

**ASSESSMENT OF THE IMPLEMENTATION OF
SOCIAL STUDIES CURRICULUM IN PRIMARY
SCHOOLS IN KANO METROPOLIS**

BY

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DECLARATION

I hereby declare that the work in this thesis entitled Assessment of the Implementation of Social Studies Curriculum in Primary Schools in Kano Metropolis has been performed by me in the Department of Education under the supervision of Dr. Ben Yunusa and Dr Sadiq Mohammed. 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 another degree or Diploma at any university.

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CERTIFICATION

This thesis titled "An Assessment of the Implementation of Social Studies Curriculum in Primary Schools in Kano Metropolis" by ALIYU Yaya Aliyu meets the regulations governing the award of the Degree of Masters in Curriculum and Instruction, Department of Education Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to the Almighty Allah who has hitherto being my guide and provider.

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ABSTRACT

The study was conducted in an attempt to assess the implementation of social studies curriculum in primary schools with emphasis on social studies teachers, final year pupils, and parents with children/wards in the final level. The research design adopted was a survey design. The research instruments were questionnaire and documentary sources relevant to the research topic. Twelve (12) primary schools were selected out of one thousand three hundred and seventeen schools through purposeful sampling based on geographical location. Three hundred and forty one subjects representing the entire population were engaged in this study. Four null hypotheses were tested and analyzed using one way analysis of variance (ANOVA) and t-test statistical method. The outcome of the study revealed that utilizing the inquiry approach in teaching social studies enhances student's mastery of the subject because it allows them full participation during teaching learning sessions. The study also revealed that teaching materials were inadequate in some primary schools in Kano Metropolis, and government is paying less attention to the issue of instructional facilities in public primary schools. The outcome of hypothesis three revealed that pupils are aware of useful values in the society regardless of age. The outcome of hypothesis four also revealed that parents are satisfied with pupil's level of value awareness and social behavior in and out of school. Therefore, hypotheses one, three, and four of this study were accepted while only hypothesis two was rejected. The study concludes with a recommendation for further research.

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LIST OF ABBREVIATIONS

DE: Degree of Freedom

F: F – Value

N: Number

P: Probability

SE: Standard Error

SD: Standard Deviation

SF: Sampling Fraction

T: T – Value

OPERATIONAL DEFINATION OF TERMS

CURRICULUM: Refers to all the learning which is planned and guided by the school whether it is carried on in groups or individually, inside or outside the school.

CURRICULUM IMPLEMENTATION: Refers to the actual carrying out of polices and changes spelt out in the new curriculum. It also involves effective lesson delivery.

CURRICULUM MATERIALS: Refers to the different kinds of resources, or materials or forms of media that teachers and the entire class use in the teaching - learning process so as to make it more effective.

SOCIAL STUDIES: Refers to the study of man and the problems of survival encountered as he interacts with his physical and social environment. It emphasizes cognitive, functional skills and desirable values and attitudes for the production of an effective and efficient citizen.

TEACHING METHOD: Refers to the general approach to conducting a lesson.

TEACHING TECHNIQUE: Refers to the way the teacher specifically organizes his teaching.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Primary education is the key to the success or failure of an educational system (FRN. 2004). It is the bedrock of a country's educational system and a major determinant of the quality of any nation's educational sector as well as the catalyst to the growth and development in social, political and economic systems (Ogunsanya, 1990). It is regarded as the most profitable form of investment in education any nation can give to the individual citizens and the society at large (Maduewesi, 2005). It is also the fulcrum for all levels of education (Mbakwem and Asiabaka, 2007). As crucial as this level of education is, it does not appear to have a corresponding attention from both the government as policy maker and teachers as implementers of curriculum. Curriculum implementation refers to the actual carrying out of policies and changes spelt out in the new curriculum (Garba, 1996). Here the focus is on the teachers who are the main implementers although there are external agencies that are implicated in the implementation process. In Nigeria, participants outside the school include the ministries of education, university institutes of education, boards of education, federal government education control bodies, National Teachers Institute (NTI), National

Education Research and Development Council (NERDC), Joint Admission and Matriculation Board (JAMB), West Africa Examinations Council (WAEC), National Universities Commission (NUC), National Commission for Colleges of Education (NCCE), and foreign aid organizations. They plan or assist in the introduction of innovation or change to the school. The role of outside participants may vary from that of giving quiet assistance and logistic support to curriculum change to active participation in mapping out change and the implementation. Participants within the school include local school boards of education, parent's teachers association (PTA), principals/headmasters, staff and pupils/students. Garba (1996) opined that the classification of local school boards and PTA's as participants within the school may not be strictly correct since they are not really members of the school in the way that the staff and students are. However, because of their intimate involvement in the affairs of the school, they may be regarded as participants within the school. By far, the most important participants within the school are the principals/headmasters, the teachers and the pupils/students who are finally responsible for carrying out, on day-to-day basis, the details of the task of curriculum implementation.

The philosophical and psychological basis for the introduction of social studies reflects the National Goals and objectives as contained in the

national policy on education (2004). In this document, education is supposed to be used as an instrument per excellence in bringing about socio-economic transformation of the Nigerian society. Social studies has been identified as one of the school subjects through which these goals could be realized. The specific goals of social studies as remarked by Durbey and Barth (1980) was to inculcate into the minds of the younger ones knowledge, skills and desirable attitudes to enable them think rationally and act wisely. Laudable and promising as these policies are, their value lies in their proper implementation. Those who are saddled with the responsibility of implementing the policies (the teachers mainly) may be ignorant of one or all the policy prescriptions. What is not clear is the number of primary school teachers that have knowledge of these prescriptions and the way and manner such knowledge impact their classroom activities, particularly, the instructional delivery. Oraifo, (2006) expressed that the major problem about policy implementation is that those who should implement it do not poses copies, let alone knowing what is in the policy. Ajayi (1995) observed that the half-hearted and haphazard implementation strategies could lead to failure of realizing the dreams of the Nigerian education policy. Teachers' classroom instructional practices and their knowledge of the NPE for primary education are crucial to the translation of these policies into

workable classroom practices. Thus, when their educational background, teaching skills, creativity and innovative ability fall short of expectation or the expectation of world standard of teaching at this level, then there is danger. Effective implementation of the social studies curriculum is still bewitched with a lot of problems (Iheanacho, 2006). Ignorance of the policy document and prescriptions, lack of skills, commitment and or dedication, inadequate resource materials, low morale of teachers due to denied or delayed salaries and allowances, poor educational background, amongst others are part of the problems. It is against this backdrop that the researcher is motivated to carry out an assessment of the implementation of social studies curriculum in primary schools in Kano metropolis.

1.1 Statement of the Problem

The primary level of education remains the key to the success or failure of the educational system. However, in spite of being the foundation for other educational stages, primary education in Nigeria seems neglected especially in the area of social studies education. This negligence seems to be costly to the nation in view of the numerous social problems confronting the youths of today. Problems such as cultism, anxiety during examinations, culminating into examination malpractice, sexual promiscuity, vandalism, drug abuse, teenage

pregnancy, and other forms of anti-social behavior are part of the problems. Social studies is a problem solving discipline as noted by Akinlaye et al [1996], Dubey and Barth [19980]. It corrects the inadequacies of the individual and the society and strives to instill in individuals, social attitudes and values such as cooperation, charity, interdependence and ethical behaviors among other virtues. The strength of social studies lies in its methodology rather than its body of knowledge. It is therefore pertinent to examine critically the implementation of social studies curriculum in primary schools with emphasis on those participants inside the school responsible for carrying out on a daily basis the task of curriculum implementation.

1.2 Research Objectives

The objectives of the study include:

1. Find out whether there is any difference amongst social studies teachers in their opinions on the extent of utilization of the inquiry approach in the classroom.
2. Find out whether there is any difference amongst social studies teachers in their opinions on the availability of curriculum materials for teaching social studies.

3. Find out whether there is any difference in the influence of age amongst the pupils regarding their awareness of useful social values in the society.
4. Find out whether there is any difference between male and female parents opinions on pupils level of value awareness and social behavior in and out school as a result of classroom exposures to social studies.

1.3 Research Questions

The following are the research questions that will guide the investigation:

1. Is there any significant difference amongst social studies teachers in their opinions on the extent of utilization of the inquiry approach in the classroom?
2. Is there any significant difference amongst social studies teachers in their opinions on the availability of curriculum materials for teaching social studies?
3. What is the difference in the influence of age amongst the pupils regarding their awareness of useful social values in the society?
4. What is the difference between male and female parent's opinions on pupil's level of value awareness and social behavior in and out of school as a result of classroom exposures to social studies?

1.4 Hypotheses

The following null hypotheses will be tested in the course of the study:

1. There is no significant difference amongst social studies teachers in their opinions on the extent of utilization of the inquiry approach in the classroom.
2. There is no significant difference amongst social studies teachers in their opinions on the availability of curriculum materials for teaching social studies.
3. There is no significant difference in the influence of age amongst the pupils regarding their awareness of useful social values in the society.
4. There is no significant difference between male female parent's opinions on pupil's level of value awareness and social behavior in and out of school as a result of classroom exposures to social studies.

1.5 Basic Assumptions

This study is informed by the following underlying assumptions:

1. Social studies teachers often utilize the inquiry approach in the classroom because it involves the learners in the lessons by allowing them full participation.

2. Curriculum materials necessary for effective implementation of the social studies curriculum are in short supply.
3. Pupils age has a significant influence regarding their awareness of useful social values in the society.
4. The sex of parents does not determine pupil's level of value awareness and social behavior.

1.6 Significance of the Study

This research work is on the assessment of the implementation of social studies curriculum in primary schools in Kano metropolis. The findings and recommendations of this study would be of advantage to schools and the country in general. The study could reveal the need for a variety of curriculum materials necessary for effective implementation of the social studies curriculum. The study could reveal the need for school curricular to be constantly reformed and developed to meet societal needs and values. The study could also enable curriculum planners, agencies, teachers, parents and other stakeholders in education to support efforts that are directed towards curriculum development and implementation in Nigeria. Furthermore, the findings of the study could provide a framework for organizing seminars and workshops for teachers on the use of a variety of instructional methods

and also wise and skillful use of various kinds of instructional resources in the classroom. More importantly, the findings would serve as useful reference point to subsequent research works.

1.7 Scope and Limitation of the Study

The main focus of this research work is to assess the implementation of social studies curriculum in primary schools in Kano metropolis. This research work is limited to primary schools in Kano metropolis only because the study cannot cover all the primary schools in Kano state due to time and logistic constraints. The coverage of the study is restricted to teachers, pupils and parents of selected primary schools offering social studies as a core subject.

1.8 Summary

The first chapter of this research work emphasized the desire of the Nigerian government to use education as an instrument for producing functional and morally upright citizens who will bring about societal development. The place of social studies education in the realization of this goal cannot be over emphasized. The chapter also described the research problem, research objectives, research questions, hypotheses and significance of the study and the limitation of the study.

It is hoped that the findings of this study would ultimately lead to effective implementation of the primary school social studies curriculum for the attainment of social studies objectives and national goals.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The importance of reviewing literature in a research work cannot be over emphasized. This is because it helps in putting the problem under investigation in the proper perspective. This chapter reviews literature on the implementation of social studies curriculum in primary schools. The emphasis of this review will be on:

- (a) Conceptual framework of the study
- (b) Meaning of curriculum implementation
- (c) Factors that influence curriculum implementation
- (d) The teacher as an important personnel in curriculum implementation
- (e) Curriculum materials for curriculum implementation in social studies
- (f) The concept, nature and scope of social studies
- (g) Methods and techniques for teaching social studies
- (h) Value education and social studies as a value based education.

2.1 Conceptual Framework of the Study

A curriculum is a "plan or program of all experiences which the learner encounters under the direction of a school" (Tanner and Tanner,

1980: 158) According to Gatawa (1990:8), "it is the totality of the experiences of children for which schools are responsible". All this is in agreement with Sergiovanni and Starrat (1993), who argue that curriculum is "that which a student is supposed to encounter, study, practice and master". For others such as Beach and Reinhartz (1998:97), a curriculum outlines a prescribed series of courses to take. From the definition above, it is possible to state that a curriculum has the following characteristics: it comprises the experiences of children for which the school is responsible, it has content, it is planned and it is a series of courses to be taken by students. In addition, a curriculum considers the learners and their interaction with each other, the teacher and the materials; the output and outcomes of a curriculum are evaluated. Bringing all these points together, the curriculum is viewed as a composite whole including the learners, the teacher, teaching and learning methodologies, anticipated and unanticipated experiences, outputs and outcomes possible within a learning institution.

2.2 Meaning of Curriculum Implementation

Garba (1995) defined curriculum implementation as the actual carrying out of policies and changes spelt out in the new curriculum. Here the focus is on the teachers who are the main implementers although there are external agencies who are implicated in the implementation process.

Garba (1996) explained that participants in curriculum implementation refer to those individuals, government and non governmental agencies who are responsible for implementing any change in education.

In Nigeria participants outside the school responsible for implementing any change in education Include: ministries of education, university institutes of education, boards of education, federal government control bodies, National Teachers Institutions (NTI), National Educational Research Development Council (NERDC), examination boards, National Universities Commission (NUC) and foreign aid organizations. They plan or assist in the introduction of innovations or change to the school. The role of outside participants may vary from that of giving quiet assistance and logistic support to curriculum change to active participation in mapping out change and the implementation. Participants within the school include local school boards of education, Parents Teachers Association (PTA), Principals, Headmasters, Staff and Pupils /Students.

Garba (1996) opines that the classification of local school boards and PTA's as participants within the school may not be strictly correct since they are not really members of the school in the way that the staff and students are. However, because of their intimate involvement in the affairs of the school, they may be regarded as participants within the school. PTA's in Nigeria are usually involved in such activities as raising

funds for particular projects like the building of an extra classroom or a school fence. PTA meetings are very important for parents to make inputs to the way the school is run and organized. Complaints, fears and queries of parents are addressed in the meetings and the school has the opportunity to explain change in policies or practices to the parents. Because many parents, nowadays, are very educated and well informed. PTA meetings have become very important in the change and implementation of curriculum. But by far, the most important participants within the school are the principal/headmaster, the teachers and the pupils/students who are finally responsible for carryout on a day-to-day basis the details of the task of curriculum implementation.

Curriculum implementation entails putting to practice the officially prescribed course of study, syllabus and subjects. The process involves helping the learner acquire knowledge or experiences. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the implementation process. Implementation takes place as the learners acquire the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learners to function effectively in a society (University of Zimbabwe, 1995:8). Viewed from this perspective,

curriculum implementation also refers to the stage when the curriculum itself, as an educational programme is put into effect.

Putting the curriculum into operation requires an implementing agent. Stenhouse (1979:4) identifies the teacher as the agent in the curriculum implementation process. She argues that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. Implementation takes place when the teacher-constructed syllabus, the teacher's personality, the teaching materials and the teaching environment interacts with the learner (University of Zimbabwe 1995:9).

Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work, and lessons to be delivered to students (Chikumba 2000).

2.3 Models of Curriculum Implementation

Schon in Garba, (1996) made an exhaustive study of how innovation, whether in education, or in other areas can be implemented. He identified three main models of implementation, namely, the centre periphery model, the proliferation of centres model and the shifting centres model.

The Centre Periphery Model

This is the first of Schon's model. It rests on three main assumptions:

- i. The innovation to be diffused exists fully realized in its essentials, prior to its diffusion.
- ii. Diffusion is the movement of an innovation from the centre to its ultimate users.
- iii. Directed diffusion is a centrally managed process of dissemination, training and the provisions of resources and incentives.

The efficacy of the centre periphery depends on the level of resources available at the centre, the number of points at the periphery, the length of spokes through which diffusion takes place and the energy required to gain new adoption (Garba 1996). The scope also depends on the capacity of the system for generating and managing feedback. Because the process of diffusion is regulated from the centre, its effectiveness depends also on the ways in which information flows back to the centre. Critics of this model hold that it is a simple system which is prone to failure through resource exhaustion, overload and mismanagement. Failure takes the form of a simple ineffectiveness in diffusion, distortion of the message or disintegration of the system as a whole.

The Proliferation of Centres Model

Schon in Garba, (1996) called his second model the proliferation of centres model. This model is designed as though to extend the units and overcome the sources of failure inherent in the simple model. This system retains the basic centres periphery structure but differentiates primary and secondary centres. Secondary centres engage in the diffusion of innovation while primary centers support and manage secondary centres. The effect is to multiply many fold, the reach and efficiency of the diffusion system. Garba (1996) opines that the sources of failure of the proliferation of centres model are similar to those in the first model. The demands on central management, particularly the central doctrine, may not meet the needs of secondary centres. Leaders look for support and flexibility to counter local resistance, and such centres may become detached from the primary centre. When that happens according to Schon in Garba (1996), the diffusion system fragments and becomes unable to revive itself and expand.

The Shifting Centers Model

Schon in Garba, (1996) argued that shifting centres are characteristic of contemporary social movements which operate to fill in the gap within any established organization. The model also may provide a useful guide to the understanding of the change process. Schon in Garba, (1996) defined it's characteristics as a system of innovation diffusion which can be summarized as follows:

- (a) It has no clearly established centre: centres appear to reach a peak and disappear to be replaced by new centres within quite short periods of time.
- (b) There is no stable, actually established message. The message shifts and evolves producing fairly related messages.
- (c) The system of the movement cannot be described as centre periphery, centres rise and fall, messages change. But the movement is a diffusion learning system in which both primary and secondary messages evolve rapidly along with the organization of diffusion itself.

2.4 Factors That Influence Curriculum Implementation

The Teacher

As Whitaker (1979) asserts in the university of Zimbabwe (1995:26) module, the teachers view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum. Since implementation takes place through interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable (university of Zimbabwe, 1995:28)

You could be thinking, "I understand that teachers are pivotal in the curriculum implementation process, but what is their role in the curriculum planning process? "if the teacher is to be able to translate

curriculum intentions into reality, it is imperative that the teacher understand the curriculum document or syllabus well in order to implement it effectively (University of Zimbabwe, 1995:8). If the curriculum is what teachers and students create together as Wolfson (1997) states in Curriculum Implementation (university of Zimbabwe, 1995:28), the teacher must play a more significant role in designing the curriculum. Teachers must be involved in curriculum planning and development so that they can implement and modify the curriculum for the benefit of their learners.

The Learners

Learners are also a critical element in curriculum implementation. While teachers are the arbiters of the classroom practice, the learners hold the key to what is actually transmitted and adopted from the official curriculum. The official curriculum can be quite different from the curriculum that is actually implemented. The learner factor influences teachers in their selection of learning experiences, hence there is need to consider the diverse characteristics of learners in curriculum implementation (university of Zimbabwe, 1995:31). For example, home background and learner ability can determine what is actually achieved in the classroom.

Resource Materials and Facilities

Rodgers (2000) states that no meaningful teaching and learning take place without adequate resource materials. This applies to curriculum implementation as well. For the officially designed curriculum to be fully implemented as per plan, the

government or Ministry of education should supply schools with adequate resource materials such as textbooks, teaching aids, and stationary in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process (university of Zimbabwe, 1995:2). It is suggested that the central government must also provide physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create an environment in which implementation can take place. Makamure (2000), states that the availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation.

Interest Groups

A number of these groups exist in almost all southern African development community (SADC) countries. These include parents, parents and teachers associations, school development associations (SDAs) and school development communities (SDCs) in Zimbabwe, religious organizations, local authorities, companies and private school proprietors. These groups can influence implementation in the following ways:

- Provide schools with financial resources to purchase required material.
- Demand the inclusion of certain subjects in the curriculum.
- Influence learners to reject courses they consider detrimental to the interest of the group.

Masendu (2000) opines that it is important to involve these groups at the curriculum planning stage.

The School Environment

One other factor that influences curriculum implementation concerns the particular circumstances of each school (University of Zimbabwe, 1995). Rhodreck (1997) states in Curriculum Implementation (University of Zimbabwe, 1995), that schools located in rich socio-economic environments and those that have adequate human and material resources can implement the curriculum to an extent that would be difficult or impossible for schools in poor economic environments.

Culture and Ideology

According to Whitaker (1979) in the University of Zimbabwe (1995:28) module, cultural and ideological difference within a society or country can also influence curriculum implementation. Some communities may resist a domineering culture or government ideology and hence affect the implementation of the centrally planned curriculum.

Instructional Supervision

Curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of the school head. The head does this through:

- Deploying staff
- Allocating time to subject taught at the school
- Providing teaching and learning materials and
- Creating an atmosphere conducive to effective teaching and learning.

As stated in curriculum implementation (university of Zimbabwe 1995:36), the head “monitors and guides curriculum implementation through ensuring that schemes of work, lesson plans and records of marks are prepared regularly”. The head teacher maintains a school tone and culture that creates the climate of social responsibility. Effective curriculum implementation does not take place in a school where the head is incapable of executing supervisory functions (Geoffrey and Rodgers, 2000).

2.5 The Teacher as Important Personnel in Curriculum Implementation

The teacher is the most important single factor in curriculum implementation (Adeoye, 2006). Alaezi and Onwuka (1990) explain that when curriculum planners have put in their best to present a curriculum for use in schools, when facilities and other material needs have been provided, the resources person who would ensure that the curriculum objectives are realized is the classroom teacher. Although there are other personnel whose works are quite as important as the teachers, (for example, the school councilor) it is the teacher who is solely responsible for the implementation of curriculum objectives and content especially the programme of studies component of the curriculum. Among the important functions of a teacher in curriculum implementation are:

- i. Breaking down of the syllabus presented by curriculum planners into smaller segment such as schemes of work, modules and unit;
- ii. Selecting and organizing content in such a way as to make learning meaningful and easy;
- iii. Selecting appropriate learning objectives;
- iv. Evaluating students performance in the program;

- v. Reporting or communicating students performance to parents, school administration and bodies needing them;
- vi. Recognize the complex nature of school children development and reflect this in planning classroom activities;
- vii. Act "in loco parent" for the learners in order to earn their respect as he shows concern for their wellbeing.

Performing these functions entail the fact the teacher must poses some very important personal characteristics which will enhance students learning. Onwuka (1985) listed some proposition which should constitute these personal characteristics:

- (a) A teacher should bring cheer and sunshine into the classroom each morning, then he can infect his pupils with them;
- (b) Even if he is ill, unhappy or sad, he should not let his physical and emotional state become apparent and so spoil (ruin) the day for his pupils. He must take care of his problems with maturity;
- (c) A teacher must bring humor and humanity into every dealing with his pupils in and out of class;
- (d) He should never forget that humor including laughing at himself, ease many a tense situation;
- (e) A teacher should never be overdressed in the class as if he/she were going for a fashion parade or some other entertainment show;
- (f) A teacher should make friends with his pupils as one human being with another, not a horse rider and his horse;

- (g) He should never exploit his pupils/learners in any way. His relationship should be clean with no strings attached;
- (h) A teacher should always be kind, considerate and reassuring in his dealings with his pupils;
- (i) A teacher should be judicious in his use of authority and power.

The sum of these do's and don'ts prescribed by Onwuka (1985:210-211) is that teachers must develop correct attitudes towards the pupils they teach. As the one who implements all that the curriculum experts have decided upon, he has very crucial roles to play, as he has been pointed out, to ensure that the society gets what it wants from the school system. It must be remembered that while learning can take place without a teacher, teaching can not take place without a learner. So, to keep his job and profession intact, the teacher must also recognize the invaluable position of the learners towards making them the professionals they are (Adeoye et al, 2006).

2.6 Curriculum Materials for Curriculum Implementation

Curriculum materials according to Ughamadu (2004) are indispensable in the teaching learning process/curriculum implementation. The teacher is the central figure in the use of curriculum materials for curriculum implementation. The teacher is expected to have knowledge of a wide range of curriculum materials available for curriculum implementation. Added to this is the need for the teacher to have knowledge of the roles of these materials in the teaching-learning process; qualities of useful curriculum materials and other issues related to curriculum materials.

Abolade (1998) defines curriculum materials as all those resources that serve as tools for knowledge transmission and acquisition in a formalized system of education.

These tools or learning and instructional aids can be classified under the following categories:

i. Printed Materials

These are the traditional tools of learning and instruction in formal educational systems (Abolade 1998). They are usually such professionally produced publications such as textbooks workbooks, revision notes, educational journals, magazines, cardboards, charts, manuals and other periodicals. As a result of advanced technology other materials have come under this category of printed materials. These later aids are photocopy, offset reproductions, easel sheets, photographic prints etc. All now play significant roles in the field of education and training.

ii. Non-print materials

The adjective, non print, is a misnomer here because instructional materials often classified as non-print actually contain in them, printed materials. In the field of educational technology, these non-print materials are usually called software and hardware (Abolade 1993). This category of instructional materials can further be classified into subgroups viz (a) visual materials, (b) audio materials and audio-visual materials (c) educational media hardware. Each of these can also be sub-divided into smaller classes. Whether or not a software is commercially prepared or locally produced by users, there is still

need to be cautions of the way it is used. Its effectiveness in learning and instruction can only be well determined after it has gone through evaluative processes.

iii. Community resources

Traditional bias for printed educational materials has made many educators unaware of the invaluable roles that community resources, if appropriately utilized, can contribute to learning and instruction. Abolade (1993) states that these resources can be classified into two groups: (a) educational visits or trips to places that can supply additional learning experience to that acquired under classroom environment. Community resources such as market places, religious institutions, historical settings, amusement parks etc, all have specific roles to play in education and training.

(b) Resource persons are often professionals and experts in their various fields of specialization. They may be legal practitioners, medical personal, religious leaders, business entrepreneurs who are capable of enlightening students on specific learning experiences. Not until recently, many education industries were not conscious of the significant contributions that resource persons bring to education. Curriculum materials as Ughamadu (2004) states, have been classified as printed materials (examples: textbooks, journals, posters) non printed materials (examples: chalkboard, flannel board, models, 16mm film projector). They have also been classified as audio materials or aids (examples: radio, audio-tapes, record players), visual materials or aids (examples: pictures, charts, maps, real things, models, mock-ups) and audio-

visual materials or aids (examples: instructional or educational television, 16mm and 8mm sound films).

Another classification according to Ughmadu (2004) is that of projected and electronic materials or aids (examples: projected still pictures in slides and film strips, motion picture films, overhead projectors, opaque projector) and non-projected materials or aids (examples, various forms of chalkboard, flannel board, textbooks).

Roles of Curriculum Materials in Curriculum Implementation

Curriculum materials when utilized during curriculum implementation bring about more noticeable effectiveness in the process (Ughmadu 2004). Creative use of curriculum materials by teacher and learners increases the probability that the learners will learn more, retain better what they learn and improve the performance of the skills that they are to develop. More specific roles of curriculum materials according to Ughmadu (2004) include:

1. Stimulation of learners interest
2. Making teaching-learning more productive
3. Taking care of wide audience of learners
4. Providing meaningful sources of information to learners
5. Helping to over come physical limitations in the teaching-learning environment or situation
6. Making learning become more concrete, real and immediate
7. Contributing to performance analysis
8. Stimulation of problem-solving in learners

9. Helping to individualize instruction

10. Extending human experience.

Qualities of Useful Curriculum Materials

Curriculum materials that are available to teachers and learners during curriculum implementation process are expected to be useful. Mkpka (1987) noted that in order for curriculum materials to be useful, they must satisfy some criteria, which include the following:

1. Appropriateness to the age of the learners for whom they are meant
2. Relevance to the lesson they are meant to serve
3. Simplicity in presenting just the essential details
4. Adequacy in size
5. Interest in respect of the learners
6. Simplification of concepts
7. Durability
8. Readily improvisable
9. Truthfulness of materials in the sense of presenting the most accurate reflection of the ideas reflected.

2.7 The Concept, Nature, Scope, Sources, and Objectives of Social Studies

The concept of social studies denotes the idea and the general notion underlying the course. Social studies is a subject that helps individuals to be useful to the society and to appreciate current cultural

practices in order to be acceptable by the immediate and larger society. Social studies involve the critical assessment of man's social and physical environment. According to Kisko, (1981:3) "social studies is a programme of study which a society uses to instill in students knowledge, skills attitudes and actions which it considers important concerning the relationships human beings have with each other, their world and themselves". Adekeye, (1982:6) in Onipe (2004) defines social studies as a subject which teaches self-awareness in pupils and inculcates self-discipline, self-reliance, self-services which in turn develops a sound mind in a sound body capable of dealing with the stresses and strains of life. Social studies is a body of knowledge that looks at the whole of education enterprise from social perspectives. The subject is concerned with the study of man and his complex relationship with his environment. The conceptualization of social studies according to Olojoba (1999:2) in Onipe (2004) is "an organized integrated study of man and his environment both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry".

Social studies is a study of problems of survival in an environment and to find solutions to them. It is a multi-disciplinary study of topic, a problem, an issue, a concern or an aspiration. (Ogundare, 2000:4). In

the opinion of Ndan (2000) in Ololobou (2000:239) "social studies education has developed variety of strategies and techniques to bring about positive development of attitudes and values in citizens".

Social studies as perceived by sunal et. al, (2002:10) "is the integrated study of the social studies sciences and humanities to promote civic competence". Social studies education helps an individual to critically examine and re-examine ones views and stand in the various unresolved societal issues.

The primary purpose of social studies in the view of sunal et al (2002:10) "is to help young people develop the ability to make informed and reasoned decisions for living. The course critically views how man manipulates and is manipulated by various environmental factors around him.

According to Akinlaye (1988:7) in Onipe (2004:19), social studies "involves a study of the basic characteristics of man; and a detailed investigation into the many and varied expressions of the adoption of man to the area in which he lives, and his relationship with other men".

As Hemming put it in Akinlaye, (1988:8) in Nigeria Educational Research council-NERC, (1988) "social studies fosters the development of spontaneity, self-reliance, flexibility of mind, clear thinking, tolerance,

initiative... ability to solve problems, creative activity ... a sense of purpose and a philosophy of life”.

Added to this, Akinlaye, (1988:8) in NERC, (1988) states that “social studies is concerned not only with knowledge, but also with attitudes and values”.

Generally, through social studies, a fundamental process of increasing the wisdom of human beings, the adults of the future, their understanding and tolerance of others can be developed. Social studies in schools help individual learner to cope with the increasing complexity in social relationships.

The Nature of Social Studies

This is the characteristic of the subject and its major components. The subject social studies consist of facts, concepts and generalizations from social science discipline. Social studies is made up of integrated concepts, problem-solving strategies, citizenship education and decision making process. Social studies is of prime relevance in the inculcation of citizenship and societal values. Sunal and Haas, (2002:10) in Onipe (2004:20) posited that “the defining characteristics of social studies is that it is multi-disciplinary in nature, encompassing and integrating knowledge and processes from many disciplines”.

Sunal et al, (2002:10) in Onipe (2004:20) also maintained that:

Within the school programme, social studies provides co-ordinated systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, religion and sociology, as well as appropriate content from the humanities, mathematics and natural sciences.

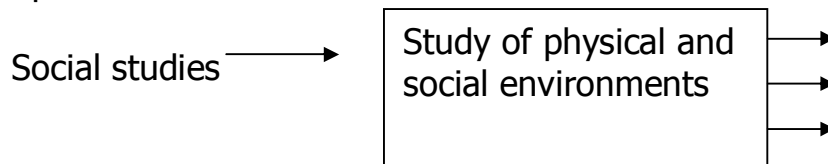
Ololobou, (2004) in Onipe (2004:20) states that, the nature of social studies can be summarized thus:

Social studies by nature seek to promote

- a. **COGNITION:** That is, knowledge, comprehension or understanding, application, analysis, synthesis and evaluation as relevant to physical and socio-cultural environmental constituents which include earth materials, relief features, atmospheric processes, water bodies, the vegetal cover, the lower animals and man's materials and non-material cultures respectively.
- b. **FUNCTIONAL SKILLS:** The acquisition of which make the client more productive and effective in managing the self and relating with the physical, social, economic and political environments. We may recognize communication, intellectual manipulative, study and group-work skills, among others.

c. **DESIRABLE ATTITUDES AND ACTIONS:** such attitudes and actions are supportive of the development process. They include patriotism, honesty, probity, truthfulness, production, punctuality, peaceful co-existence, creativity, functional interdependence, wise use of scarce resources, etc.

Social studies thus seek to make the individual or client a well- rounded, efficient and effective citizen. The nature of social studies can be represented thus:



Cognition }
 Functional skills } an
 Desirable } efficient
 } citizenry

(source-Ololobou, 2004:252).

The Scope of Social Studies

This entails the depth of study that is undertaken on each topic at a particular level. The broad framework of the social studies programme is usually created to include the desired components. The African Social and Environmental Studies Programme-ASESP, (1994:15) described the scope of social studies as “the depth of study for example, how deep or extensive are you going to study a particular concept or topic?

In ASESP, (1994:15) the scope of social studies is stated thus:

The scope of social studies is concerned with the breadth, coverage, content, quality and quantity of the subject based on the concept, terms, themes drawn from history, sociology, geography, economics, civic, political and physical sciences.

Social studies seek to integrate the theories of these social science subjects in order to gain wider understanding and perspective of man and his problems of living.

The Sources of Social Studies

Social studies curriculum in the words of Meziobi, (1993:13)

Does not emanate from a vacuum. It has a combination of data base or sources from where what is to be taught or learned-content and learning activities, the goals, delivery methods, approaches to teaching and the evaluation procedures are drawn, and given, our contextual perception and mission of social studies, integrated or fused for the exposure of the

clients of social studies in a teaching-learning
interactive setting in and outside the school...

To Taba, (1962) and Tyler, (1969) in Meziobi, (1993: 13-14) "there is a trinity of sources of curriculum content, namely: the learner, the society and subject matter. Though very good sources, yet the curriculum content sources are more than these". The sources which provide the integrative frame in social studies curriculum are the social sciences, the humanities, the physical sciences and the areas of educational worthiness such as law-related education, environmental education, career education, sex and family life education etc which though perceived as 'non-conventional' are educative laden source areas for social studies curriculum. Besides the society, or community books and other published materials, governments documents, policy statements, circulars or pronouncements, resource places, oral traditional, oral or local history, mass media, parents, learners and teachers ... sources of social studies curriculum include philosophical and psychological imperatives and viable professional bodies. (Meziobi 1993:14).

The Overall Objectives of Social Studies

Education in Nigerian has become a great concern to government. The federal government has established a national policy on education which sets out national objectives for all levels of education in Nigeria. These

objectives, in turn, serve as a foundation for curriculum development for social studies and other subjects. Great faith is expressed by government in the ability of education to transform the Nigerian society. The federal government believes that education is the greatest investment that a nation can make for the quick development of its economic, political, sociological and human resources. It is government's desire that Nigeria should be a just, free and democratic society. It is to be a society with full opportunities for all its citizens. It is to be a society which is strong, united and self-reliant. It is thought that education is the greatest force that can be used to bring about these goals of unity in Nigeria. The objectives of social studies are inline with national objectives. These objectives as stated in the National Policy on Education are as follows:

- a. A free and democratic society
- b. A just and egalitarian society
- c. A united, strong and self-reliant nation.
- d. A great and dynamic economy.
- e. A land full of bright opportunities for all citizens

(NPE, 2004:1)

2.8 Methods Techniques of Teaching Social Studies

Inquiry Methods

According to NTI (2000) inquiry methods are defined as the processes involved in resolving problems, such terms as reflective thinking, critical thinking, discovering method, analysis problem solving etc are often used in method related to method of inquiry. The key word in this process is 'FINDING OUT'. Inquiry can be described as a group of methods which helps students to find out information by themselves.

Types of Inquiry

There are basically five types of inquiry methods according to Yunusa, Ololobou, & Nwachukwu, in Social Studies For Tertiary Institutions (2007:202).

- (i) Surveys – In this technique, the teacher gives the students a topic and asks them to collect specific information on it. In conducting surveys, information should be put in a form to allow drawing of conclusions or generalizations. The question asked should be in such a way that responses can be counted and interpreted.
- (ii) Opinion Polls - In opinion polls a large number of people are asked the some questions or number of questions which demand short and direct answers. This technique is used to find out what people within a community or nation think

about a specific issue or problem e.g. Local government election. The objective is to predict the out come of a situation being investigated.

- (iii) Interviews - Students are asked to go and ask questions designed to find out the required information. Usually the person to be interviewed is told the purpose of the interview. The interviewer knows the questions in advance and prepares himself, unlike the opinion poll which does not give room for preparation. Interview deals with just a few people while an opinion poll deals with a large number of people.
- (iv) Questionnaire - A questionnaire is a list of questions designed to extract certain facts from a certain group of people. There are two types of questionnaire
 - (a) Open questionnaire - the respondent usually has the freedom to comment in order to justify his answer. It is opened for the respondent to respond in a way he thinks the answer should be.
 - (b) Closed questionnaire - in this type the respondent is given alternative replies to choose from, he either responds Yes/No, True/False or Tick.

- (v) Field trips - As the name implies, students are taken away from the classroom so that they can see things with their own eyes. They are often more productive if well planned. The teacher is normally required to give the guidelines.

How to Organize Inquiry

- (i) The topic to be covered should be the one that students can inquire with fewer problems.
- (ii) You should consider the objectives of the lesson before embarking on inquiry. Would using inquiry technique help you to achieve the lesson objective?
- (iii) The age and maturity of the pupils should also be put into consideration. Would your children be bold enough to ask the necessary question?
- (iv) Time available for your inquiry lesson. Do you need the permission of the school? You need to take this into consideration.
- (v) Inquiry method require resources and money, you need to take this into consideration especially in filed trips.
- (vi) Remember that inquiry is meant to find out solutions to problem. Care should be taken not to make it a fruitless exercise.

Advantages of Inquiry

- i. They help students to develop critical thinking
- ii. They help students with the ability to seek for solutions to their problems and those of their community
- iii. They serve as a link between the school and the community.
- iv. They create in students the spirit of cooperation and handwork.
- v. They involve students in the lesson by allowing them full participation
- vi. They encourage independence and the spirit of research among the students.
- vii. They develop research skills in students.

Disadvantages

- i. it is time consuming
- ii. it puts a lot of responsibility on the students
- iii. it can be very costly in terms of trip making to places where facts can be obtained.
- iv. If the problem is too hard it may be difficult for students to probe successfully without losing interest.
- v. If the problem is too simple, students may regard it as waste of time.

Discussion Methods

According to Yunusa, Ololobou, & Nwachukwu in Social Studies For Tertiary Institutions (2007:204), this is one of the most widely used methods in social studies. It is a thinking together process or a type of cooperation in learning. The method is organized on the principle that the knowledge and ideas several people pooled together have greater merit than those of a person.

Discussion simply means talking over subject from various points of view and the teacher's role is not to dispense or, communicate knowledge but to act as moderator.

It implies that every student has background information that provides him with viewpoints. It is ridiculous for the teacher to ask student to discuss a topic about which they know nothing. When discussion takes place, students are free to express their feelings on a particular issue. The teacher motivates questions which help students to reason rather than recall.

Techniques of Discussion Method

- Debate
- Small group discussion
- Panel discussion
- Buzz or brainstorming

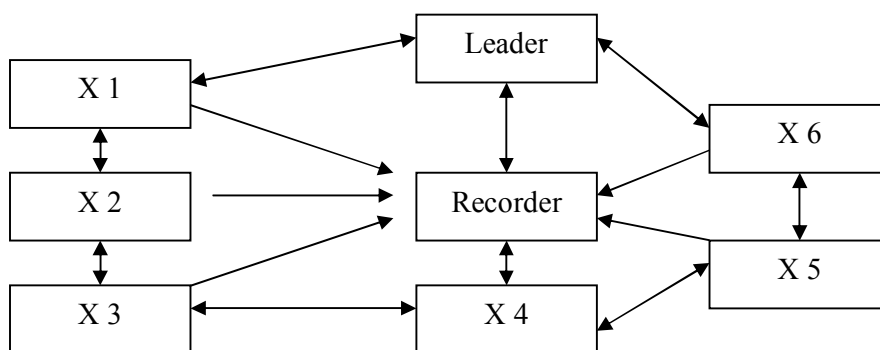
A technique for discussion in the class can be organized in form of small group discussion. This techniques can be used when there is need to examine in greater detail various aspects of a larger issue, example, on a field trip four or more groups may be set up to obtain information on different questions.

Controversial issues are best taken in small groups. In this, the participants can talk frankly and freely without inhibition, ask questions why, how and when about the issues at hand.

The following steps can be adopted in using small discussion class

- Divide the class into small groups of five or six (depending on the population)
- Each group appoints a leader and a recorder.

The leader directs the discussion while the recorder write down points arrived at after detailed discussion. The teacher should make efforts to see that no one is inhibited and no simple discussant dominates the discussion.



Charts showing flow of discussion from one participants to another with the leader directing and the recorder writing down the points: cyclic communication.

Using this technique in social studies to present content will develop skills of quality leadership and followership. However, it can get out of hand if not well organized and controlled.

Advantages of Discussion Method

- (i) They are students oriented, that is they are aimed at involving students in the lesson.
- (ii) It encourages critical thinking among students.
- (iii) It develops self-confidence, students are helped to have confidence in themselves.
- (iv) It attracts and retains students attention by involving them in the lesson
- (v) It helps students resolve issues especially issues that require value judgments.
- (vi) It develops spirit of tolerance.
- (vii) It improves social skills.

Problems of Discussion Method

- (i) Class control can be serious problem if not properly organized students can get out of control.

- (ii) It can be unrewarding when few outstanding children monopolized the discussion.
- (iii) It is time consuming.
- (iv) Not quite ideal for large classes.

Activity/Dramatization Method

According to Yunusa, Olojobou, & Nwachukwu in Social Studies For Tertiary Institutions (2007:206), dramatization is one of the most effective methods for stimulating students' interest in what they have to learn. The method allows for a great deal of participation by students and life to the class. Dry and uninteresting topics can be presented using this method. The method attracts and holds students attention. It also helps shy and dull children to get involved in the lesson and it is suitable for any level. The method is valuable for helping students to develop confidence and self esteem. The method calls for actual doing in order to bring messages home to the learners.

Major Types of the Methods

- a. Puppetry
- b. Miming
- c. Play let
- d. Role playing

a) Puppetry

In puppetry, puppets stimulates younger children generally, puppets are small figures that can be held, carried or suspended on strings in front of the audience. Puppetry is important in social studies because it allows pupils to develop their imagination and creative ideas and see how they can transform them into activity. Puppetry involves many activities varying from speaking to acting and writing. Social studies provide wonderful opportunities for self-expression. Puppetry when properly conducted, provide an adequate training ground for future poets composers, artisans, musicians etc.

Miming

Miming is simply acting out something without using words. It is the easiest kind of dramatization to prepare and carry out because it does not depend on difficult ideas.

Pupils can act any situation in social studies through miming. Since the voice is not used, body movement, gestures and actions are essentials. It can be described as drama without speech. For example, when teaching cultural dancing as an aspect of culture, the dancer just mime the dancing steps and body movement of a particular culture e.g. TIV.

b) Playlets

A playlet is a short play that is used to express story or idea. Playlets are particularly useful for illustration of some points during the course of a lesson. In playlets, costumes, make ups, objects, furniture may be used, but they are not often essential. In playlet the player both act and speak unlike miming that uses only action.

c) Role Playing

Role playing is a dramatized experience presenting a real situation involving moral or values in which decision must be made. It is a spontaneous activity in which players pretend to be someone else. Role play is normally used to teach interpersonal and practical skills by asking students to act roles to which they are unaccustomed. Students are required to identify themselves with the behavior of another by changing participants perception.

The Shaftels (1967) who were the authorities in the field of role play were of the opinion that, if role playing is properly and skillfully used, it is quite suitable for the exploration of group behavior and of the differences of the individual students as he tries to find a place of his own identity among his peers. The following guide can be adopted in organizing role play in the class.

- Warming up the group (problem confrontation).

- Selecting the participants
- Preparing the audience (students) to act as observers.
- Role playing (enactment)
- Discussion and evaluation
- Further enactment (replaying revised roles, playing suggested next steps).
- Further discussion and sharing of experience.

The teacher should first describe the purpose of the exercise and then describe the roles to be played. For maximum achievement, the purpose and role to be played should not be detailed. The participants may be given conflicting information or some information may be withheld from certain participants or the audience.

In role play, there is no prepared script, neither is rehearsal nor memorization required. The teacher should make sure that role acted by pupils is familiar and related to the topic under discussion.

Since the child is the central person in educational system and the purpose of all educative acts is to influence his development towards some predetermined direction, there, is need therefore for the social studies teacher to understand how the child develops and what the implications of his developmental pattern are. This will enable the

teacher to select the learning experiences and methods of instruction suitable for every stage of the learner's development.

2.9 Value Education and Social Studies as Value Education

Value Education

Value education is the humanistic education that is directed towards socially improved society. Value education depicts the need to direct learning experiences towards the acquisition of basic values that would gradually become the foundation of learner's character. Value education according to Turpin in Callahan, et al (1977:265).

Is geared towards producing learning and insights, which help to modify behavior and reinstate the cycle It is not an attempt to indoctrinate students with particular sets of values or beliefs, instead it is designed to advocate instruction that helps students clarify and develop their own beliefs and values in a rationally defensible manner.

Value education can be viewed as the deliberate plan designed to help students to identify and clarify their own values rather than force them to accept the values imposed upon them. Value orientation

through school subjects like social studies help to impart values which the society supports. The acceptable values, as listed by Jarolimek, (1977:66) in Joof et al, (1994:77) include:

Liberty, justice, equality, honesty, integrity, consideration, respect, dignity, responsibility, truthfulness, fair play, hard work, patriotism, uprightness, faithfulness and tolerance.

Awareness of values can be developed in schools through the effective teaching of social studies. A re-orientation of values will go a long way in training and equipping learners to develop sense of integration and effective citizenship. Eboh, (1994) in Joof, et al, (1994:125) suggests that "no nation can survive long without a set standard of behavior for its citizens". Value education is an integral part of education because it emphasizes the effective strategy for the attainment of self-actualization. To develop the right attitude and value system in learners, value orientation in schools through the effective teaching of school subjects is very essential. Values by nature provide a psychological foundation for specific motives and actions. Once values are found, they are hard to break. This is why the teaching of values in schools should be of paramount importance. Value can be learned from others and can be adjusted through re-education. The main objective of education is to

impart knowledge, skills and values. Value education is a basic part of learning because it stresses the need for positive values and attitudes for effective social life. Value orientation helps to impart in learners personal and general values. Ezegbe, (1994) in Joof et al, (1994:77) wrote that "general values represent the basic orientation of the society, and indicate traits which the society regards as good and acceptable.

Social Studies as Value-Based Education

One of the various conceptions of social studies according to Meziobi, (1993) in Onipe (2004) is that social studies is viewed as "valued-gear education, a study whose central concern is value orientation and clarification". Value education is an important aspect of social studies programme. Perhaps the strongest sustaining factor of social studies education is its emphasis on affective development of school children. (Ololobou, 1993). One of the major essential concepts of social studies curriculum according to Sunnal et al, (2005:15) is that "value consist of objects, behaviors, ideas and institutions deemed important". Social studies as a course of study in schools emphasize personal and societal development through its various curriculum contents. Social studies stress the need for affective performance in the learner in addition to cognitive attainment and social skills for effective societal life. Social studies categorize the more personal dimension of

human growth, such as values, feelings, interest and appreciation. Affective behavior as demanded by social studies curriculum ranges from compliance with rules or expectation for the development of personal and societal value system. Social studies is concerned with the molding of learner's behavior, this is difficult but can be expressed outwardly. For this reason social studies education has emerged with some useful techniques for measuring learner's behavior. These techniques are used for assessing learning outcomes and evaluating social studies lessons with specific reference to values. These techniques are rating or attitude scale, checklist, oral discussion, records of behavior, dramatization, interview, observation, work samples or projects, tests, assignments, role play, simulation games, inquiry method, class excursion or field trips, value verification and clarification.

2.10 Review of Related Empirical Studies

Ezugwu [2008] conducted an empirical study in public primary schools sub-sector in Nigeria. At the end of the study it was discovered that public primary school teachers were not remunerated well, there are no infrastructural facilities in schools, many parent took away their children to private school due to non-commitment of public primary school leader.

Usman and Usman (2008) conclude on empirical study in zaria metropolis. The study revealed that;

- (a) Teaching materials were not available in some school in Zaria metropolis and every were they are found, they were inefficiently used.
- (b) Majority of the teacher were NCE holders, with little or few years of teaching experience
- (c) Most teachers make use of old methods [lecture/discussion methods only]. Other useful methods such as inquiry, dramatization, simulation, role-play, and field trip were not given much attention.
- (d) There was no uniformity in social studies textbooks used in all the schools sampled.

Nuhu [2006] carried out an empirical research on the inquiry teaching approach in junior secondary school social studies. It was found that most teachers teaching social studies were not trained social studies teachers. The study also revealed that the inquiry approach is not being used in the classroom and the utilization of the inquiry is impeded by inadequate financial and professional support of parents, principals, and ministry officers.

Onipe [2004] in an attempt to assess the implementation of social studies curriculum on value competence and utilization among junior secondary school students in Kano Metropolis found that:

- (a) Parents seem to be indifferent about the attitude of their children in and out of school. Their level of satisfaction on student's moral behavior is generally low. The academic and moral training of children is left solely to the school.
- (b) Social studies teachers are in short supply to schools. The number of students is more than the number of social studies teachers.
- (c) School administrators, policy makers and all stake holders place less emphasis on value acquisition and qualitative education in schools. Much emphasis is placed on the acquisition of knowledge, mass education and qualitative education.

2.11 Summary

Garba [1995] defined curriculum implementation as the actual carrying out of policies and changes spelt out in the new curriculum. In Nigeria participants responsible for implementing any change in education can be grouped into two groups; participants inside the school and participants outside the school. Donald Schon in Garba [1996] has identified three main models of implementation namely,

the centre periphery model, the proliferation of centre's model and the shifting centre model. This chapter has also described some factors that can influence curriculum implementation. These include: the teacher, learners, resource materials, interest groups, school environment, culture and ideology, and instructional supervision. Curriculum materials for curriculum implementation in social studies have also been highlighted, these include: printed materials, non-print materials, and community resources. The concept, nature and scope of social studies have also been examined. The concept social studies denote the idea and the general notion underlying the course. Social studies is a subject that helps individuals to be useful to the society and to appreciate current cultural practices in order to be acceptable by the immediate and larger society. Methods and techniques for teaching social studies include the inquiry, discussion, activity/dramatization, puppetry, miming, play let, and role playing. The chapter concludes with an overview of the concept value education. Awareness of values can be developed through the effective teaching of social studies. A reorientation of values will go a long way in training and equipping learners to develop sense of integration and effective citizenship.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This study is aimed at assessing the implementation of social studies curriculum in primary schools in Kano metropolis. This chapter deals with research methodology. This phase of the research is called the method of attack (Van Dalen 1993) and the plan of attack (Ary, D, Jacob A, L.C. & Razavieh, A. 1979) for the problem under investigation. The phase refers to the general strategy and logistics that are employed in the conduct of the study, and precisely in the gathering and analyzing of the data needed for answering research questions or hypotheses formulated to direct the study. This chapter discusses the research design, sampling and sampling technique, instrumentation, validity and reliability of instruments, procedure for data collection and methods of data analysis.

3.1 Research Design

Kerlinger (1977) describes research design as the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and control variance. Research design is important so as to determine the type of data required, how to collect and collate them, as well as how to analyze and measure them (Razak & Ajayi, 2000). The research design adopted for this study is the survey design. A survey design is a form of descriptive research used when dealing with a very systematic collection of data or information from population or a sample of the population (Abdullahi, 1995).

Ijaya (2000) also viewed survey research as a study which involves an investigation on entire population of people or items by collecting data from samples drawn from population and assuming that these samples are true representatives of the entire population. It is considered as the best method available to the social scientist interested in collecting data for describing a population that is too large to handle directly. It is also the most appropriate for this study due to the large number of respondents to be used for this research work.

3.2 Population

The population of the study comprises of all the primary schools in Kano metropolis. In all there are one thousand three hundred and seventeen (1,317) public and registered private primary schools in the metropolis, out of which twelve (12) schools were selected through purposeful sampling using geographical location of the schools. All the schools operate a common curriculum and the staffing situation is similar. Below is a tabulation of the number of schools in Kano metropolis.

TABLE 3.1 Population of the study

S/N	LGEA	NUMBER OF PUBLIC SCHS	NUMBER OF PRIVATE SCHS	TOTAL
1	DALA	108	37	145
2	FAGGE	85	154	239
3	GWALE	135	56	191
4	MUNICIPAL	115	75	190
5	NASSARAWA	202	179	381
6	TARAWNI	93	78	171
	TOTAL	738	579	1,317

Source; State Universal Basic Education Board, Kano.

Kano State Ministry of Education.

The population of subjects in the study also comprises of all the social studies teachers, final year pupils and their parents in the twelve (12) selected primary schools. This comprises of seventy nine [79] social studies teachers, one thousand four hundred and sixty eight [1,468]

pupils and their parents. Below is a tabulation of the population of subjects in the twelve [12] selected primary schools in Kano metropolis.

Table 3.2 Population of subjects

S/N	LGEA	NOS. OF SCHOOLS	NOS. OF SOCIAL STUDIES TEACHERS	NO. OF PUPILS
1	DALA	2	11	348
2	FAGGE	2	31	325
3	GWALE	2	16	38
4	MUNICIPAL	2	06	425
5	NASSARAWA	2	08	211
6	TARAUNI	2	07	121
	TOTAL	12	79	1,468

3.3 Sampling and Sampling Technique

Sampling is a systematic process used to select a required portion of a target population [Razak & Ajayi, 2000]. This is the procedure which a researcher employs in selecting elements to represent the entire population. The study samples were drawn from the whole population. This comprises sixty six [66] social studies teachers, three hundred and six [306] pupils and twenty four [24] parents. The proportional stratified sampling technique was employed in the selection of social studies teachers and final year pupils. This is because this type of sampling method according Razak and Ajayi (2000) is noted for high precision and accuracy. This was done by obtaining the sampling frame [i.e. list of the population elements for each stratum [i.e. public & private] and using the kreycie and Morgan [1970] table to determine the sample to be drawn from the population elements. Since the strata's were found to be of different sizes, a uniform sampling fraction [S.F.] was used to draw units from each stratum.

Consequently, two (2) parents with children / wards in the final level from each of the twelve [12] selected schools were randomly selected giving a total of twenty four (24) parents of primary school pupils. In all, a total of three hundred and ninety-six (396) subjects representing the entire population were engaged in this study. Below is the tabulation of

the number of sample schools and the number of subjects used for this study.

Table 3.3 Population sample for the study

S/N	LGEA	Number of schools	Number of teachers	Number of pupils	Number of parents
1.	DALA	2	09	72	4
2.	FAGGE	2	26	68	4
3.	GWALE	2	13	08	4
4.	MUNICIPAL	2	5	88	4
5.	NASSARAWA	2	6	45	4
6.	TARAWNI	2	07	25	4
	TOTAL	12	66	306	24

3.3.1 Justification of Sample

The rationale for the choice of sample subjects is basically for the acquisition of the needed information on the implementation of social studies curriculum in primary schools. As the handlers of social studies

curriculum through classroom implementation, the social studies teachers are in the better position and the only source of information from which relevant issues and ideas can be elicited from regarding the implementation of social studies curriculum. The primary school pupils in addition are better primary sources of information since they are the ones at the receiving end of the curriculum. The inclusion of parents was inevitable because they are the ones to provide the needed insight into pupil's behavioral pattern out of school.

3.4 Research Instrument for Data Collection

For data collection the following research instruments were found to be useful:

- i) Questionnaire
- ii) Documentary sources

Questionnaire:

Due to the nature of this study, structural questions otherwise known as "close ended" questionnaire in which alternative responses are provided was administered to the respondents. The questionnaire was structured in a short straight forward and precise manner in order to facilitate prompt responses, because long questionnaires often discourage respondents. Three sets of close-ended questionnaires were developed

and used for this study. The three sets of questionnaires were designed for teachers, pupils and parents and tagged TAQ, PAQ1 and PAQ2 respectively.

The TAQ (teacher’s appraisal questionnaire) was opinion seeking on the extent of utilization of the inquiry approach in the classroom and the availability of curriculum materials necessary for curriculum implementation. The PAQ1 (pupils appraisal questionnaire) was opinion seeking on pupils awareness of useful social values in the society. The PAQ 2 (parent’s appraisal questionnaire) was opinion seeking on pupil’s level of value awareness and social behavior in and out of school.

The three sets of questionnaires were divided into two major parts as follows:

- (a) Biographical information of respondents
- (b) Question items that were opinion-seeking on research questions.

The questionnaires were designed in accordance with the five Point Likert-type summation scales weighted thus:

OPINION	SA	A	U	D	SD
SCALE VALUE	5	4	3	2	1

Meaning of Abbreviations:

SA Strongly Agree

A Agree

U Undecided

D Disagree

SD Strong Disagree

According to Best and Khan (1986) the Likert-type summation scale is a technique that assigns a scale value to each of the five responses. Thus the instrument yields a total score for each respondent and a discussion of each individual item. All the items in the questionnaire favoring different positions are scored: scale value of five (5) for strongly agree, four (4) for agree, three (3) for undecided two (2) for disagree and one (1) for strongly disagree.

Documentary Sources

Efforts were intensified to search and make use of primary and secondary source of data gathering related to the research study. The primary sources utilized include: official curriculum materials documents, official state universal basic education board [SUBEB] documents and official documents from the Kano state ministry of education. The secondary sources included relevant text books, journal publications, unpublished thesis, policy papers, newsletters, conference and seminar

papers and other related materials written by various authors on related field of knowledge. All these materials and previous researches were reviewed in order to provide the theoretical foundation on which the research study was based.

3.4.1 Validation of Research Instrument

In order to ascertain the extent to which the instruments used clearly measure what that are designed to measure, the questionnaire items were adequately studied, modified and corrected. This was initially done with the help of fellow post-graduate students and some social studies lecturers in federal college of education Kano. The final face and content validation of the questionnaire items was done by the research supervisor. A more refined set of questionnaire were personally administered in a trial testing during a purposeful pilot study. For copies of questionnaire format see appendices.

3.4.2 Reliability of Research Instruments

To find the reliability of the instruments for data collection, a pilot study was carried out in two primary schools within the metropolis vis-à-vis B.U.K staff primary school and Albarka International primary school Kano. The draft questionnaire was administered to six (6) social studies

teachers, six (6) final year pupils and four (4) parents. All in all, a total of sixteen subjects were engaged in the pilot testing. The draft questionnaire was personally administered in order for the researcher to identify any difficulty in respondents understanding of the questionnaire items. Upon receipt of the completed questionnaires, the split-half reliability method was employed to establish reliability of the instrument. All the questionnaires were divided into two halves and sub-scores were obtained for each half. The two sub-scores were then correlated using person product moment coefficients (PPMC). A reliability of $r=0.72$ was obtained. After the pilot testing all necessary corrections were made, items found to be vague or not properly responded to have been modified and some of them changed.

3.5 Administration of instrument

Roberts (1992) defines data as a set of values collected for the response variable from each of the elements belonging to the sample. Data collection is a very important step in the research process because the conclusions of a study are based on what the data reveal (Awotunde 2004:103). The questionnaire for teachers, pupils and parents were personally administered with the assistance of head-teachers, teachers and class representatives. The face-to-face method of administration of

the questionnaires facilitated the completion and subsequent retrieval of the questionnaires. The meeting with respondents took place at the schools. A day was spent in each school to ensure that the questionnaire was properly distributed. Some of the pupils especially the ones in the public schools had difficulty in reading the questionnaire items. Apparently, the researcher with the help of some teachers had to interpret the questionnaire items in to the language of the environment.

However, in some schools the head-teachers decided to coordinate the administration of the questionnaires at their own convenient time in order not to disrupt academic activities. In such situations, the researcher was asked to come back at a later date to collect the questionnaires. In all the number of copies of questionnaire distributed were three hundred and ninety-six (396). Three hundred and twenty-eight (328) copies were distributed in the public schools out of which two hundred and eighty (85.4%) were returned. In the private schools a total of sixty-eight (68) copies of the questionnaire were distributed out of which sixty-one (90%) were returned. Below is a tabulation of the number of questionnaires distributed, returned and analyzed.

Table3:4 Number of questionnaires distributed, returned and analyzed.

Schools	Questionnaire	Questionnaire	No%	Questionnaire	No%
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	Distributed	Returned		Analyzed	
PUBLIC	328	280	85.4%	280	85.4%
PRIVATE	68	61	90%	61	90%
TOTAL	396	341	86%	341	86%

3.6 Data Presentation and Analysis Procedure

The primary goal of data analysis according to Abelso (1995) in Zubairu (2009) is to find out whether our observations support a claim to behavior. In analyzing the data generated from the responses of the respondents through the questionnaire, descriptive analysis was used to describe the data in this research work. The data was computed and analyzed using one way analysis of variance (ANOVA) and t-test for significant difference. By using ANOVA and t-test it will be possible to ascertain whether there is any significant difference between the variables involved in this study. The $P \leq 0.05$ level of significance was used as a basis for accepting or rejecting the hypotheses formulated to direct this study.

3.7 Summary

The third chapter of this write-up described the methodology and the procedures adopted in carrying out the research study. The chapter has

presented the research design which is a survey design. It has described the population (1,547 subjects) of the twelve selected primary schools. The sample has been described as consisting (396 subjects) who were selected through the stratified and simple random sampling technique. The statistical procedure has been stated as ANOVA and T-test for testing the null hypotheses, while descriptive analyses are described and discussed in this write-up based on the responses from the questionnaires. A pilot study was also carried out in order to determine the reliability of the instrument through the split-half reliability method. The actual statistical and qualitative analysis of the findings of this study will be presented in chapter four of this research report.

CHAPTRE FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter contains the data presentation, data analysis, interpretation and discussion of the results. The data for the study were analyzed using descriptive analysis and the statistical package for social science (SPSS). The data were generated from the questionnaires administered to the respondents. The chapter ends with a summary of the findings.

TEACHERS QUESTIONNAIRES

Table 4.1 Distribution of Teachers According to Sex

	Frequency	Percent	Valid Percent
Male	28	43.1	43.1
Female	37	56.9	56.9
Total	65	100.0	100.0

The above table shows that 28 (43%) of the respondents are males while 37 (56%) of the respondents are females who are in the majority.

Table 4.2 Distribution of Teachers According to Age

	Frequency	Percent	Valid Percent
21-30 yrs	35	53.8	53.8
31-40 yrs	23	35.4	35.4
41-50 yrs	5	7.7	7.7
51 above	2	3.1	3.1
Total	65	100.0	100.0

From the above table, age groups 21-30 account for 35 (53.8%) of the respondents while age group 31-40 are 23 (35.4%), only 5 (7.75%) and 2 (3.1%) of the respondents are within 41-50 years group and 51yrs above.

Table 4.3 Distribution of Teachers According to Qualifications.

	Frequency	Percent	Valid Percent
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NCE	36	55.4	55.4
B.ED/B.Sc	23	35.4	35.4
M.ED/M.Sc	4	6.2	6.2
Any Other	2	3.1	3.1
Total	65	100.0	100.0

As shown in table 4:1:3, NCE has 36 (55.4) representation, 23 (35.4%) of the respondents have B.Ed/B.Sc and only 4 (6.2%) and 2 (3.1%) have M.Ed/M.Sc and other qualifications respectively.

Table 4.4 Distribution of Teachers According to Area of Specialization.

	Frequency	Percent	Valid Percent
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Social Studies	52	80.0	80.0
Science Discipline	9	13.8	13.8
Others	4	6.2	6.2
Total	65	100.0	100.0

As shown in table 4:1:4, social studies teachers are in the overwhelming majority. Social studies teachers were 52 (80%) while science discipline teachers were only 9 (13.8%). The remaining 4 (6.2%) of the teachers have their specialization in other areas.

Table 4.5 Distribution of Teachers by Working Experience.

	Frequency	Percent	Valid Percent
No response			
1-5yrs	2	3.1	3.1

6-10yrs	37	56.9	56.9
11-15yrs	15	23.1	23.1
16-20yrs	6	9.2	9.2
Above 20yrs	3	4.6	4.6
Total	2	3.1	3.1
	65	100.0	100.0

The table above indicates that majority of the respondents 37 (56.9%) have 1-5 years working experience. While those of 6-10 years experience are 15 (23.1%). 6 (9.2%) of the respondents have 11-15 years working experience while 3 (4.6%) have 16-20 years working experience. And only 2 (3.1%) have 20 years & above working experience.

Table 4.6 Opinions Responses of Teachers on the Extent of Utilization of the Inquiry Approach in the Classroom

S/NO	Statement from the Questionnaire	Variables	Frequency	Percentage
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1.	Teachers who utilize the inquiry are not confronted with any problem	Agree Disagree Undecided Total	56 4 5 65	86% 6% 8% 100%
2.	Utilizing the inquiry approach help learners to develop critical thinking skills	Agree Disagree Undecided Total	59 6 0 65	91% 9% 0% 100%
3.	Utilizing the inquiry help learners to seek for solutions to their problems & those of the community	Agree Disagree Undecided Total	50 7 8 65	77% 11% 12% 100%
4.	As a social studies teacher I often utilize the inquiry in the classroom	Agree Disagree Undecided Total	51 14 0 65	78% 22% 0% 100%
5.	Utilizing the inquiry encourages independence & the spirit of research among the learners	Agree Disagree Undecided Total	50 8 7 65	77% 12% 11% 100%
6.	Utilizing the inquiry involves learners in the lesson by allowing them full participation	Agree Disagree Undecided Total	45 10 10 65	70% 15% 15% 100%

7.	Utilizing the inquiry is very time consuming	Agree Disagree Undecided Total	53 5 7 65	82% 8% 10% 100%
8.	Utilizing the inquiry puts a lot of responsibility on the learners	Agree Disagree Undecided Total	52 0 13 65	80% 0% 20% 100%
9.	Inquiry approach can be very costly in terms of trip making to places where facts can be obtained	Agree Disagree Undecided Total	60 0 5 65	92% 0% 8% 100%
10.	If the problem is too simple, learners may regard it as a waste of time	Agree Disagree Undecided Total	48 7 10 65	74% 11% 15% 100%

The analysis from the above table shows that in statement No.1, 80% of the respondents agreed that teachers who utilize the inquiry are not confronted with any problem, while 6% disagree and 8% undecided. In statement No.2, 91% agreed that utilizing the inquiry help learners to develop critical thinking skills while 9% disagree. In statement No.3, 77% agreed that utilizing the inquiry help learners to seek for solutions to their problems & those of the community, while 11% disagree & 12% undecided. In statement No.4, 78% agreed that as social studies

teachers they often utilize the inquiry, while 22% disagree. In statement No.5, 77% agreed that utilizing the inquiry encourages independence and the spirit of research among learners while 12% disagree & 11% undecided. In statement No.6, 70% agreed that utilizing the inquiry involves learners in the lesson by allowing them full participation while 15% disagree and 15% undecided. In statement No.7, 82% agreed that utilizing the inquiry is very time consuming while 8% disagree and 10% undecided. In statement No.8, 80% agreed that utilizing the inquiry puts a lot of responsibility on the learners while 20% undecided. In statement No.9, 92% agreed that the inquiry approach can be very costly in terms of trip making to places where facts can be obtained and 8% undecided. In statement No.10, 74% of the respondents agreed that if the problem is too simple, learners may regard it as a waste of time while 11% disagreed and 15% undecided.

Table 4.7 Opinions Responses of Teachers on the Availability of Curriculum Materials

S/N	Statement from the Questionnaire	Variables	Frequency	Percent
11.	Chalkboards are readily available for use by teachers and pupils	Agree Disagree Undecided Total	65 0 0 65	100% 0% 0% 100%

12.	Flannel boards are readily available for allowing teachers illustrate their lessons visually with pictures & diagrams	Agree Disagree Undecided Total	55 10 0 65	85% 15% 0% 100%
13.	Bulletin boards are available for display of educational information	Agree Disagree Undecided Total	53 12 0 65	82% 18% 0% 100%
14.	Social studies textbooks are readily available for getting relevant information or knowledge	Agree Disagree Undecided Total	45 20 0 65	69% 31% 0% 100%
15.	Charts are readily available for presenting visual ideas or concepts	Agree Disagree Undecided Total	53 12 0 65	82% 18% 0% 100%
16.	Projected still pictures are readily available for presenting pictures	Agree Disagree Undecided Total	29 36 0 65	45% 55% 0% 100%
17.	Motion picture films are available for providing intensely realistic experiences	Agree Disagree Undecided Total	22 30 13 65	34% 46% 20% 100%
18.	TV's are available for recording educational broadcasts	Agree Disagree Undecided Total	56 9 0 65	86% 14% 0% 100%
19.	Tape recorders are available for recording educational broadcasts	Agree Disagree Undecided Total	49 16 0 65	75% 25% 0% 100%

20.	Projector/transpar encies are available for large group instruction	Agree	32	49%
		Disagree	20	31%
		Undecided	13	20%
		Total	65	100%
21.	Internet facilities are readily available for getting relevant information or knowledge when needed	Agree	18	28%
		Disagree	47	72%
		Undecided	0	0%
		Total	65	100%

The analysis from the above table shows that in statement No.11, all the respondents agreed that chalkboards were readily available in the classrooms for use by the teachers and pupils. In statement No.12, 85% agreed that flannel boards were readily available while 15% disagreed. In statement No.13, 82% agreed that bulletin boards were readily available for display of educational materials, while 18% disagreed. In statement No.14, 69% agreed that social studies textbooks were readily available, while 31% disagreed. In statement No.15, 82% agreed that charts were readily available for presenting visual ideas and concepts, while 18% disagreed. In statement No.16, 45% agreed that projected still pictures were available for presenting pictures, while 55% disagreed. In statement No.17, 34% agreed that motion picture films were available, while 46% disagreed, and 20% undecided. In statement No.18, 86% agreed that televisions were readily available for recording educational broadcasts, while 14% disagreed. In statement No.19, 75%

agreed that radio/tape recorders were available for also recording educational broadcasts, while 25% disagreed. In statement No.20, 49% agreed that overhead projector/transparencies were readily available for large group instruction, while 31% disagreed and 20% undecided. In statement No.21, only 28% of the respondents agreed that internet facilities were readily available, while 72% disagreed.

PUPILS QUESTIONNAIRES

Table 4.8 Distribution of Pupils According Sex

	Frequency	Percent	Valid Percent
Male	125	49.2	49.2
Female	129	50.8	50.8
Total	254	100.0	100.0

The above table shows that 125 (49%) of the respondents are males while 129 (50.8%) of the respondents are females who are in the majority.

Table 4.9 Distribution of Pupils According to Age

	Frequency	Percent	Valid Percent
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6-9yrs	17	6.7	6.7
10-13	152	59.8	59.8
14yrs above	85	33.5	33.5
Total	254	100.0	100.0

The above table shows that ages 10-13 have the highest representation of 152 (59.8%) while ages 14yrs & above amounted for 85 (33.5%). And only 17 (6.7%) were in the age group of 6-9yrs.

Table 4.10 Distribution of Pupils According to Class Level

	Frequency	Percent	Valid Percent
Class Five	33	13.0	13.0
Class Six	221	87.0	87.0
Total	254	100.0	100.0

Despite the fact that only final year pupils were engaged in this study, the above table reveals that class six pupils were in the majority as they account for 221(87%), while class five pupils account for the remaining 33(13%) of the total sample of pupils.

Table 4.11 Opinion Responses of Pupils on Awareness of Useful Social Values in the Society

S/N	Statement from the Questionnaire	Variables	Frequency	Percentage
1.	The moral problems of society can be reduced through teaching social studies	Agree Disagree Undecided Total	226 15 11 252	90% 6% 4% 100%
2.	Learning social studies impacts learners behavior in and out of school	Agree Disagree Undecided Total	214 17 21 252	85% 7% 8% 100%
3.	Social studies gives students the opportunity to identify what is good & what is bad	Agree Disagree Undecided Total	238 10 4 252	94% 4% 2% 100%
4.	Good citizen heeds the provisions of the constitution and obey all other laws in the society	Agree Disagree Undecided Total	223 16 13 252	88% 6% 6% 100%
5.	Good citizen respects his country's national anthem, national flag & pledge	Agree Disagree Undecided Total	216 8 28 252	86% 3% 11% 100%
6.	Good citizen assists in promoting the name & image of his country	Agree Disagree Undecided Total	225 14 13 252	89% 6% 5% 100%
7.	Good citizen protects and safe	Agree Disagree	218 15	87% 6%

	guards public property	Undecided Total	19 252	8% 100%
8.	A good citizen respects the rights (including religion) of other citizens.	Agree Disagree Undecided Total	224 10 18 252	89% 4% 7% 100%
9	Good citizen respect, contribute positively to the development and progress of the community in which he finds himself	Agree Disagree Undecided Total	182 22 48 252	72% 9% 19% 100%
10.	A good citizen participates in all democratic process and practices such as voting during elections	Agree Disagree Undecided Total	176 34 42 252	70% 13% 17% 100%
11.	A good citizen is the one who pays his tax promptly	Agree Disagree Undecided Total	196 6 50 252	78% 2% 20% 100%
12	Everybody irrespective of social standing is equal before the law	Agree Disagree Undecided Total	210 4 38 252	83% 2% 15% 100%
13.	Nobody shall be tortured or subjected to slavery except if under compulsory national service	Agree Disagree Undecided Total	217 16 19 252	86% 6% 8% 100%
14.	One has the right to move freely throughout Nigeria & to live in any part of the country without restriction	Agree Disagree Undecided Total	233 0 19 252	92% 0% 8% 252
15.	Everybody has a	Agree	184	73%

	right to freedom from discrimination	Disagree Undecided Total	19 49 252	8% 19% 100%
16.	Men & women must change their sexual behaviors to reduce the chances of Hiv/Aids transmission	Agree Disagree Undecided Total	227 14 11 252	90% 6% 4% 100%
17.	Human trafficking must be discouraged	Agree Disagree Undecided Total	103 48 101 252	41% 19% 40% 100%
18.	Wrong use of drugs can cause misconduct, crime & imprisonment	Agree Disagree Undecided Total	221 13 18 252	88% 5% 7% 100%
19.	Cultism in schools can cause insecurity & tension among students	Agree Disagree Undecided Total	208 16 28 252	83% 6% 11% 100%
20.	Poverty is another source of inter ethnic & religious conflict	Agree Disagree Undecided Total	139 36 77 252	55% 14% 31% 100%
21.	The misuse & wastage of environmental resources can lead to environmental degradation	Agree Disagree Undecided Total	115 51 86 252	46% 20% 34% 100%

The analysis from the table above shows that the statement in No.1, 90% of the respondents agreed that the moral problems in the society can be reduced through teaching social studies while 6% disagreed & 4% undecided. The statement in No.2, 85% agreed that the learning of

social studies has an impact on learner's behavior while 7% disagreed & 8% undecided. In statement No.3, 94% agreed that social studies give students the opportunity to identify what is good and what is bad while 4% disagree & 2% undecided. In statement No.4, 88%, agreed that good citizen heeds the provisions of the constitution and obey all other laws in the society while 12% disagreed & undecided. In statement No.5, 86% agreed that good citizen respects his country's national anthem, flag, & pledge while 3% disagreed & 11% undecided. In statement No.6, 82% of the respondents agreed that a good citizen is the one who assists in promoting the name and image of his country while 6% disagreed and 5% undecided. In statement No.7, 87% agreed that a good citizen is the one who protects and safe guard's public property while 6% disagree and 8% undecided. In statement No.8, 89% agreed that a good citizen respects the rights of other citizens while 4% disagreed and 7% undecided. In statement No.9, 72% agreed that good citizen's respects and contributes positively to the development of the community while 9% disagreed and 19% undecided. In statement No.10, 70% of agreed that good citizens participate in all democratic processes while 13% disagreed and 17% undecided. In statement No. 11, 78% of agreed that a good citizen is one who pays his tax promptly while 2% disagreed and 20% undecided. In statement No.12, 83%

agreed that everybody irrespective of social standing is equal before the law while 2% disagree and 15% undecided. In statement No. 13, 86% agreed that no one shall be tortured or subjected to slavery while only 6% disagreed and 8% undecided. In statement No. 14, 92% agreed that one has the right to move freely throughout Nigeria and to live in any part of the country while 8% undecided. In statement No. 15, 73% agreed that everybody has a right to freedom from discrimination while 8% disagree and 19% undecided. In statement No.16, 90% agreed that men and women must change their sexual behaviors to reduce the chances of Hiv/Aids transmission while only 6% disagreed and 4% undecided. In statement No.17, 41% agreed that human trafficking should be discouraged while 19% disagree and 40% undecided. In statement No.18, 88% agreed that wrong use of drugs can cause misconduct, crime, and imprisonment while only 5% disagreed and 7% undecided. In statement No. 19, 83% agreed that cultism in schools can cause insecurity and tension while only 6% disagreed and 11% undecided. In statement No.20, 55% agreed that poverty is another source of inter-ethnic and religious conflict while 14% disagreed and 31% undecided. In statement No.21, 46% agreed that misuse and wastage of environmental resources can lead to environmental degradation while 20% disagreed and 34% undecided.

PARENTS QUESTIONNAIRE

Table 4.12 Distribution of Parents According to Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	18	75.0	75.0	75.0
Female	6	25.0	25.0	100.0
Total	24	100.0	100.0	

The above table reveals that 18 of the total respondents representing 75% are males. Only 6 representing 25% are females. This is an indication that male parents are in the majority.

Table 4.13 Distribution of Parents According to Age

	Frequency	Percent	Valid Percent
21-30yrs	3	12.5	12.5
31-40yrs	12	50.0	50.0
41-50yrs	9	37.5	37.5
Total	24	100.0	100.0

An observation of the above table shows that half of the total samples of the respondents are between the ages of 31-40yrs representing 50%, while 37.5% of the respondents are between the ages of 41-50yrs, and

only 3 of the respondents representing 12.5% are between the ages of 21-30yrs.

Table 4.14 Distribution of Parents According Qualifications

	Frequency	Percent	Valid Percent
Secondary			
Sch. Cert	6	25.0	25.0
OND/NCE	1	4.2	4.2
Degree/HND	16	66.7	66.7
PGD/M.Ed	1	4.2	4.2
Total	24	100.0	100.0

The above table reveals that majority of the parents have first degree representing 66.7% of the total sample. 25% of the parents are secondary school certificate holders, while OND/NCE & PGD/M.Ed holders had 1(4.2%) each.

Table 4.15 Opinions Responses of Parents on Pupils Level of Value Awareness and Social Behavior.

S/N	Statements from Questionnaire	Variables	Frequency	Percentage
1.	The school can help to inculcate value education	Agree	24	100%
		Disagree	0	
		Undecided	0	
		Total	24	100%
2.	Reorientation of values in schools is essential to the reduction of moral decadence in the society	Agree	23	96%
		Disagree	1	4%
		Undecided	0	
		Total	24	100%
3.	School subjects should be planned to help in initiating	Agree	24	100%
		Disagree	0	
		Undecided	0	

	positive value system in the society	Total	24	100%
4.	As a parent I am satisfied with learner's mode of behavior.	Agree	21	88%
		Disagree	1	4%
		Undecided	2	8%
		Total	24	100%
5.	The acquisition of basic social and personal values depends on effective learning in schools	Agree	22	92%
		Disagree	0	
		Undecided	2	8%
		Total	24	100%
6.	Good and useful values are necessary for the development of the society	Agree	23	96%
		Disagree	0	
		Undecided	1	4%
		Total	24	100%
7.	One of the social problems in the society today is lack good & fundamental values	Agree	22	92%
		Disagree	0	
		Undecided	2	8%
		Total	24	100%

8.	The learning of social studies help to determine the social values learners hold and use	Agree Disagree Undecided Total	22 0 2 24	92% 8% 100%
9.	As a parent I am satisfied with learners ability in making informed & reasoned decisions	Agree Disagree Undecided Total	22 0 2 24	92% 8% 100%
10.	As a parent I am satisfied with learners physical, emotional & psychological development	Agree Disagree Undecided Total	19 3 2 24	79% 13% 8% 100%
11.	As a parent I am satisfied with learners power of imagination and	Agree Disagree Undecided Total	18 3 3 24	75% 12.5% 12.5% 100%

	resourcefulness			
12.	As a parent I am satisfied with learners compassion for the less fortunate	Agree Disagree Undecided Total	17 3 4 24	71% 12% 17% 100%
13.	As a parent I am satisfied with learners sense of respect for and tolerance of the opinions of others even in disagreement	Agree Undecided Undecided Total	20 1 3 24	83% 4% 13% 100%
14.	As a parent I am satisfied with learners desire for knowledge & continued learning	Agree Disagree Undecided Total	20 0 4 24	83% 17% 100%
15.	As a parent I am satisfied with	Agree Disagree	19 0	79%

	learners self confidence & initiative	Undecided	5	21%
		Total	24	100%
16.	As a parent I am satisfied with learners social awareness, critical judgment & constructive thinking	Agree	18	75%
		Disagree	2	8%
		Undecided	4	17%
		Total	24	100%
17.	I am satisfied with learners show of patriotism and nationalism	Agree	19	79%
		Disagree	1	4%
		Undecided	4	17%
		Total	24	100%
18.	I am satisfied with learners inter-personal relationship with other members of the household	Agree	21	86%
		Disagree	0	
		Undecided	3	14%
		Total	24	100%

19.	Learners are aware of the problems of the country and the world and appreciate interdependence btw people	Agree Disagree Undecided Total	21 3 0 24	86% 14% 100%
20.	Learners are aware of their rights, privileges, duties & responsibilities as citizens.	Agree Disagree Undecided Total	21 2 1 24	88% 8% 4% 100%
21.	Learners have first hand impression about the goodies & shortcomings of the environment	Agree Disagree Undecided Total	20 3 1 24	83% 13% 4% 100%

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Analysis from the above table shows that in statement No.1, all the respondents agreed that the school can help to inculcate value education. In statement No.2, 96% of the respondents agreed that the reorientation of values in schools is essential to the reduction of moral decadence in the society while the remaining 4%% disagreed. In statement No.3, all the respondents agreed that school subjects should be planned to help in initiating positive value system in the society. In statement No.4, 88% of the respondents agreed that they are satisfied with learner's mode of behavior, while 4% disagreed and 8% undecided. In statement No.5, 92% agreed that the acquisition of basic values depends on effective learning in schools, while only 8% undecided. In statement No, 6, 96% agreed that good and useful values are necessary for the development of the society, while only 4% undecided. In statement No.7, 92% agreed that one of the social problems in the society today is the lack of good and fundamental values, while only 8%

undecided. In statement No.8, 92% agreed that the learning of social studies helps to determine the social values learners hold and use while 8% undecided. In statement No.9, 92% agreed that they are satisfied with learner's ability in making informed and reasoned decisions, while 8% undecided. In statement No.10, 75% agreed that they are satisfied with learner's physical, emotional and psychology development while 13% disagree and 8% undecided. In statement No.11, 75% agreed that they are satisfied with learner's power of imagination and resourcefulness while 12.5% disagreed and another 12.5% undecided. In statement No.12, 71% agreed that they are satisfied with learner's compassion for the less fortunate while 12% disagree and 17% undecided. In statement No.13, 83% agreed that they are satisfied with learner's sense of respect and tolerance of the opinions of others even in disagreement, while 4% disagree and 14% undecided. In statement No.14, 83% agreed that they are satisfied with learner's desire for knowledge and continued learning, while only 17% undecided. In statement No.15, 79% agreed that they are satisfied with learners self confidence and initiative while 21% undecided. In statement No.16, 75% agreed that they are satisfied with learner's social awareness, critical judgment, as well as constructive thinking while 8% disagreed and 17% undecided. In statement No.17, 79% agreed that they are

satisfied with learner's show of patriotism and nationalism while 4% disagree and 7% undecided. In statement No.18, 86% agreed that they are satisfied with learners inter-personal relationship with other members of the household while 14% undecided. In statement No.19, 86% of the respondents agreed that learners are aware of the problems of the country and the world and appreciate interdependence between people, while 14% disagree. In statement No. 20, 88% agreed that learners are aware of the rights, privileges, duties and responsibilities as citizens, while 8% disagree and 4% undecided. In statement No.21, 83% of the respondents agreed that learners have first hand impression about the goodies and shortcomings of the environment, while 13% disagree and only 4% undecided.

4.2 Hypotheses Testing

This section is concerned with testing the four null hypotheses postulated for the study. The statistical method employed was ANOVA and t-test for significant differences between the variables involved in each of the four null hypotheses. The summary of the analysis of the results using the statistical package for social sciences (SPSS) will be presented.

4.2.1 Hypothesis One

There is no significant difference amongst social studies teachers in their opinions on the extent of utilization of the inquiry approach in the classroom.

The t-test for difference between two independent samples was used in the test of this hypothesis. The use of t-test for difference between two independent sample was informed by the following :(a) samples are randomly assigned to two groups. (b) The two groups have unequal number of samples. The summary of result of the analysis is presented in the following tables.

Table 4.16 Mean Scores of Teachers in their Opinions on the Extent of Utilization of the Inquiry.

	N	Mean	Std. Deviation	Std. Error Mean
Specialist	52	36.5385	4.57385	.63428
Non-specialist	13	35.7778	2.86259	.95420

Table 4.17 T-test Statistic on Teachers in their Opinions on the Extent of Utilization of the Inquiry.

Variables	N	Mean	S.D	df	t	P(Sig)
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Specialist	52	36.5385	4.57385	59	.481	.636
Non specialist	13	35.7778	2.86259			

Looking at the above table, it was shown by the independent t-test statistic that the calculated value of $t = 0.481 \sim .636$ which is lower than the table value of $1.96 \sim 0.05$ at degree of freedom 59. This is an indication that there is no significant difference amongst the social studies teachers in their opinions on the extent of utilization of the inquiry approach in the classroom.

4.2.2 Hypothesis Two

There is no significant difference amongst social studies teachers in their opinions on the availability of curriculum materials for teaching social studies. The data generated from the opinion seeking questionnaires on the availability of curriculum materials was subjected to paired sample t-test. The summary of results is shown in the following tables.

Table 4.18 Mean Scores of Teachers in their Opinions on the availability of Curriculum Materials.

	Mean	N	Std.deviation	Std.Error mean
Specialists	22.0923	65	4.11826	.51081
Non specialists	15.1692	65	5.74883	.71305

Table 4.19 T-test Statistic of Teacher's in their Opinions on the availability of Curriculum Materials.

Variables	Mean	N	t	Df	Sig
Specialists	22.0923	65	12.596	64	.000
Non specialists	15.1692	65			

The result of the paired sample test in the above table indicates that the calculated $t = 12.596 \sim 0.000$ which is higher than the table value of $1.96 \sim 0.05$ at degree of freedom 64. The individual mean for social

studies specialists and non - specialists are 22.093 and 15.1692 respectively. Therefore a significant difference exists amongst the teachers in their opinions on the availability of curriculum materials for teaching social studies.

4.2.3 Hypothesis Three

There is no significant difference in the influence of age amongst the pupils regarding their awareness of useful social values in the society. The different age groups of pupils and their awareness of social values were the two variables involved in this hypothesis. One way analysis of variance (ANOVA) was used to test this hypothesis. The use of ANOVA was informed by more than two age groups of the independent variables on pupil's awareness of social values. The summaries of results of the analysis are as follows:

Table 4.20 Mean Scores of pupils by age group

Age Groups	N	Mean	SD	SE
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6-9yrs	17	104.8824	7.97561	1.93437
10-13yrs	152	107.2961	10.16085	.82415
14yrs				
above	85	106.6824	10.19829	1.10616
Total	254	106.9291	10.02777	.62920
Fixed effects			10.04846	.63050
Random effects				.63050a

Table 4.21 One way Analysis of Variance on Pupil Awareness of Social Values by their Age Groups.

Source of Variations	Sum of Sq	Mean Sq	df	f	Sig
Btw Groups	96.859	48.429	2		
Within Groups	25343.866	100.972	251	.480	.620

The ANOVA analysis in the above table shows a calculated value of f at df 2, 251=.480. Since this value is lower than the table value of 2.60 at

0.05 level of significance, therefore it can be correctly said that there is no significant difference in the influence of age amongst the pupils regarding their awareness of useful social values in the society.

4.2.4 Hypothesis Four

There is no significant difference between male and female parents' opinions on pupils' level of value awareness and social behavior in and out of school as a result of classroom exposures to social studies. The t-test for difference between two independent samples was also used to test this hypothesis. The use of t-test for difference between two independent samples was informed by the fact that the samples are randomly assigned to groups and the groups have unequal number of samples. The result of the analysis is presented in the following tables.

Table 4.22 Mean scores of parents by their Sex

Sex	N	Mean	S.D	Std.Error Mean
Male	18	94.6111	15.34367	3.61654
Female	6	89.3333	18.57597	7.58361

Table 4.23 T-test Statistics of parent’s opinions on pupils Level of Value Awareness & Social Behavior.

Variables	N	Mean	S.D	df	t	P(sig)
Male	18	94.6111	15.34367	22	.694	.514
Female	6	89.3333	18.57597			

The above independent t-test table was used to test the fourth hypothesis. The outcome of the table showed that the calculated $t = 0.694 \sim .514$ which is lower than the table value of $1.96 \sim 0.05$ at degree of freedom 22. It can therefore be concluded that there is no significant difference between male and female parents in their opinions on pupil’s level of value awareness and social behavior in and out school.

4.3 Discussion of Findings

The aim of this study was to assess the implementation of social studies curriculum in primary schools in Kano metropolis. The outcome of research question one which attempted to find out whether any significant difference exist amongst social studies teachers in their

opinions on the extent of utilization of the inquiry approach in the classroom, proved empirically that there is no significant difference amongst social studies teachers in their opinions on the extent of utilization of the inquiry approach in the classroom. This is an indication that the inquiry approach in the teaching of social studies in primary schools is very crucial, since 78% of both the social studies and non social studies teachers in statement No.4, agreed that they often utilize the inquiry approach in the classroom. In statement No.6, 70% of the teachers also agreed that utilizing the inquiry involves learners in the lesson by allowing them full participation. The outcome of research question two which attempted to find out whether any significant difference exist amongst social studies teachers in their opinions on the availability of curriculum materials for teaching social studies, revealed a significant difference amongst social studies teachers in their opinions on the availability of curriculum materials for teaching social studies. This shows that the teachers differed in their opinions as regards the availability of curriculum materials. This is an indication that educational resource materials needed for effective implementation of the social studies curriculum are in short supply. It is disheartening that in this age of information and communications technology (ICT) only 30% of the teachers agreed that internet facilities were readily available in the

schools. The outcome of research question three which attempted to find out the differences in the influence of age amongst the pupils regarding their awareness of useful social values in the society, revealed no significant difference in the influence of age amongst the pupils regarding their awareness of useful social values in the society. This was a result of the fact that the mean responses of pupils opinions for the ages 6-9yrs, 10-15yrs, and 14yrs above. This shows that pupils are aware of useful social values in the society irrespective of their age groups which is a positive development in the right direction. The outcome of research question four which attempted to find out whether significant difference exist between male and female parents opinions on pupils level of value awareness and social behavior as a result of classroom exposures to social studies, revealed no significant difference between male and female parents opinions on pupils level of value awareness and social behavior in and out of school as a result of classroom exposures to social studies. This is also as a result of the fact that in statement No.4, 88% of the sampled parents agreed that they were satisfied with learner's mode of behavior in and out of the school.

4.4 Summary of Major Findings

From the data collected, analyzed, interpreted and discussed, the following findings were arrived at from the study:

1. Utilizing the inquiry approach in teaching social studies enhances student's mastery of the subject because it allows them full participation during teaching – learning sessions.

2. Teaching materials were not available in some primary schools in Kano Metropolis and government is paying less attention to the issue of instructional facilities in public primary schools.

3. The pupils are aware of some useful social values in the society irrespective of their age background.

4. Parents seem to be satisfied with the children's level of value awareness and social behavior in and out of school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the research work. It includes conclusions drawn from the findings of the study, recommendations, and suggestions for further studies.

5.1 Summary

The study assessed the implementation of social studies curriculum in primary schools in Kano Metropolis. Four null hypotheses were postulated and tested through statistical methods. Some related literatures considered relevant to the study were also reviewed. The research design adopted for the study was a survey design. A sample of three hundred and forty-one (341) teachers, pupils and parents were engaged in the study. The instruments used for the study was a questionnaire and documentary sources relevant to the research topic. The data analysis was done using one way analyses of variance (ANOVA) and t-test statistical tools for testing the postulated hypotheses using the statistical package for social science (SPSS).

5.2 Conclusions

Based on the results of the findings from this study, the following conclusions are made:

- I. The employment of the inquiry approach in teaching social studies enhances student's mastery of the subject because it allows them full participation during teaching – learning sessions.
- II. The relevant employment of instructional materials and resources in social studies lessons enhances effective implementation of it's curriculum amongst students during teaching – learning sessions.
- III. The age of pupils does not have any significant impact on their awareness of useful social values in the society.
- IV. The sex of parents does not play a vital role in determining pupil's level of value awareness and social behavior in and out of school.

5.3 Recommendations

In light of the insights of the study and conclusions drawn, the following recommendations were made:

- I. There is a need for training and retraining of social studies teachers on the philosophy, objectives and methodology of social studies.

- II. There should be a re-organization and improvement in our present system of teacher education to include specialists training in the teaching of social studies. Only trained social studies teachers should be made to teach the subject.
- III. There is need for continued emphasis on the use of the community as the social studies laboratory. This would promote greater understanding of the environment.
- IV. Emphasis should not only be placed on the acquisition of technical skills, the affective domain of learning should be given cognizance so that learners will acquire more of moral and ethical values.
- V. There is need for supply of adequate resource materials necessary for effective implementation of the social studies curriculum in primary schools.
- VI. There should be constant supervision of social studies teachers by trained supervisors and inspectors, who could be able to give constructive advice to how best the subject should be handled.

5.4 Contribution to Knowledge

The study contributes to knowledge in the following areas:

1. Learners will be aware of some useful and fundamental values necessary for the development of the society.
2. The study will go a long way in reminding school administrators and government about the urgent need for relevant and up to date educational materials needed for effective curriculum implementation in schools.
3. The study will make teachers aware of a variety of instructional methods and techniques that could be employed in implementing the social studies content.
4. The study will help parents, school administrators and other stakeholders in education to intensify efforts to make education a worthwhile venture. The study will enable parents in particular to live exemplary lives and portray positive values that are worthy of emulations.

5.5 Limitation of the Study

The following were the limitations of the study:

1. The sample used for this study was limited to only twelve (12) out of one thousand three hundred and seventeen (1,317) primary schools in Kano metropolis. The study was also limited to social

studies teachers, final year pupils and parents in the twelve (12) selected schools.

2. The widespread nature of the sampled schools in the different local government areas made the administration of the questionnaires quite tasking.
3. Most parents could not be reached directly. The teachers helped to contact them through the assistance of the Parents Teachers Association (PTA) officials.

5.6 Recommendations for Further Research

- I. A study of this nature should be carried out but using more schools in order to generalize the findings to include kano state as a whole.
- II. An assessment of the implementation of social studies curriculum in the junior and senior secondary schools is highly recommended.
- III. Subsequent study of this nature should include other participants in the curriculum implementation process.
- IV. An investigation into the sociological basis of student's competence in values clarification and utilization and also, a review of the national primary school social studies curriculum contents is also highly recommended.

5.7 Summary

This chapter has presented a summary of the study. Conclusions based on the results of the findings were drawn. Recommendations in light of the insights of the study were also made. The chapter concludes with a recommendation for subsequent studies. The findings of this study revealed empirically that utilizing the inquiry approach in teaching social studies enhances students' mastery of the subject because it allows them full participation during teaching-learning sessions. However, hypothesis two of this study was rejected because the analyses of the data revealed significant differences amongst social studies teachers in their opinions on the availability of curriculum materials for teaching social studies. Also, the study has revealed empirically that pupil's are aware of useful social values in the society irrespective of age background. Finally, the outcome of hypothesis four revealed that parents are satisfied with their children's level of value awareness and social behavior in and out school. Therefore, hypotheses one, three, and four of this study were accepted while only hypothesis two was rejected.

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