 1.43 |
| | | b. | Rural | 105 | 18.13 2.22 |

## 4.3 Answer to Research Questions

The analysis of the results was based on the data collected, in which the research questions were answered using mean and standard deviation, which sample t-test was used in testing the hypothesis.

**Research Question 1:** What is the opinion of Junior Secondary School Students' on Social Attitudes as tools for citizenship transmission among Junior Secondary School Students' in Niger State?

To answer this research question a descriptive statistics of means and standard deviations were carried out. The result was presented in Table 5.

**Table 5: Opinion of respondents on Social Attitudes as Tools for Citizenship Transmission**

| Item | Social Attitudes | SA | A | D | SD | Total | Mean |
|---|---|---|---|---|---|---|---|
| **1** | Social Studies Education fosters the spirit of shared responsibility for the common good of society and the survival of the individual | 254<br>78.4% | 65<br>20.06% | 4<br>1.23% | 1<br>0.31% | 324<br>100% | 3.77 |
| **2** | Through Social Studies Education the student is led into the dynamics of group behaviour and in this way, he is prepared for his social roles | 191<br>58.95% | 122<br>37.65% | 9<br>2.78% | 2<br>0.62% | 324<br>100% | 3.55 |
| **3** | Social Studies Education brings an awareness to students that hard work and commitment to duty brings progress for both the individual and the society | 132<br>40.75% | 121<br>37.35% | 45<br>13.89% | 24<br>7.41% | 322<br>100% | 3.29 |
| **4** | Through Social Studies Education students learn to be open minded, to be objective and to respect the reasoning process | 138<br>42.59% | 156<br>48.15% | 19<br>5.86% | 10<br>3.09% | 323<br>100% | 3.31 |
| **5** | Through Social Studies Education students acquire group interaction and group participation skills | 150<br>46.3% | 136<br>41.98% | 34<br>10.49% | 3<br>0.93% | 323<br>100% | 3.34 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **6** | Social Studies Education helps to develop the skills of independent thinking and the spirit of self-reliance | 138<br>42.59% | 136<br>41.98% | 57<br>17.59% | 35<br>10.8% | 324<br>100% | 3.12 |
| **7** | Social Studies Education helps students to respect the view of others | 191<br>58.95 | 127<br>39.2 | 6<br>1.85 | 0<br>0 | 324<br>100% | 3.57 |
| **8** | Citizenship transmission is a way of life and a kind of living in which the student is led through social studies to acquire the experiences in values and skills by which his/her outlook is positively improved | 181<br>55.86% | 138<br>42.59% | 2<br>0.62% | 3<br>0.93% | 324<br>100% | 3.53 |
| **9** | Citizenship transmission through social studies fosters in students an awareness of fundamental human rights such as the right to life, personal security and ownership of private property. | 175<br>54.18% | 125<br>38.7% | 15<br>4.64% | 8<br>2.48% | 323<br>100% | 3.45 |
| **10** | Through citizenship transmission students are made aware of their freedoms like freedom of worship of conscience, association and assembly | 148<br>45.68% | 157<br>48.46% | 9<br>2.78% | 7<br>2.16% | 321<br>100% | 3.39 |
| **11** | Citizenship transmission through social studies fosters the spirit of religious tolerance in the interest of national integration | 151<br>46.6% | 143<br>44.14% | 22<br>6.79% | 8<br>2.47% | 324<br>100% | 3.35 |
| **12** | Citizenship transmission through social studies fosters the spirit of religious tolerance in the interest of national integration | 181<br>55.86% | 125<br>38.58% | 14<br>4.32% | 4<br>1.23% | 324<br>100% | 3.49 |
| **13** | Citizenship transmission through social studies transmits the idea that religion is an effective medium through which ethical and moral values could be inculcated | 184<br>56.79% | 106<br>32.72% | 27<br>8.33% | 4<br>1.23% | 321<br>100% | 3.46 |
| **14** | Since most religions have the pursuit of peace as their cardinal principle, citizenship transmission through social studies advocates the use of religion as a vehicle for achieving social harmony | 173<br>53.4% | 121<br>37.35% | 13<br>4.01% | 13<br>4.01% | 320<br>100% | 3.42 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **15** | Citizenship transmission through social studies education enables the students to understand the interrelationship that exist within his nation and world at large. | 159<br>49.07% | 140<br>43.21% | 23<br>7.1% | 1<br>0.31% | 323<br>100% | 3.41 |
| **16** | Citizenship transmission through social studies education enables students understand the democratic ideals | 147<br>45.37% | 157<br>48.46% | 13<br>4.01% | 7<br>2.16% | 324<br>100% | 3.37 |

Social Studies Education fosters the spirit of shared responsibility for the common good of society and the survival of the individual. In response to this statement number 1, 254 (78.4%) strongly agreed and65 (20.06%) agreed with the statement, while 4 (1.23%) disagree and 1 (0.31%) strongly disagreed, representing a total of 324 respondents with a mean of 3.77 showing a strong agreement to the statement that Social Studies Education fosters the spirit of shared responsibility for the common good of society and the survival of the individual.

In the responses recorded for this statement number 2, 191(58.95%) strongly agreed and 122(37.65%) agreed with the statement, while 9(2.78%) disagreed and 2(0.62%) strongly disagreed. From the total 324 respondents a mean response score of 3.55 was recorded showing a strong agreement to the statement that through Social Studies Education the student is led into the dynamics of group behaviour and in this way, he is prepared for his social roles.

A total of 132(40.75%) and 122(37.56%) strongly agreed and agree with the statement number 3, while 45(13.89%) and 24(7.41%) disagreed and strongly disagreed out of 324 respondents. The mean response score was 3.29 showing an

agreement with the statement that Social Studies Education brings awareness to students that hard work and commitment to duty brings progress for both the individual and the society.

From the responses recorded from item 4, 138(42.59%) and 156(48.15%) strongly agreed and disagreed, while 19(5.86%) and 10(3.09%) showed their disagreement and strong disagreement from a total of 323 responses. A mean response of 3.31 was computed representing an agreement with the statement that through Social Studies Education students learn to be open minded, to be objective and to respect the reasoning process.

Out of 323 responses to item 5, 150(46.3%) and 136(41.98%) strongly agreed and agreed, while 34(10.49%) and 3(0.93%) disagreed and strongly disagreed. The mean agreement was 3.34 showing that the respondents agreed with the statement that through Social Studies Education students acquire group interaction and group participation skills.

From a total of 324 responses to item 6, 138(42.59%) and 136(41.98%) showed that they strongly agreed and agreed, while 57(17.59%) and 35(10.8%) showed their disagreement and strong disagreement. On the average, the mean of the response scores were 3.12 showing an agreement with the statement that Social Studies Education helps to develop the skills of independent thinking and the spirit of self-reliance.

A total of 324 participant responded to statement number 7, out of which 191(58.95%) and 127(39.2%) strongly agreed and agreed, while 6(1.85%), 0(0%)

were of disagreement and strong disagreement. Generally the respondents mean response score was 3.57 which showed a strong agreement with the statement that Social Studies Education helps students to respect the view of others.

A number of respondents who responded to item 8, 181(55.86%) and 138(42.59%) showed their strong agreement and disagreement with the statement, while 2(0.62%) and 3(0.93%) disagreed and strongly disagreed with the statement. A total of 324 responses were recorded and a mean of 3.51 was recorded signifying a strong agreement with the statement that citizenship transmission is a way of life and a kind of living in which the student is led through social studies to acquired the experiences in values and skills by which his/her outlook is positively improved.

A total of 323 responses for item 9 were recorded and 175(54.18%) and 125(388.7%) strongly agreed and agreed with the statement, while 15(4.64%) and 8(2.48%) disagreed and strongly disagreed. The mean response computed was 3.45 showing an agreement with the statement that citizenship transmission through social studies fosters in students an awareness of fundamental human rights such as the right to life, personal security and ownership of private property.

Out of 324 respondents that responded to item 10, 148(45.68%) and 157(48.46%) strongly agreed and agreed with the statement, while 9(2.78%) and 7(2.16%) disagreed and strongly disagreed with the statement. A mean response score of 3.21 was computed showing an agreement with the statement that through

citizenship transmission students are made aware of their freedoms like freedom of worship of conscience, association and assembly.

A total of 324 respondents responded to item 11 out of which 151 (46.6%) and 143(44.14%) strongly agreed and agreed, while 22(6.79%) and 8(2.47%) disagreed and strongly disagreed with the statement. From the total responses, a mean response score of 3.35 was computed, and it showed an agreement with the statement that citizenship transmission through social studies fosters the spirit of religious tolerance in the interest of national integration.

From 324 responses to item 12, 181(55.86%) and 125(38.58%) strongly agreed and agreed, while 14(4.32%) and 4(1.23%) disagreed and strongly disagreed with the statement. The mean response score of 3.49 signified a strong agreement with the statement which said citizenship transmission through social studies do not fosters the spirit of religious tolerance in the interest of national integration.

A total of 321 responses to item 13 were recorded and 184(56.79%) and 106(32.72%) strongly agreed and agreed with the statement, while 27(8.33%) and 4(1.23%) were of disagreement and strong disagreement with the statement. To support this, a mean response score of 3.46 was computed to show an agreement with the statement that citizenship transmission through social studies transmits the idea that religion is an effective medium through which ethical and moral values could be inculcated.

When responding to item 14, 173(53.4%) and 121(37.35%) strongly agreed and agreed with the statement, while 13(4.01%) and 13(4.01%) disagreed and strongly

disagreed. A mean response score for the 320 respondents was 3.42 signifying an agreement with the statement that since most religions have the pursuit of peace as their cardinal principle, citizenship transmission through social studies advocates the use of religion as a vehicle for achieving social harmony.

In response to item 15 out of 323 responses, 159(49.7%) and 140(43.21%) strongly agreed and agreed to the statement, while 23(7.1%) and 1(0.31%) disagreed and strongly disagreed. A mean response score of 3.41 signified that the respondents agreed with the statement that citizenship transmission through social studies education enables the students to understand the interrelationship that exist within his nation and world at large.

A total number of 324 respondents responded to item 16, 147(45.37%) and 157(48.46%) of them strongly agreed and agreed with the statement, while 13(4.01%) and 7(2.16%) disagreed and strongly disagreed. From the mean score of 3.37 it was deduced that the respondents agreed with the statement that citizenship transmission through Social Studies education enables students understands the democratic ideals.

**Research Question 2:** What is the opinion of Junior Secondary School Students' on social values as tools for citizenship transmission among Junior Secondary School Students' in Niger State?

To answer this research question a descriptive statistics of means and standard deviations were carried out. The result was presented in Table 6.

**Table 6: Opinion of respondents on Social Values as Tools for Citizenship Transmission**

| item | Social Values | SA | A | D | SD | Total | Mean |
|---|---|---|---|---|---|---|---|
| **1** | The most important goal of Social Studies Education is to produce well integrated, responsible and effective citizens | 173<br>53.73% | 123<br>38.2% | 16<br>4.97% | 10<br>3.11% | 322<br>100% | 3.43 |
| **2** | Social Studies Education deals with people their attitudes, beliefs values, their interaction with themselves and their environment. | 168<br>52.17% | 138<br>42.86% | 12<br>3.73% | 6<br>1.86% | 324<br>100% | 3.44 |
| **3** | Social Studies Education emphasizes compromise to achieve harmonious independence among of members of society | 205<br>63.66% | 95<br>29.5% | 18<br>5.59% | 4<br>1.24% | 322<br>100% | 3.56 |
| **4** | Social Studies Education promotes values of tolerance truthfulness and cooperation among students | 141<br>43.79% | 155<br>48.14% | 21<br>6.52% | 4<br>1.24% | 321<br>100% | 3.35 |
| **5** | Citizenship transmission education through Social Studies fosters the spirit of social responsibility like payment of taxes and obedience to the laws | 195<br>60.56% | 107<br>33.23% | 13<br>4.04% | 4<br>1.24% | 319<br>100% | 3.55 |
| **6** | Citizenship transmission through Social Studies portrays corruption in all its forms as a social evil to be detested. | 109<br>33.85% | 182<br>56.52% | 20<br>6.21% | 12<br>3.73% | 323<br>100% | 3.20 |
| **7** | Virtues of honesty and sincerity in public and private life can be cultivated in schools through Social Studies | 182<br>56.52% | 102<br>31.68% | 27<br>8.39% | 10<br>3.11% | 321<br>100% | 3.42 |
| **8** | Social Studies Education enables students to have self-control and respect for the customs of other groups in the society. | 188<br>58.39% | 102<br>31.68% | 25<br>7.76% | 5<br>1.55% | 320<br>100% | 3.48 |
| **9** | Social Studies Education is regarded as a subject of prime relevance for achieving social harmony as it focuses on man, his problems and how he can find solution to the problems | 145<br>45.03% | 139<br>43.17% | 23<br>7.14% | 5<br>1.55% | 312<br>100% | 3.36 |
| **10** | Social Studies Education helps students to develop the skill to critique social institutions constructively. | 100<br>31.06% | 176<br>54.66% | 30<br>9.32% | 9<br>2.8% | 315<br>100% | 3.17 |
| **11** | Through Social studies students learn the idea of free access of | 150<br>46.58% | 118<br>36.65% | 36<br>11.18% | 13<br>4.04% | 317<br>100% | 3.28 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | all citizens to courts and the right of fair hearing in the courts | | | | | | |
| **12** | Social Studies Education teaches that the citizen has a right to criticize government policies, decisions and actions if they contravene the laws of the country | 162<br>50.31% | 120<br>37.27% | 31<br>9.63% | 7<br>2.17% | 320<br>100% | 3.37 |
| **13** | Social Studies Education inculcates a sense of national unity consciousness and loyalty to the nation. | 163<br>50.62% | 133<br>41.3% | 14<br>4.35% | 8<br>2.48% | 318<br>100% | 3.42 |
| **14** | Through social studies citizenship education inculcates a sense of justice and equality before the law | 185<br>57.45% | 116<br>36.02% | 14<br>4.35% | 6<br>1.86% | 321<br>100% | 3.50 |

From the 322 responses to item 1, 173(53.73%) and 123(38.2%) showed strong agreement and agreement, while 16(4.97%) and 10(3.11%) showed disagreement and strong disagreement respectively. The mean response score for the responses was 3.43. This showed that the respondents agreed with the statement that the most important goal of Social Studies Education is to produce well integrated, responsible and effective citizens.

Item 2 was responded to by 324 of the participants, where 168(52.17%) and 138(42.86%) strongly agreed and agreed with the statement, while 12(3.73%) and 6(1.86%) disagreed and strongly disagreed with the statement. This was supported by the obtained mean score of 3.44 which showed that the participants agreed with the statement that Social Studies Education deals with people their attitudes, beliefs values, their interaction with themselves and their environment.

Out of 324 respondents who responded to item 3, 205(63.66%) and 95(29.5%) strongly agreed and agreed with the statement, while 18(5.59%) and 4(1.24%) disagreed and strongly disagreed with the statement. The mean score of

3.56showed that majority of the respondents agreed with the statement that Social Studies Education emphasizes compromise to achieve harmonious independence among of members of society.

Item 4 was responded to by 321 participants, 141(43.79%) and 155(48.14%) strongly agreed and agreed with the statement, while 21(6.52%) and 4(1.24%) disagreed and strongly disagreed with the statement. The obtained mean score of 3.35 showed that the respondents agreed with the statement that Social Studies Education promotes values of tolerance truthfulness and cooperation among students.

The total responses to item 5 was 319, out of which 195(60.56%) and 107(33.23%) strongly agreed and agreed with the statement, while 13(4.0%) and 4(1.24%) disagreed and strongly disagreed with the statement. The mean of 3.55 obtained showed that majority of the respondents strongly agreed with the statement that citizenship transmission education through Social Studies fosters the spirit of social responsibility like payment of taxes and obedience to the laws.

The respondents who responded to item 6 were 323 out of which 109(33.85%) and 182(52.52%) strongly agreed and agreed with the statement, while 20(6.21%) and 12(3.73%) disagreed and strongly disagreed with the statement. The mean score of 3.20 showed that the respondents agreed with the statement that citizenship transmission through Social Studies portrays corruption in all its forms as a social evil to be detested.

Item 7 was responded to by 321 participants, from which 182(56.52%) and 102(31.68%) strongly agreed and agreed with the statement, while 27(8.39%) and 10(3.11%) disagreed and strongly disagreed. Therefore, the mean score of 3.42 obtained showed that the participants agreed with statement that virtues of honesty and sincerity in public and private life can be cultivated in schools through Social Studies.

In item 8, 188(58.39%) and 102(13.68%) strongly agreed and agreed with the statement, and 25(7.76%) and 5(1.55%) disagreed and strongly disagreed out of 320 respondents. This had a mean score of 3.48 which shows an agreement with the statement that Social Studies Education enables students to have self-control and respect for the customs of other groups in the society.

In item 9, 145(45.03%) and 139(43.17%) strongly agreed and agreed with the statement, while 23(7.14%) and 5(1.55%) disagreed and strongly disagreed from the 312 respondents. This statement was agreed with based on the mean score of 3.36. That is, the respondents agreed with the statement that Social Studies Education is regarded as a subject of prime relevance for achieving social harmony as it focuses on man, his problems and how he can find solution to the problems.

This statement, as contained in item 10, was responded to by 315 respondents, 100(13.06%) and 176(54.66%) strongly agreed and agreed with the statement; 30(9.32%) and 9(2.8%) disagreed and strongly disagreed with the statement. This was indicated by the mean score of 3.17 which showed that the respondents

agreed with the statement that Social Studies Education helps students to develop the skill to critique social institutions constructively.

Item 11 was responded to by 317 respondents, 150(46.58%) and 118(36.65%) strongly agreed and agreed with the statement; 36(11.18%) and 13(4.04%) disagreed and strongly disagreed with the statement. The mean score of 3.28 was obtained which showed that the respondents agreed with the statement that through Social studies students learns the idea of free access of all citizens to courts and the right of fair hearing in the courts.

In item 12, 162(50.31%), 120(37.272%) strongly agreed and agreed with the statement, while 31(9.63%) and 7(2.17%) disagreed and strongly disagreed with the statement. This statement was responded to by 320 respondents and the mean score of 3.37 was obtained. This showed that majority of the respondents agreed with the stamen that Social Studies Education teaches that the citizen has a right to criticize government policies, decisions and actions if they contravene the laws of the country.

The statement in item 13 was responded to, 163(50.63%) and 133(41.3%) strongly agreed and agreed with the statement, while 14(4.35%) and 8(2.8%) disagreed and strongly disagreed with the statement. From the 318 responses a mean score of 3.42 was obtained showing an agreement with the statement that Social Studies Education inculcates a sense of national unity consciousness and loyalty to the nation.

From the responses of 321 respondents to item 14, 185(57.45%) and 116(36.02%) strongly agreed and strongly disagreed with the statement; 14(4.35%) and 6(1.86%) disagreed and strongly disagreed with the statement. The mean score of 3.50 obtained showed that the respondents agreed with the statement that through social studies citizenship education inculcates a sense of justice and equality before the law.

### 4.5 Testing of hypotheses

**Null Hypothesis 1:** There is no significant difference between the opinion of male and female students on Social Attitudes and values as tools for citizenship transmission among Junior Secondary School Students' in Niger State.

To test whether there is a significant difference in the mean opinion scores of the groups, an independent samples t-test analysis was carried out and Table 6 presented the results.

**Table 7: Summary table for independent samples t-test on social attitudes and values as tools for Citizenship Transmission between male and female gender**

| Gender | N | Mean | SD | t | df | p | Remark |
|---|---|---|---|---|---|---|---|
| Male | 208 | 101.51 | 9.386 | -.478 | 322 | .633 | Not Sig. |
| Female | 116 | 102.03 | 9.179 | | | | |

**Source:** Statistical Package for the Social Sciences (SPSS) output as contained in Appendix B

Results presented in Table 6 showed that there was no significant difference between the opinion of male and female Students' on social attitudes and values as tools for citizenship transmission among Junior Secondary School Students' as supported by $t_{cal}$=-.478 at df=322, p=0.633>0.05. The result indicated that there

no significant difference in the mean scores of the two groups opinion on social attitudes and values as tools for citizenship transmission among Junior Secondary School Students'; hence the null hypothesis which says no difference is retained.

**Null Hypothesis 2:** There is no significant difference between the opinion of rural and urban students on social attitude and values as tools for citizenship transmission among Junior Secondary School Students' in Niger State. To test whether there is a significant difference in the mean opinion scores of the groups, an independent samples t-test analysis was carried out and Table 8 presented the results.

**Table 8: Summary table for independent samples t-test on social attitudes and values as tools for Citizenship Transmission between urban and rural students'**

| Locat. | N | X | SD | t | df | p | Remark |
|---|---|---|---|---|---|---|---|
| urban | 126 | 99.90 | 10.220 | -2.692 | 231 | .008 | Significant |
| rural | 198 | 102.84 | 8.497 | | | | |

**Source:** Statistical Package for the Social Sciences (SPSS) output as contained in Appendix B

Results presented in Table 8 showed that there was a significant difference between the opinion of urban and rural Students' on social attitudes and values as tools for citizenship transmission among Junior Secondary School Students' as supported by $t_{cal}$=-2.692 at df=231, p=0.008<0.05. The result indicated that there was significant difference in the mean scores of the two group's opinion on social attitudes and values as tools for citizenship transmission among Junior Secondary School Students'; hence the null hypothesis which says no difference is rejected.

**Null Hypothesis 3:** There is no significant difference between the opinion of JSS II and JSS III students on social attitudes and values as tools for citizenship transmission among Junior Secondary School Students' in Niger State.

To test whether there is a significant difference in the mean opinion scores of the groups, an independent samples t-test analysis was carried out and Table 10 presented the results.

**Table 9: Summary table for Independent samples t-test on social attitudes and values as tools for Citizenship Transmission among JSS II and JSS III students'**

| Level | N | Mean | SD | t | df | p | Remark |
|---|---|---|---|---|---|---|---|
| JSS II | 163 | 100.71 | 8.243 | -1.909 | 322 | .057 | Not Sig. |
| JSS III | 161 | 102.68 | 10.194 | | | | |

**Source:** Statistical Package for the Social Sciences (SPSS) output as contained in Appendix B

Results presented in Table 10 showed that there was no significant difference between the opinion of JSS II and JSS III Students' on social attitudes and values as tools for citizenship transmission among Junior Secondary School Students' as supported by $t_{cal}$=-1.909 at df=322, p=0.057>0.05. The result indicated that there was no significant difference in the mean scores of the two group's opinion on social attitudes and values as tools for citizenship transmission among Junior Secondary School Students'; hence the null hypothesis which says no difference is retained. The difference is not statistically significant, so we cannot claim to have demonstrated a difference from the groups mean differences. However, the two groups mean difference is not well enough determined to rule out all differences of practical importance.

## 4.4 Summary of Major Findings

i. The mean opinion score of between male and female students does not differ regarding the Social attitudes and values as tools for citizenship transmission;

ii. The mean opinion score of rural and urban students differ regarding the Social attitudes and values as tools for citizenship transmission;

iii. The mean opinion score of JSSII and JSSIII students differ regarding the Social attitudes and values as tools for citizenship transmission.

## 4.5 Discussion of findings

From the analysis on gender and effectiveness of social attitudes and values as toolsfor citizenship transformation among junior secondary student. The null hypothesis was accepted this implies that gender does not significantly influence social attitudes and values as tools for citizenship transformation in the study area. This result is in line with that of Umoh (2004) reflects that the likelihood of factors such as gender, customs, and traditions, religion, and family education and background to exert influence on the human resources development of an individual serious concern to our young people. In this context, gender is considered as a societal construct that separate the roles expectations of male and females.

The finding also agrees with that by Keller (1991) in Mohammed (2003) also describes gender as a cultural construct that distinguishes the role behaviour, mental and emotional characteristics between males and females developed by a society. In a similar study, Okeke (1999) found out that ‘‘sex’’ roles and functions imposed by culture or tradition from one generation to another become accepted without question, internalized and erroneously interpreted and applied as if they are biological characteristics although male and females can never be identical but gender differences and gender stereotyping tend to be exaggerated to a point such that they limit the human resources development and utilization of one’s potentials.

Also the findings of Bolarin in Mohammed, (2013) also agree with the present study as he considers that Nigerian women unlike the male counterpart have not made any significant contribution in terms of socio-economic development of Nigeria. She elected that the possibility of making this contribution is very much in doubt when one takes cognizance of the higher level of literacy prevailing amongst women can only be effective if the recipients are involved in the formulation objectives, planning and executions of such programme based on their needs, aspirations, interest, abilities and competence. She regrets that this development is quite far from being the case.

The hypothesis when tested shows that the findings was rejected this rejection is in consonance with that Ayinde (2006) sees Social Studies in JSS as a different content, as the data or information Presented in relation to a topic, concepts, and generalizations. Supporting the content areas of Social Studies Okam (2006)

found out that Social Studies content areas for JSS are selected from the social sciences which includes, classic discipline like Psychology, Sociology and Anthropology, policy disciplines like Political Science, Economics, Government or Civics, Humanities like Literature, Music, Religion and Arts and the new focus like Environmental Education, among many others.

The result of the analysis with school location shows that the hypothesis was rejected. This implies that school location significantly influence students on the effectiveness of Social Studies as a toll for citizenship transformation in the study area. This result is in agreement with that of Tijani, Abdulgaffar & Musa, 2(013) who noted that Social Studies inculcate in Nigerian citizens the spirits of patriotism, unity in diversity, respect for fundamental Human Rights of citizens, respect to democratic values, self-reliance and other values in Nigeria society. The present finding is also in accordance to Ikem & Oghenemiderhi (2013) who informed that social attitudes and values would help give in moral re-armament and rejuvenation of the society where there will be fairness, equality, and unity for national development. The researchers add that social attitudes and values could enhance citizenship education through inculcation of spirit of patriotism, respect for rule of law, dignity of labour; hard work and dedication to duty as elements of good citizenship for national transformation. Abdullahi (2007)

The finding is also in line with that of Ubukum as cited in Owoeye and Yara (2011) who found out that teacher in urban secondary schools in Ondo State were better qualified. He however, pointed out that it was not a deliberate government policy to post qualified teachers to urban secondary schools. He concluded that

rural secondary schools were progressively poorly staffed because of the refusal of teachers to serve in remote locations. He explained that in such locations the pattern of school life was characterized by dilapidated buildings and lack of other essential materials needed for effective teaching and learning.

# CHAPTER FIVE

# SUMMARY, CONCLUSION, RECOMMENDATIONS

## 5.1 Introduction

This chapter summarized the objectives of the study, methodology and findings of the study. Also, it draws out conclusion and recommendations, made suggestions for further study.

## 5.2 Summary

This chapter discussed the general summary, major findings and makes recommendation based on the findings to male and female students, rural and urban students JSSII and JSSIII students.

The study opened up with a general over view of the topic indiscipline acts, statement of the problems viewed against the historical setting. The objectives of the study research question, hypotheses for the work were set forth to provide the frame work of the study, within which the investigatio9n of the work was to be carried out. The significance of the study was outlined. The scope and delimitation of the study clearly specified.

A review of various related literature, were done follow3ing the objective3, research question and hypotheses o9f the study. It centred on conceptual frame work, concept of Education, concept of Social studies education, origin of social studies education, curriculum objective of social studies education.

Teaching and learning in social studies education concept of attitude and values justification for the introduction of social studies education. The concept of citizenship transmission in Nigeria.

The above views were intended to provide theoretical basis for the methodology to be used for the study. It determined the research type which is a survey research, the population, population sample and sampling technique, the instrument to be used validation and reliability, administration of instrument and the process for data analysis, result and interpretation finding, conclusion and recommendations.

By means of four points modified likert scale, SA, A, D, SD, the researcher prepared a questionnaire for collection of data. The responses of three variables in the study which are gender level, location were collected of the 324 students sampled. Therefore from the 324 questionnaires, the researcher collected and analysed their opinion on the assessment of social attitude and values as tools for citizenship transmission among Junior Secondary School students in Niger state, for results and interpretation, summary, discussion and conclusion and based on that made his recommendation.

The researcher employed different method to collect data and reported that in the findings. The responses were statistically analysed the use of standard deviation and mean to compare the variables, the use of independent sample t-test in testing the hypotheses and the results were as follows, No statistically difference between the opinion of male and female students regarding the social attitude and values as tools for citizenship transmission. There is a statistically

significant difference between the opinion of JSSII and JSSIII students regarding social attitude and values as tools for citizenship transmission. There is a statistically significant between the opinion of urban and rural students regarding social attitude and values as tools for citizenship transmission.

## 5.3 Conclusions

Emanating from the findings of this study, the following conclusion was made:

i. The opinion between male and female students does not differ regarding the effectiveness of Social attitudes and values as tools for citizenship transmission.

ii. the opinion of JSSII differ from that of their JSSIII counterpart on the effectiveness of Social attitudes and values as tools for citizenship transmission

iii. There is a difference between the opinion of urban and rural students on the effectiveness of Social attitudes and values as tools for citizenship.

## 5.4 Contributions to Knowledge

i. The study clearly linked the opinion of students this is a break through and breaks the jink because hitherto researcher usually concentrate on the opinion of teachers and authorities, this is crucial in terms of teaching method usually adopts by a teacher, a teacher can vary his teaching method, not always adopting a teacher domineering lesson but he can

allow the students to participate actively, especially now that a learner's centre method of teaching is in vogue.

ii. It also established that there is a serious dichotomy between the opinion of JSSII and JSSIII students on social attitude, in this case is of tremendous significant to the curriculum developers in selecting the content and the method to adopt in each level, like the spiral nature of social studies curriculum.

iii. The study further confirmed other similar findings conducted by other researchers the present study formulated the structural arrangement of concept in a bid to arrive at more findings.

iv. Furthermore the study revealed the discrepancies of the facility in urban and rural areas, the urban dwellers have access to more facilities and this serves as leverage for them to learn and imbibe more social attitude and values, e.g. through social media especially with the present technological development and this needs to be addressed in the rural areas, and this is of tremendous importance in terms of curriculum development to take into cognisance of this when planning social studies curriculum and teachers too.

## 5.5 Recommendations

In light of the findings of this study, the following recommendations are proffered:

i. Equal opportunity should be giving to both male and female students especially by the curriculum developers in term of skills acquisition so as everyone should be able to develop his or her competency.
ii. The spiral and concentric nature of the Social Studies curriculum should be continuing.
iii. Educational facility and other social services should be evenly distributed in both rural and urban schools so as to can benefit from them.

## 5.6 Suggestion for Further Study

The following are suggested for further studies:

i. The assessment of History Education as Effective tool for Citizenship transmission among JSS students in Niger state;
ii. Amore larger population can be used in the study;
iii. Further research can be carried out on this dimension but on the entire state;

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## APPENDIX A

## QUESTIONNAIRE

## ASSESSMENT OF SOCIAL ATTITUDES AND VALUES AS TOOLS FOR CITIZENSHIP TRANSMISSION (ASAVCTQ)

**Section A (Bio-Data)**

Please tick (√) as appropriate

1. Name of School: ----------

2. GenderMale ( ) Female ( )

3. Level JSS I ( ) JSS II ( ) JSS III ( )

4. Location of School: Urban ( ) Rural ( )

Please put a tick (√) in the appropriate column

The key to the codes are as follows:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

**Section B (Social Values)**

| S/NO | | SA | A | D | SD |
|---|---|---|---|---|---|
| 5 | The most important goal of Social Studies Education is to produce well integrated, responsible and effective citizens | | | | |
| 6 | Social Studies Education deals with people their attitudes, beliefs values, their interaction with themselves and their environment. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 7 | Social Studies Education emphasizes compromise to achieve harmonious independence among of members of society. | | | | |
| 8 | Social Studies Education promotes values of tolerance truthfulness and cooperation among students. | | | | |
| 9 | Citizenship transmission education through Social Studies fosters the spirit of social responsibility like payment of taxes and obedience to the laws. | | | | |
| 10 | Citizenship transmission through Social Studies portrays corruption in all its forms as a social evil to be detested. | | | | |
| 11 | Virtues of honesty and sincerity in public and private life can be cultivated in schools through Social Studies | | | | |
| 12 | Social Studies Education enables students to have self-control and respect for the customs of other groups in the society. | | | | |
| 13 | Social Studies Education is regarded as a subject of prime relevance for achieving social harmony as it focuses on man, his problems and how he can find solution to the problems. | | | | |
| 14 | Social Studies Education helps students to develop the skill to critique social institutions constructively. | | | | |

| **S/NO** | | **SA** | **A** | **D** | **SD** |
|---|---|---|---|---|---|
| 15 | Thorough Social Studies students learn the idea of free access of all citizens to courts and the right of fair hearing in the courts values through **** method | | | | |
| 16 | Social Studies Education teaches that the citizen has a right to criticize government policies, decisions and actions if they contravene the laws of the country. | | | | |
| 17 | Social Studies promotes a sense of national unity consciousness and loyalty to the nation. | | | | |
| 18 | Social Studies promotes the ideas of justice and equality before the law. | | | | |

**Section C: Attitude**

| S/NO | | SA | A | D | SD |
|---|---|---|---|---|---|
| 19 | Social Studies Education fosters the spirit of shared responsibility for the common good of society and the survival of the individual. | | | | |
| 20 | Through Social Studies Education the student is led into the dynamics of group behaviour and in this way, he is prepared for his social roles. | | | | |
| 21 | Social Studies Education brings an awareness to students that hard work and commitment to duty brings progress for both the individual and the society. | | | | |
| 22 | Through Social Studies Education students learn to be open minded, to be objective and to respect the reasoning process | | | | |
| 23 | Through Social Studies Education students acquire group interaction and group participation skills | | | | |
| 24 | Social Studies Education helps to develop the skills of independent thinking and the spirit of self- reliance | | | | |
| 25 | Social Studies Education helps students to respect the view of others. | | | | |

**Section D: Citizenship Transmission**

| S/NO | | SA | A | D | SD |
|---|---|---|---|---|---|
| 26 | Citizenship transmission is a way of life and a kind of living in which the student is led through Social Studies to acquire the experiences in values and skills by which his/her outlook is positively improved. | | | | |
| 27 | Citizenship transmission through Social Studies fosters in students an awareness of fundamental human rights such as the right to life, personal security and ownership of private property. | | | | |
| 28 | Through Citizenship transmission students are made aware of their freedoms like freedom of worship of conscience, association and assembly | | | | |
| 29 | Citizenship transmission through Social Studies fosters the spirit of religious tolerance in the interest of national integration | | | | |
| 30 | Citizenship transmission through Social Studies transmits the idea | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | that religion is an effective medium through which ethical and moral values could be inculcated | | | | |
| 31 | Since most religious have the pursuit of peace as their cardinal principle, citizenship transmission advocates the use of religion as a vehicle for achieving social harmony. | | | | |
| 32 | Citizenship transmission enables the students to understand the interrelationship that exist within his nation and world at large. | | | | |
| 33 | Citizenship transmission students understand the democratic ideals | | | | |

## APPENDIX B

## OUT PUT OF STATISTICS

```
T-TEST GROUPS=gender(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=ttscalevar
  /CRITERIA=CI(.95).
```

**T-Test HO 1**

**Group Statistics**

| | gender | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| total citizenship transmission | Male | 208 | 101.51 | 9.386 | .651 |
| | female | 116 | 102.03 | 9.179 | .852 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| total citizenship transmission | Equal variances assumed | 1.269 | .261 | -.478 | 322 | .633 | -.516 | 1.079 | -2.639 | 1.607 |
| | Equal variances not assumed | | | -.481 | 242.441 | .631 | -.516 | 1.072 | -2.629 | 1.596 |

```
T-TEST GROUPS=location(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=ttscalevar
  /CRITERIA=CI(.95).
```

**T-Test HO 2**

**Group Statistics**

| | location | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| total citizenship transmission | urban | 126 | 99.90 | 10.220 | .910 |
| | rural | 198 | 102.84 | 8.497 | .604 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| total citizenship transmission | Equal variances assumed | 15.466 | .000 | -2.804 | 322 | .005 | -2.942 | 1.049 | -5.005 | -.878 |
| | Equal variances not assumed | | | -2.692 | 230.831 | .008 | -2.942 | 1.093 | -5.094 | -.789 |

```
T-TEST GROUPS=level(2 3)
  /MISSING=ANALYSIS
  /VARIABLES=ttscalevar
  /CRITERIA=CI(.95).
```

**T-Test HO 3**

**Group Statistics**

| | level | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| total citizenship transmission | JSSII | 163 | 100.72 | 8.243 | .646 |
| | JSSIII | 161 | 102.68 | 10.194 | .803 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| total citizenship transmission | Equal variances assumed | 2.668 | .103 | -1.909 | 322 | .057 | -1.965 | 1.029 | -3.991 | .060 |
| | Equal variances not assumed | | | -1.907 | 306.951 | .057 | -1.965 | 1.031 | -3.994 | .063 |

## APPENDIX C

**Sampled Schools**

| Local Government Area | No of Schools | No of Sampled Schools | Names of Sampled Schools |
|---|---|---|---|
| Kontagora | 23 | 6 | GSS Madara |
| | | | UBE Model Sch. |
| | | | GJSS T/WAWA |
| | | | MICSS. K/GORA |
| | | | GJSSS T/KAWO |
| | | | GJSS MADARA |
| Mariga | 14 | 4 | DSS MARGA |
| | | | DSS BANGI |
| | | | DSS G/BOKA |
| | | | JSS K/KOBI |
| Wushishi | 8 | 2 | DSS AKARE |
| | | | GSSS WUSHISHI |
| Mashegu | 15 | 4 | GSS |
| | | | SAHONRAMI |
| | | | GDSS KABOJI |
| | | | GJSS MAKERA |
| | | | GJSS B/RAMI |

## APPENDIX D

## KREJCEE AND MORGAN SAMPLE SIZE TABLE

**Sample size (s) required for given population sizes (N)**

| S | N | S | N | S | N | S | N | S |
|---|---|---|---|---|---|---|---|---|
| 10 | 100 | 80 | 280 | 162 | 800 | 260 | 2800 | 338 |
| 14 | 110 | 86 | 290 | 165 | 350 | 265 | 3000 | 341 |
| 19 | 120 | 92 | 300 | 169 | 900 | 269 | 3500 | 346 |
| 24 | 130 | 97 | 320 | 175 | 950 | 274 | 4000 | 351 |
| 28 | 140 | 103 | 340 | 181 | 1000 | 278 | 4500 | 354 |
| 32 | 150 | 108 | 360 | 186 | 1100 | 285 | 5000 | 357 |
| 36 | 160 | 113 | 380 | 191 | 1200 | 291 | 6000 | 361 |
| 40 | 170 | 118 | 400 | 196 | 1300 | 297 | 7000 | 324 |
| 44 | 180 | 123 | 420 | 201 | 1400 | 302 | 8000 | 324 |
| 48 | 190 | 127 | 440 | 205 | 1500 | 306 | 9000 | 324 |
| 52 | 200 | 132 | 460 | 210 | 1600 | 310 | 10000 | 370 |
| 56 | 210 | 136 | 480 | 215 | 1700 | 313 | 18000 | 375 |
| 59 | 220 | 140 | 500 | 217 | 1800 | 317 | 20000 | 377 |
| 63 | 230 | 144 | 550 | 226 | 1900 | 320 | 30000 | 379 |
| 66 | 240 | 148 | 600 | 234 | 20000 | 322 | 40000 | 380 |
| 70 | 250 | 152 | 650 | 242 | 2200 | 237 | 50000 | 381 |
| 73 | 260 | 155 | 700 | 248 | 2400 | 331 | 75000 | 382 |
| 76 | 270 | 159 | 750 | 254 | 26000 | 335 | 100000 | 384 |

**R.VKrejcee and D.W Morgan.Determining sample size for research activities.Educational and psychological measurement.**

## APPENDIX E
## CRITICAL VALUES OF STUDENT'S DISTRIBUTION (t)

| **Two-tailed test** | | | **one-tailed test** | |
|---|---|---|---|---|
| **Level of significance** | | | **Level of significance** | |
| Df | .05 | .01 | .05 | .01 |
| 1 | 12.706 | 63.557 | 6.314 | 31.821 |
| 2 | 4.303 | 9.925 | 2.920 | 6.965 |
| 3 | 3.182 | 5.841 | 2.353 | 4.541 |
| 4 | 2.776 | 4.604 | 2.132 | 3.747 |
| 5 | 2.571 | 4.032 | 2.015 | 3.324 |
| 6 | 2.447 | 3.707 | 1.943 | 3.143 |
| 7 | 2.324 | 3.499 | 1.895 | 2.998 |
| 8 | 2.306 | 3.355 | 1.860 | 2.896 |
| 9 | 2.262 | 3.250 | 1.833 | 2.821 |
| 10 | 2.228 | 3.169 | 1.812 | 2.764 |
| 11 | 2.201 | 3.106 | 1.796 | 2.718 |
| 12 | 2.179 | 3.055 | 1.782 | 2.681 |
| 13 | 2.160 | 3.012 | 1.771 | 2.650 |
| 14 | 2.145 | 2.977 | 1.761 | 2.624 |
| 15 | 2.131 | 2.947 | 1.753 | 2.602 |
| 16 | 2.120 | 2.921 | 1.746 | 2.583 |
| 17 | 2.110 | 2.898 | 1.740 | 2.567 |
| 18 | 2.101 | 2.878 | 1.734 | 2.552 |
| 19 | 2.093 | 2.861 | 1.729 | 2.539 |
| 20 | 2.86 | 2.845 | 1.725 | 2.528 |
| 21 | 2.074 | 2.831 | 1.721 | 2.518 |
| 22 | 2.069 | 2.819 | 1.717 | 2.508 |
| 23 | 2.064 | 2.807 | 1.714 | 2.500 |
| 24 | 2.060 | 2.797 | 1.711 | 2.492 |
| 25 | 2.056 | 2.787 | 1.708 | 2.485 |
| 26 | 2.052 | 2.779 | 1P.706 | 2.479 |
| 27 | 2.048 | 2.771 | 1.703 | 2.473 |
| 28 | 2.045 | 2.763 | 1.701 | 2.467 |
| 29 | 21.042 | 2.756 | 1.699 | 2.462 |
| 30 | 2.021 | 2.750 | 1.697 | 2.457 |
| 40 | 2.021 | 2.704 | 1.684 | 2.423 |
| 60 | 2.000 | 2.660 | 1.671 | 2.390 |
| 120 | 1.980 | 2.617 | 1.658 | 2.358 |
| $\infty$ | 1.960 | 2.576 | 1.645 | 2.326 |