ASSESSMENT OF IMPLEMENTATION OF NATIONAL COMMISSION FOR COLLEGES OF EDUCATION NIGERIA CERTIFICATE IN EDUCATION SOCIAL STUDIES MINIMUM STANDARDS

BY

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AHMADU BELLO UNIVERSITY,
ZARIA NIGERIA

APRIL, 2019

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P16EDFC9069

A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DOCTOR OF PHILOSOPHY (CURRICULUM AND INSTRUCTION)

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA NIGERIA

APRIL, 2019

DECLARATION

I declare that the work in this Thesis entitled "Assessment of Implementation of National Commission for Colleges of Education Nigeria Certificate in Education Social Studies Minimum Standards"was carried out by Habiba Mohammed TUKUR in the department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. 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 this or any other Institution.

_____ _____

Habiba MohammedTUKUR **Date**

CERTIFICATION

This thesis entitled Assessment Of Implementation Of National Commission For Colleges of Education Nigeria Certificate in Education Social Studies Minimum Standards,by Habiba MohammedTUKUR meets the regulations governing the award of the Degree of Doctor of Philosophy in Curriculum and Instruction of the 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 my late father, Alhaji Abdullahi Musa, and my mother,Hajiya Halima Abdullahi Musa, for their prayers, good guide, moral support and encouragement May Almighty Allah reward them abundantly and make Jannatul Firdausi their final home, Amin.

ACKNOWLEDGEMENTS

I wish to acknowledge the contributions of the supervisory committee of this work in persons of Prof.H.O Yusuf for her untiring effort, patience, assistance, guidance, encouragement, moral support andcontributions. Also acknowledged isProf. A. Guga for his advice, contributions, encouragement, guidance, constructive criticisms and corrections which helped in shaping this work. I also acknowledge Dr. A. F. Mohammed for his advice and contributions. The contributions and encouragement of the Head of Department,Educational Foundations and Curriculum, Dr. Musa Idris Harbau,are appreciated also.Other worthy of mentioning are all members of the defence panel which include Dr. S. U El-Yakub (WakilinMallama Zazzau), Dr. A. A. Dada,Dr. A.M Aminu, Dr. (Mrs) W. A Ehinmidu, Dr. (Mrs) H. Y. Audi and Mal. Lawal Abubakar for their constructive criticisms, input, encouragement, advice, guidance andassistance to this research work. I also thank all senior and junior administrative staff of the Department of Educational Foundations and Curriculum for ensuring the smooth coordination and distribution of copies of the thesis for presentation in the department.

I also wish to acknowledge very specially my husband,Alh. Tukur Muazu, and all my children, Dr. Halima, Barrister Abubakar Sadeek, Abdullahi, Hassan and BarristerHussaina Tukur. I appreciate your prayers, understanding, encouragement and support. May Almighty Allah continue to bless, guide, protect and keep our family as one. I appreciate the cooperation and understanding of all colleges of education that constituted the population and sample of this study, FCE, Zaria, FCE, Kano, COE Maru and Shehu Shagari College of Education Sokoto particularly, the Heads of Departments, Lecturers and students of Social Studies department for their cooperation, assistance, smooth coordination, distribution and fillingof the questionnaires used without much challenges. I appreciate the encouragement, prayers and good wishes of my colleagues, Dr. Zuru, Dr. (Mrs.) ZarahAdamu, Haj. GamboZakari, Dr. (Mrs.) Grace Uyagu,Isah Ibrahim, ShuaibuAyuba, Pastor E. Adeshina, Dr. Hamza Musa, Haj. MairoLawal, Mairo Abdul, Jibrin Abdul, Hadiza Abdul. I thank the entire management and college community of Federal College of Education, Zaria for the understanding, cooperation,support and assistance which made the study to achieve its goals.

ABSTRACT

The study assessed the Implementation of National Commission for Colleges of Education Nigeria Certificate in Education Social Studies Minimum Standards in Colleges of Education. Six objectives guided the study amongst which are: to examine the state of adherence to prescribed admission requirements in implementing the social studies minimum standards by colleges of education in north-west geo-political zone of Nigeria; assess the availability and adequacy of instructional materials for implementation of social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria; and to ascertain the pedagogical methods used by lecturers in implementing the social studies minimum standards in colleges of education in north west geo-political zone of Nigeria amongst others. Corresponding research questions and hypotheses were also stated. The study adopted a descriptive survey design using a total of two thousand six hundred and eighty-seven (2,687) NCE II students and one hundred and seventy (170) lecturers all from social studies department from the thirteen colleges of education within the zone as population for the study. While three hundred and fifty eight(358) lecturers and students were used as sample size. Stratified sampling was used, data was collected through a self-designed questionnaire titled National Commission for Colleges of Education Social Studies Curriculum (ANCCESSC). Resultof the revealed a reliability co-efficient of 0.836 was obtained. Data collected were analyzed using frequencies, percentages and standard deviation for the six research questions while chi-square and sample t-test were used to test the six hypotheses. Findings of the study revealed that; colleges of education is the zone adhere significantly to the prescribed standards on admission requirements and instructional materials for implementing the prescribed minimum standards is adequate. It was concluded that the prescribed minimum requirements for students admission into social studies programmes in colleges of education in the zone is being adhered to: that the pedagogical methods used by lecturers such as field trip, practical and discussion in implementing the social studies curriculum in the colleges were considered appropriate and adequate, instructional materials required for the implementation of the programme were appropriate. It was recommended based on the findings that colleges of educationshould continue to adhere strictly to prescribed admission requirements for prospective students of social studies, efforts should be made to ensure that provision of instructional materials such as functional computers, pictures, news prints textbooks and functional video

machines is proportionate to the number of students involved in learning the subject amongst others.

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LIST OF ABBREVIATIONS AND SYMBOLS

%	percentages
µ	PI
ACE	Associate Certificate in Education
AM	Audio Materials
AVM	Audio Visual Materials
CEOs	Chief Executive Officers
CGPA	Cumulative Grade Point Average
CP	Center Periphery
DF	Degree of Freedom
F	Frequency
FCTC	Federal Craft Training Certificate
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
FRN	Federal Republic of Nigeria
GCE	General Certificate in Education
GPA	Grade Point Average
JAMB	Joint Admission and Matriculation Board
MDGs	Millennium Development Goals

NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
NECO	National Examination Council
NERDC	Nigeria Educational Research and Development Council
NGOs	Non Governmental Organizations
NPE	National Policy on Education
NTI	National Teachers Institute
RD & DM	Res Development and Diffusion Models
PTTP	Pivotal Teacher Training Programme
QA	Quality Assurance
RD&D	Research Development and Diffusion
SDGs	Sustainable Development Goals
SSC	Senior Secondary School Certificate
TC II	Teacher's Grade II
UNESCO	United Nations Education Scientific and Cultural Organization
USAID	United State Agency for InternationalDevelopment
WAEC	West African Examination Council

Operational Definition of Terms

Assessment: Establishment whether the set minimum standards is taught the way it should be taught.

Curriculum: The totality of all the planned and unplanned learning experiences offered to learners under the auspices of a school unit to achieve societal educational goals.

Evaluation: Act of establishing extent to which learning outcomes are in tune with set objectives of curriculum.

Implementation: Putting into plan or action decision, proposal, intention, agreement, policy or idea into effect.

Minimum Standards: Official document (curriculum) for the training of teachers in colleges of education.

Pedagogy: Strategies for providing learning experiences to students in Colleges of Education.

Social Studies: Those common learning of man's interaction with his social and physical environment.

CHAPTER ONE
INTRODUCTION

1.9 Background to the Study

Education is a human right as proclaimed in article 26 of Universal Declaration Of Human Rights, as a key to building up individual capacities as well as increasing their skills that are necessary for techno-economic development and as a means for hopefully addressing some of the pressing societal issues.It has been accepted by developed nations as the most potent tool to achieve their goals. This is one cogent reason why nations all over the world expand much of their resources on education (Kazeem and Ige, 2010). Education in its broadest sense provides the backdrop against which development achieves its meaning. Nigerian governmentis not oblivious of this critical need for balanced and sustainable human and national development. Hence, her position which is clearly articulated in the Federal Republic of Nigeria, National Policy on Education (2014); that any existing contradictions, ambiguities, and lack of uniformity in educational practice in the different parts of the federation should be removed to facilitate an orderly development of the country.

The Nigeria of one's dream is one that is "free and democratic, just and egalitarian, united, strong and self-reliant; with a great and dynamic economy, and above all, a land full of bright opportunities for all the citizens". These national goals also underlie the philosophical ideals of Nigerian education of which teacher educationis one concrete manifestation (FRN, 2014). The teacher is the kingpin of quality in education. Since education has become the primary tool for the overall development, of society, teacher education has to occupy a position of pre-eminence in the planning and organization of modern society. This in turn

demands that the Nigerian people and government make both teaching and teacher education a very attractive professional pursuit.

According to Federal Republic of Nigeria (FGN) (2012), curriculum implementation framework for Nigeria certificate in education,the mission of teacher education in Nigeria should, among others, include: production of well-motivated teachers with high personal and professional discipline, integrity and competence for all levels of the educational system; preparation of teachers with appreciable expertise in curriculum planning, development and delivery, as well as competence in production of professionals who can combine the use of conventional teaching strategies and worlds' unfolding ICT in the generation and imparting of knowledge, attitudes and skills; continuous preparation and upgrading of teachers who can stand out for their professional competence, sense of social responsibility and commitment, to function effectively as constructive socio-economic, moral and spiritual change agents needed to promote goodwill, peace and progress not only in the country but also in the world of the 21st century (FGN, NCCE, 2012, pg. 9).

The NCE programme being a major sector of teacher education, generally aims at producing teachers with high personal and professional discipline and integrity, teachers who are dedicated with appropriate knowledge, skills and attitudes that would facilitate easy achievement of the national goals. This is all the more important when one notes that the government's decision that NCE shall ultimately be the minimum entry qualification into the teaching profession in Nigeria. More importantly, with the signing into law of the Universal Basic Education act in 2004, production of specialist teachers for all the levels of Basic Education becomes imperative. This is why the NCCE has produced minimum standards specifically designed for the implementation of courses of NCE programmes and for teacher

education training institutions in the country. The National Commission for Colleges of Education (NCCE) provides the minimum standards for implementation of courses taught in NCE awarding institutions across the country. The agency supervises, accredits and reviews teacher education programmes, the minimum standards contains guidelines for the training of teacher educators and defines the minimum the educators should be able to do as well as their dispositions towards their work.

According to Ibrahim (2015), the goals of wealth creation, employment generation, poverty reduction and value re-orientation can effectively be pursued, attained and sustained only through an efficient, relevant and functional educational system. In Nigeria, education is viewed as an instrument for transforming individuals, communities and the nation and a mechanism for skills acquisition required for societal survival and growth. Education is the only instrument for social reconstruction where a social order characterized by such values as integrity, morality, creativity, industry and self-reliance are envisaged.(Fwang'le, 2015). Being a medium for social security, education enables people to understand their immediate environment and the world in general. This invariably enables them to improve the quality of their lives. Quality education at all levels: primary, secondary and tertiary is desired all Nigerians. At the colleges of education levels, quality education is absolutely necessary because that is where NCCE education minimum standards are implemented with the goals of producing highly motivated, conscientious and efficient classroom teachers for all levels of Nigeria educational system.

The national aims and objectives of education in Nigeria have sufficiently proposed an effective social education that inculcates desired attitudes, values, skills, abilities, competencies and knowledge for the survival of the individual, the Nigerian society and the

world around. This is coming from the backdrop that Nigeria, as most African countries since independence, has its primary focus at overhauling the then existing colonial policies on education. Education is and is still being regarded as the prime mover of development and eradication of social ills and indiscipline. It is believed that changing educational policies and structure would create nationalistic citizens and bring overall development. The change from colonialism to nationhood necessitated a new form of education and a new general school curriculum. To meet the societal needs for functionality and relevance, a new Social Studies curriculum emerged.Functionality, relevance and quality became issues in education at independence to address many societal problems like ethnicity instability, boundary disputes, religious intolerance, large scale poverty, ignorance, squalor and diseases. Leaders were concerned that there should exist a functional and qualitative social education that would help minimize, if not eradicate the social ills.

To actualize the national aims and objectives, the following philosophy of NCE Nigeria Certificate in Education (NCE) Social Studies curriculum which is to instill in the students, the basic knowledge, desirable values and skills for investigating, analyzing and explaining the interrelationships of man and his complex relationships with the world around and beyond was developed. The National Commission for Colleges of Education (NCCE, 2009) stated that Social Studies programme is designed with the objectives of producing teachers who are both professionally committed and academically competent in its philosophy, content and methodology. Towards this end, the NCE Social Studies minimum standards is designed with the following objectives to;

1. produce professionally and academically competent NCE social studies teachers for the basic 1-9 schools;

2. prepare teachers who will inculcate in their pupils rational adjustment to their physical and social environment through acquisition of knowledge, attitudes and values, appreciation and skills necessary for developing social and civic responsibilities; and
3. produce students who are capable of benefitting from further education in social studies and related areas (NCCE, 2009).

The implementation of the NCCE, NCE Social Studies minimum standards in colleges of education over the years has left much to be desired. As a subject which is supposed to meet the societal needs for functionality and relevance, and to make its learners competent in correcting and solving the ills of the society, they have rather become victims and perpetrators of ills like, disrespect, indecent dressing, dishonesty, disdain for manual labour, examinationmalpractice, sexual abuse, religious intolerance, ignorance, ethnicity, amongst others. This is because colleges of education has failed to adhere strictly to the variables of admission/ graduation requirements, instructional materials, pedagogy methods, evaluation strategies physical facilities personnel and supervision as specified in the minimum standards.Lack of strict adherence have contributed to poor implementation of the Social Studiesminimum standards leading to poor performance which also reflects in their behaviors after leaving school.

As noted by Okam (2008), there is an indication that Social Studieseducation has not been properly implemented in schools and colleges to equip learners with necessary knowledge, facts and ideas that enhance positive values and attitudes for survival of individuals and society, that is why social problems ranging from disrespect to elders and constituted authorities, chronic dishonesty, corruption, religious crises, ethnic/tribal crises, murder,

arson examination malpractice, drug abuse, cultism, indiscipline and other forms of maladapted behaviours has be-devilled the Nigerian society.From the foregoing it is evident that, the nature of this discrepancy had not been established for effective intervention strategies to be put in place. Hence, the need for this study which is set out to determine possible reasons for the assumed discrepancy between the stated objectives of teachingsocial studiesin colleges of education of students that do not reflect the acquisition of what social studies intends to achieve in colleges of education in Nigeria.

1.2 Statement of the problem

Social Studies as an academic programme was introduced to the Nigerian educational system with the aim of inculcating positive values and building a better Nigeria and to help learners develop the ability to adapt to the ever-changing environment through the acquisition of relevant knowledge, attitudes, values and practical skills. It was designed into the national curriculum of schools and colleges to provide functional social education to Nigerian children and youths. The programme is expected to make good citizens and patriots out of youths of Nigeria. All the above could be possible only when there is effective curriculum implementation in schools and colleges; particularly in Colleges of Education where the NCCE Social Studies minimum standards operate but unfortunately, the implementation seems to be faced with a lot of challenges which have resultedin exhibition of certain societal problems by the youths.

Okam (2008) noted that there is an indication thatsocial studieseducation has not been properly implemented in schools to equip learners with the necessary knowledge, facts and ideas that can enhance positive values and attitudes for the survival of individuals and the society. Thatis why social problems ranging from disrespect to elders and constituted

authorities, chronic dishonesty, corruption, religious crises, ethnic tribal crises, murder, arson, examination malpractice, drug abuse, cultism, indiscipline and other forms of maladaptive behaviourswhich have bedeviled the Nigerian society.

The manner in which educational policies are implemented determines the successor otherwise of such policies. No matter how well articulated the philosophy and objectives of a curriculum are, how well selected and organized the content may be, if all that is required for the implementation are not properly met, all the efforts may have been a waste of time. These issues call for concern and adequate attention. The problem of this study is therefore on the extent to which Colleges of Education in North-west geo-political zone of Nigeria comply with the requirement for the implementation ofsocial studies minimum standards.

1.3 Objectives of the Study

The main objective of the study is to assess the implementation of National Commission for Colleges of Education Nigeria Certificate in Education Social Studies minimum standards in colleges of education. The specific objectives are to:

1. examine thestate of adherence to prescribed admission requirements in implementing NCCE, NCE the social studies minimum standards by colleges of education in north-west geo-political zone of Nigeria,
2. assess the availability and adequacy of instructional materials for implementation of NCCE, NCE social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria,
3. ascertain the pedagogical methods used by lecturers in implementing the NCCE, NCE social studies minimum standards colleges of education in north-west geo-political zone of Nigeria,

4. determine the appropriateness of the evaluation strategies used by lecturers in implementing the NCCE, NCE social studies minimum standards in colleges of education north-west geo-political zone of Nigeria,
5. findout the adequacy and availability of physical facilities/equipments for the implementation of NCCE, NCE social studies minimum standards in colleges of education north-west geo-political zone of Nigeria; and
6. determine the supervisory roles of quality assurance officers in implementation of NCCE, NCE social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria.

1.4 Research Questions

The following research questions guided the study:

1. what is the extent of adherence to prescribed admission requirements in implementation of NCCE, NCE Social Studies minimum standards by colleges of education in north-west geo-political zone of Nigeria?
2. to what extent are the instructional materials for the implementation of NCCE, NCE Social Studies minimum standards available and adequate in colleges of education in north-west geo-political zone of Nigeria?
3. what are the pedagogical methods used by lecturers in implementing the NCCE, NCE social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria?
4. are the evaluation strategies used by lecturers appropriate for implementing the NCCE, NCE social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria?

5. to what extent are physical facilities/equipment's adequate and available for the implementation of NCCE, NCE social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria?
6. in what ways do the quality assurance officers supervise the implementation of NCCE social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria?

1.5 Hypotheses

The following hypotheses were formulated and tested in the study:

H_{01}: There is no significant difference in thestate ofadherence to prescribed admission requirements and the standards required forimplementation of NCCE NCEsocial studies minimum standards by colleges of education in north-west geo-political zone of Nigeria.

H_{02}: There is no significant difference in the availability and adequacy of instructional materials and standards required in implementation of NCCE NCE social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria;

H_{03}: There is no significant difference in the pedagogical methods used by social studieslecturers and standards required for the implementation of NCCE, NCE social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria;

H_{04}: There is no significant difference in evaluation strategies used and standards required for the effective implementation of NCCE, NCE social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria;

H_{05}: There is no significant difference inthe available number of physical facilities/equipment's and the standards required for the effective implementation of NCCE, NCE social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria; and

H_{06}: There is no significant difference in the supervisory roles of quality assurance officers and standards required for the implementation of NCCE, NCE social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria.

1.6 Basic Assumptions

The study was based on the following assumptions:

1. Social Studies minimum standards for colleges of education isplanned, designed, developed and distributed by National Commission for Colleges of Education.
2. Relevant instructional materials for proper implementation of NCCE, NCE Social Studies minimum standards in Colleges of Education are in short supply and in bad shape.
3. Implementation of NCCE, NCESocial Studies minimum standards has no effects on behaviour of students in colleges of education due to gross shortages of qualified staff.
4. Prescribed standards for result oriented Social Studies minimum standards in colleges of education are not observed.
5. Proper methods of teaching in the cognitive, affective and psychomotor domains of students are not largely applied in colleges of education.
6. Relevant and adequate evaluation strategies are not put to use to ascertain learning outcomes in line with the objectives of social studies education in colleges of education.

1.7 Significance of the Study

This study will be significant to all stake holders in education, specifically, teachers, students, government, curriculum planners and developers,researchers and National Commission for Colleges of Education (NCCE) as it will provide them with information regarding the extent to which Social Studies NCCE minimum standards are being implemented in colleges of education in creating the effective Nigeria citizen as envisaged in the national policy on education.

The study will benefit Social Studies lecturers in colleges of education who are the implementers of NCCE social studies minimum standards by realizing their roles in effective Implementation of social studies content and how best to implement the social studies curriculum with a view to achieving the objectives of social studies education.

The outcome of the research will assist social studies students in colleges of education as to the values and value-characteristics including the attitudes evoked from them and which they are expected to display as prospective citizens designed to operate effectively within the social framework of a young democracy such as Nigeria, it is likely that an awareness amongst students accruing from the results of this study will help them come to terms about what it takes to build a healthy society through classroom exposure to a requisite curriculum context as provided in social studiesminimum standards.

Curriculum planners will find the results useful as information regarding teaching and learning will be gotten and also to make necessary inclusion as it regardssocial studies at NCE level in colleges of education and other teacher education institutions. The study will also assist curriculum specialists with the right type of information regarding selection of

appropriate educational resources and teaching methodology, facilities required and implementation strategies in social studies and also determine evaluation strategies among others. Ministries of education will use the results to organize conferences, workshops and seminars to sensitize and retrain social studiesteachers particularly on curriculum implementation. The government will also use the results for planning and executing programmes. Colleges of education will use the findings in reviewing their programme objectives and be up-to-date in their responsibilities of training of would-be-teachers for maximum service delivery in schools. The study also provides opportunity for education stakeholders to identify the lapses in social studiescurriculum implementation so that predicaments can be addressed to make the subject achieve like cases recorded in America and Britain.

The study will offer National Commission for Colleges of Education (NCCE) opportunity to monitor operational activities of colleges of education under their jurisdiction as they implement the minimum standards and to ensure conformity with international best practices as far as school supervision is concerned, the outcome will open up-opportunities for training and retraining of personnel associated with implementation of social studies minimum standards in colleges of education. it will also provide feedback that will lead to improvement on the minimum standards; quality assurance officials which involves external supervisors will benefit greatly from this research work, the quality control officials who are responsible for ensuring the effective supervisions of implementation at Colleges of Educations will benefit from the data collected from the research as findings will help them improve on their assignment. Finally, the study will serve as a reference material for researchers interested in the area of assessment of NCCE minimum standards, it will also

provide a spring-board from which similar areas of study would be looked into, and also stimulate research interest in the areas concerned.

1.8 Scope of the Study

The scope of the study is delimited to assessment of implementation of national commission for colleges of education NCCE NCE minimum standards in social studies among colleges of education in Nigeria, specifically the study will be limited to north-west geo political zone of Nigeria, comprising of Jigawa, Kano, Kaduna, Katsina, Kebbi, Sokoto and Zamfara states respectively, samples were drawn from Federal College of Education, Kano, Federal College of Education, Zaria, Shehu Shagari College of Education,Sokoto and College of Education, Maru Zamfara State. The research is concerned with the extent to which social studies minimum standards is implemented in colleges of education with reference to admission requirements, availability and adequacy of instructional materials, pedagogical methods, availability and adequacy of physical facilities andappropriateness of evaluation strategies/ techniques used by the lecturers. The research is delimited to social studies lecturers and NCE II social studies students in the sampled colleges of education of 2016/2017 academic session.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewsconceptual and theoretical framework.The conceptual framework reviewed are the concepts of Social Studies,assessment, curriculum, evaluation, minimum standards and quality assurance.Other areas reviewed are: historical development of Social Studies in Nigeria, objectives of Social Studies education in Nigeria schools and colleges, curriculum objectives for teaching and learning of Social Studies, scope of Social Studies education, prescribed pedagogical methods for implementing social studies minimum standards,prescribed teaching methods for implementing the social studies minimum standards, curriculum implementation, physical facilities/equipments for teaching and learning of social studies in colleges of education,instructional materials and resources for implementing social studies curriculum in colleges of education, quality assurance supervision in colleges of education, National Commission for Colleges of Education Nigeria certificate in education Social Studies curriculum objectives, the roles of National Commission for Colleges of Education in curriculum implementation in colleges of education andprescribed admission/graduation requirements by National Commission for Colleges of Education, empirical studies and summary.

2.2 Conceptual Framework

Here the key conceptsForproper understanding and conduct of the study at hand, pertinent to is explained. This is done to guide the reader to properly understand what the research is all about.

2.2.1 Concept of Social Studies

Federal government of Nigeria (2009) in the National Policy on Education stated that social studies is "the integration of individuals into a good and effective citizen and equal education opportunities for all at primary, secondary and tertiary levels both inside and outside formal school system. Meiziobi (2017) Social studies is a reformatory school instruction designed to equip learners with desirable attitudes, values, skills and knowledge for cohesive social existence in Nigerian society. Abimbade (2010, 11) sees it as a "discipline through which man studies and learns about the problems of interaction and adjustment to the changing world."Oyebola(2011, 24) defines it as s study of how man influences and is in turn influenced by his physical, social, scientific and technological environment. In the view of Ezezebor (2000), Social Studies is that aspect of learning which deals with how to get on with one's environment, physical as well as human and how to develop these skills, knowledge, attitudes and values that characterize a respective and responsive citizenship in a free society. In the words of Okam(2008, 56), Social Studies is one of the "curricular subjects in our schools and colleges whose major concern is for propagating and instilling the norms and virtues associated with values as an effective entity in the minds of learners as prospective citizens".

NTI (2009) also noted that there is general public outcry that the youths are rich in knowledge of social studies concepts but deficient in expected social values, attitudes and behaviours that characterize socially responsible citizens.

The National Council for Social Studiesin theUnited States of America officially defined the subject as "An integrated study of the social sciences and humanities to promote civic competence and help young people to develop the ability to make informed and reasoned

decisions as citizens of culturally diverse, democratic society in an interdependent world" (NCSSin Baba, 2015). Social Studieseducation "is the science of doing or making creative ideas, social inventions and objects that will enable man interact with and contribute into his environment". Orisa(2011) The primary purpose of Social Studies is to help young learners develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world. As observed by Oyebola (2011), the introduction of social studies in the Nigeria school system was "based on certain philosophical considerations, one of which is to address issues of man's problems in life in their interrelatedness, as they appear in real life situations instead of addressing them in an un-interrelated manner as those learnt through separate disciplines like: Geography, religion, sociology, and anthropology".

2.2.2 Concept of Assessment

An assessment is a systematic process of determining merits in which processed education objectives are obtained by pupils (Khanzode in Onipe2004). Wheeler, in Onuigbo, (2012), opined that, assessment will be used as a term for the process of investigating the status of an individual or group, usually with reference to expected outcomes. It is some sort of scale upon which individual can be ranked with respect to what they can do or what they know. Assessment was also described as assigning marks, selecting individuals for special opportunities or the quality of instructional materials, assessing the effectiveness of various approaches to instruction and many other kinds of activities (Herzberg, in Baba 2015). Assessment may be defined as any method used to better understand the current knowledge that a student possesses. According to Dietel, Herman and Knuth in Shehu (2014) this implies that assessment can be as simple as a teacher's subjective judgment based on a single

observation of student performance, or as complex as a five-hour standardized test. The idea of current knowledge implies that what a student knows is always changing and that one can make judgments about student achievement through comparisons over a period of time. Assessment may affect decisions about grades, advancement, placement, instructional needs, and curriculum. Herzberg's Dieltel, Herman and Knuth's views on assessment has direct bearing with the direction of this study because, they are of the opinion that, an assessment may affect decisions about grades, advancement, placement, instructional needs, and curriculum.

2.2.3 Concept of Curriculum

Rays. et al. in Rufa'i (2017,) referred to curriculum as a "set of learning goals articulated across grades that outline the intended ... content and process goals at particular points in time through the .... School program". Adams and Adams (2013) believe that curriculum may incorporate the planned and interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.June (2017) believes that to "simply convey subject knowledge is insufficient to be an effective curriculum. It should offer much more than a statement about the knowledge content in order to be a productive curriculum". Curriculum is defined as organized knowledge, written plans for action, learning outcomes and experiences.

Curriculum is defined by India department of education (2010) as the planned interaction of pupils with instructional content, materials, resources, and process for evaluating the attainment of educational objectives. To Esu(2009,) the term curriculum is nothing but a "a selection from culture which embraces the way of life, certain kinds of knowledge, certain

attitudes and values regarded as important that their transmission to next generation is not left to chance. According to Coles (2008), a curriculum is a policy statement about a piece of education as a way to indicate the way in which policy is realized through a programme of action. Afangideh(2009,) sees curriculum as the ‘’way content which enables structures, organization, balance and presentation of content in the classroom is designed and delivered. It also refers to a set of materials that includes both content and instructional guidelines”.

Azikiwe (2009, 11) also defined curriculum as the society’s plan of learning experiences put together for learners under the guidance of the teacher and the school. Okobia, in Azikiwe, (2009) expanciated coverage of the learning experiences to include “experiences engaged in the classroom, in the playground, in the school garden, in the library as a club member and in the dormitory among other places”. Denga in Yusuf (2012), viewed curriculum as the planned and unplanned experiences to which teachers are exposed to within and outside the school environment for individual and collective growth. Onwuka (1981) stated that curriculum can be viewed from two viewpoints: the traditionalists and progressive viewpoints. According to traditionalists, the curriculum is simply a subject matter, course of study or planned experiences of the learners under the guidance of the school. The progressives view curriculum as the guided learning experiences centred around the felt needs of the learners. In order words, it is all the planned and unplanned learning experiences which may be implemented in or out of school but bear direct relevance to effectiveness. Considering Onwuka’s, definition, in whatever form the term curriculum is presented must fall under traditionalists or progressive perspectives. The school curriculum can be taken to mean the instrument by means of which schools seek to translate the hopes of the society in which they function into concrete reality (Offorma, 2008).

Curriculum is a very important component of the education process. Without the curriculum, teaching-learning process will be uncoordinated for the achievement of meaningful outcomes. If education is meant for the betterment of the people, then it's curriculum must reflect the environment, the people, their culture and the way of life, needs and problems and the process of evaluating the outcomes, in-deed, curriculum is the life-wire of the school in particular and education in general. Thus the purpose of the curriculum is not just to develop the learners intellectually but it is also meant to develop them physically, morally and psychologically, seen from this perspective then, when the outcome of schooling is not reflecting its intension as spelt out in the national goals and for colleges of Education, then there is need for a check-up as in the case of this study.

Accordingly, in a narrow sense, the curriculum is mostly viewed as a listing of subjects that are required to be taught in school. However, in a broader sense, it is a reference to the total learning experience of individuals. These happen both in schools and throughout society. The curriculum therefore attempts to lay down features of the societal education process. This is to ensure that they are open to continuous scrutiny and assessment in the design and implementation processes. Ebert, Edward&Bently(2011) defines curriculum as the means and materials with which students will interact for the purpose of achieving identified educational outcomes. They noted as a result of historical considerations, emphases in reference to curriculum are usually on single subjects. However, in the education process, students go through learning and experiences that are not necessarily contained in the single curriculum. For this reason there is the belief of some educators that the curriculum consists of all the planned experiences that institutions offer as part of education. Others believe that

the curriculum also includes the unplanned experiences that students come across in the process of education. To Ebert, et al (2011), there are four types of curriculum:

Types of Curriculum

1. **Explicit curriculum:** subjects that will be taught, the identified "mission" of the school, and the knowledge and skills that the school expects successful students to acquire
2. **Implicit curriculum:** lessons that arise from the culture of the school and the behaviours, attitudes, and expectations that characterize that culture.
3. **Null curriculum:** topics or perspectives that are specifically excluded from the curriculum.
4. **Extra curriculum**: school-sponsored programs that are intended to supplement the academic aspects of the school experience.

1. Curriculum is of different types. Types of curriculum, according to Yusuf (2012:23), was identified as follow:
2. **Overt, explicit or written curriculum:** This is simply that which is written as part of formal instruction of the schooling experience. It may refer to a curriculum document, text, or supportive materials that are chosen to support the instructional agenda of a school.
3. **An intended curriculum:** (is the recommended, adopted, official curriculum). It serves as a documented map of theories, beliefs, and intentions about schooling, teaching, learning, and knowledge evidence in the development of teacher proof curriculum.

4. **Curriculum-in-use:** Comprises those things in textbooks, content and concepts in the distinct curriculum guides. However, those formal elements are frequently not taught. The curriculum-in-use is the actual curriculum that is delivered and presented by each teacher. Cuban (2002), calls it the taught curriculum (implicit, delivered, operational) where a teacher's beliefs begin altering the curriculum/teaching style.
5. **Received curriculum:** Are those things that students actually take out of classroom; those concepts and content that are truly learned and remembered. Cuban (2002), calls it the learned curriculum.
6. **Rhetorical curriculum:** Rhetorical curriculum are comprised of ideas offered by policy makers, school officials, administrators, or politicians. This curriculum may also come from those professionals involved concept formation and content changes; or from those educational initiatives resulting from decisions based on national and state reports, publics speeches, or fromtexts critiquing outdated educational practices. The rhetorical curriculum may also come from the publicized works offering updates on pedagogical knowledge.
7. **Societal curriculum:** Cortes (2000:25) defines societal curricula as "the massive, ongoing, informal curriculum of family, peer groups, neighborhood, churches, organizations, occupations, mass media and other socializing forces that educate all of us throughout our lives."
8. **Concomitant curriculum:** What is taught, or emphasized at home, or those experiences that are part of a family's experiences, or related experiences sanctioned by the family. (This type of curriculum may be received at churches in the context of

religious expression, lessons on values, ethics or moral, molded behaviours or social experiences based on a family's preferences).

9. **Phantom curriculum:** Is the messages prevalent in and through exposure to media.
10. **Hidden curriculum:** Ubrebu (2005:3) describes the hidden curriculum as the non-academic but educational significant component of schooling. Tanner and Tanner (2005) sees it as the 'collateral curriculum'. They argue that the word 'hidden' implies deliberately concealing some learning experiences from students. Since this is not written or officially recognized, its influence on learning can manifest itself in students' and behavior, both during and after completing their studies. What is acquired or learned from hidden curriculum is usually remembered longer than information learned at school.
11. **The null curriculum:** is that which we do not teach, thus giving students the message that these elements are not important in their educational experiences or schools in Nigeria society (Yusuf have consequences not only by virtue of what they do not teach, but also by virtue of what they neglect to teach. What students cannot consider, what they don't process they are unable to use, and have consequences for the kinds of lives they lead.

While discussing the types of curriculum, Okebukola (2017) stated that there are three types of curriculum - intended, implemented and achieved curriculum. The intended curriculum is what the school intends the students to learn. The implemented curriculum is what the student learns which at most times may not conform to the intended curriculum because of the gaps between them during the implementation/teaching process. The achieved curriculum is what the students actually take from the implemented curriculum. He also

notes to the theory of the hidden curriculum. These are the unintended development during the education process including development of personal values, beliefs, teachers, and communities. There are also the unexpected impact of the curriculum and unforeseen aspects of the learning process.UNESCO (2017) however, envisages curriculum from different perspectives. According to the world body, the "intended" curriculum are what the society envisages as important for teaching and learning. It continues that in the classroom, the intended curriculum may be altered "through a range of complex classroom interactions and what is actually delivered can be considered the implemented curriculum.

Purpose of curriculum

As already noted, the curriculum is the bedrock of education. Education is the instrument that societies use in promoting development and advantage. The curriculum is therefore central to the success of the education process. As education has to do with the total needs of society in the quest for development, the curriculum must articulate those elements that will lead to quality education outcome in line with national goals such as what students are required to know in the implementation of the curriculum, (Rufa'i 2017). In other words, the curriculum must take into account among other things,

1. the nature of the society;
2. national priorities;
3. general education;
4. specialized education;
5. intended outcomes;
6. monitoring and evaluation;and
7. effectiveness of the system.(Rufa'i 2017)

In structuring the curriculum, attention must be paid towards delineating it so that key areas are clearly obvious in order to enhance implementation. These areas include:

1. philosophy;
2. goals;
3. objectives;
4. learning Experiences;
5. instructional resources; and
6. assessment of learning

2.2.4 Concept of Evaluation

Evaluation is defined as an assessment of the achievement of objectives which is also known as the Tylerian view of evaluation; and proving the success or failure of a programme (Madaus, &Stuffleveam, 2010). Evaluation, according to Cronbalch in Ibrahim (2015), is the process of ascertaining the decision area of concern, selecting, appropriate information and collecting and analyzing of information in order to report summary data useful to decision makers. Gbamanja (2002) opines that evaluation of formal curriculum consists of the adequacy of instructional objectives, the subject matter, learning experiences for a change in behaviour among learners. Equally, Yusuf (2012) defines curriculum evaluation as the systematic process of identifying, assembling or gathering data and making value judgment about such data to determine the merit, worth and significance of a curriculum. It is a process of determining whether the implementation of the programme needs to be improved, modified or attracts innovation so as to actualize the set objectives. It is a quality control exercise to ensure that resources are used maximally. Curriculum evaluation according to Asgari (2012), can be seen as the collection and provision of

evidence, on the basis of which decisions can be taken about the feasibility, effectiveness and educational value of curricula. All the definitions given looked at curriculum evaluation as a process of data collection for decision making to judge on whether the existing programme will be maintained or reviewed.

Types of Evaluation

Two types of evaluation have been identified by Owen and Rogers (2009). They are:

1. **Formative evaluation:** Formative evaluation takes place in the lead up of the project, as well as during the project in order to improve the project design as it is being implemented (continual improvement). Informative evaluation often leads itself to qualitative methods of inquiry.
2. **Summative evaluation**: Summative evaluation takes place during and after the project implementation, and is associated with more objective, quantitative methods. It should be noted however that, one should not focus his attention on the differences that existsbetween the forms of evaluation and neglect one out of the two, this is because both the formative and summative are important to curriculum evaluation. It is, therefore important to capture and assess both qualitative and quantitative data. In addition to the two types of evaluation identified by Owen and Rogers (2009), Guga (2011) and Yusuf (2012) have added more types or forms of evaluation which includes; placement evaluation, diagnostic evaluation and ultimate evaluation.

Importance of Evaluation

The following are the importance of evaluating instruction in curriculum:

1. it helps the teacher to determine how effective his strategies are in terms of effective learning;
2. the result of such evaluation reveals to the learner how he is fairing and helps to spur him into more serious action;
3. the result enables the learner and counselor to detect the area a learner is less fitted and to guide him accordingly;
4. for parents, the results of such evaluation provides them a basis for detecting the performance of their wards and a basis for offering them the required encouragement;
5. instructional evaluation helps to shape students; attitude to what is taught. Often times, the thought of tests and examination forces students to be more committed to their work;
6. results of test and examination form the basis for ranking and grading of beneficiaries;
7. it also forms a basis for job placement;
8. it serves as a means for identifying the areas that learners have learning difficulties; and
9. it helps to guide school administrators to determine the success/progress or otherwise of the school (Guga&Bawa, 2012, 16).

Characteristics of Evaluation

In developing any curriculum evaluation strategy, one should comply with the following:

1. **Reflect instructional objectives:** Evaluating instruction is actually concerned with determining the extent to which set instructional objectives have been achieved. It should therefore reflect such objectives. Whatever form of evaluation would be adopted, it should be coined around the set objectives.
2. **Comprehensiveness:** a good evaluation should cover all aspects of the curriculum such that no part is treated as unimportant.

3. **Continuity:** The act of evaluation should not be a hit and run affair. It should be an ongoing process taking place in different forms and different stages.
4. **Validity and Reliability:** Test instrument should be so designed that they are not ambiguous, but should be seen to be testing what they are meant to test. They should also be so reliable when administered to the same people at different times that elicit similar responses (Guga, &Bawa, 2012).

2.2.5Conceptualization of NCCE Minimum Standards

The National Commission for Colleges Education (NCCE) minimum standards is the official curriculum provided for the training of teachers in Nigeria. Nigeria Certificate in Education (NCE) being the minimum teaching qualification in the country. The minimum standard for teacher educators define the minimum the educators should know and able to do as well as their expected minimum dispositions towards their work, if they are to remain /progress in their career (Junaid, 2013).

The National Commission for Colleges of Education Mandate

The National Commission for Colleges of Education (NCCE) was established by an Act in 1989 as third leg in the tripod of excellence for the supervision of tertiary education in Nigeria. Its mandate includes, inter alia, the laying down of minimum standards for all programmes of teacher education and accrediting their certificates and other academic awards (Rufai, 2013).

The agency supervises teacher education, accredits programmes and reviews the curriculum for colleges of education. The new curriculum is a sequence of a range of activities such as conferences, workshops and critiquing session and soon.(FGN, NCCE curriculum

implementation framework for NCE (2012) in response to the transformation agenda of the present administration, and the wide spread criticism that the Nigeria Certificate in Education programme is Tunnel Visioned, the NCCE has revised and updated existing Nigeria certificate in education minimum standards documents, new programmes have been added to address the existing teacher needs at the basic education level. The new programmes are now more focused towards attainment of Education ForAll (EFA) demands and the Millennium Development Goals (MDGs) (Rufai, 2013). In addition to the existing two subjects' combination in NCE programme which is for the preparation of the B.Sc. (Ed.) B.A (Ed.) degree programmes, the new minimum standards document is now targeted at producing teachers for:

1. Early childhood care education;
2. pre-primary education;
3. junior secondary education;
4. adult and non-formal education;
5. special needs education;

In view of the fundamental changes in teacher education that the change represents, an implementation framework to guide NCE-awarding institutions has been produced to accompany the revised and expanded minimum standards documents, the framework sets standards for curriculum practice, it provides the background that has informed the development of the new teacher education programmes and also gives practical guidelines as to what is expected to be done by administrators, teachers and students in the process of implementing the curriculum.

It is believed that this, along with other innovative ideas that have been woven to it will ensure that there is uniformity in practice across all the NCE awarding institutions (Rufai, 2013). The enabling Decree (now Act) No. 3 of January 1989 (amended decree No. 12 1993) mandated the commission to perform the following functions:

1. make recommendations on the national policy necessary for the full development of teacher education and the retraining of teachers,
2. lay down minimum standards for all programmes of teacher education and accredit their certificates and other academic awards after obtaining the approval of the honorable minister of education,
3. approve guidelines setting out criteria for accreditation of all Colleges of Education in Nigeria,
4. determine the qualified teachers needs of Nigeria for the purpose of planning facilities and in particular prepare periodic master plans for the balanced and coordinated development of colleges of education,
5. inquire into and advise the Federal Government on the financial needs of the colleges to enable them meet the objectives of producing the trained qualified teachers of the country,
6. receive block grants from the Federal Government and allocate them to the Colleges of Education,
7. act as the agency for channeling all external aids to Colleges of Education in Nigeria,
8. harmonize entry requirements and durations of courses at the Colleges of Education,
9. collates, analyze and publish relevant informations relating to teacher Education in Nigeria,

10. advise on and take measures to improve immediate and long term prospects of technical and business teachers with respect to status and remuneration, and
11. provide encouragement for women to enter a wide range of pre-vocational courses in technical education (NCCE, 2008).

Quality Assurance in Education

The term quality has no generally accepted definition but suffice it to say that quality refers to the standard of phenomenon when it is compared to other things like it. It is that which best satisfies and exceeds customers needs and wants (Artz. 1992 in Okujagu 2009). This is because the customers who make the judgment on quality, do these by reference to the best comparable performance (item). Quality assurance in the education system therefore, is an umbrella concept for a lot of activities that are designed to improve the system input process and output of education (Okebukola, 2012). Quality assurance in education system therefore, involves the process of monitoring, assessing and evaluating all aspects of the education activities and communicating the outcome to all concerned with a view of improving the products of the education system. Furthermore, Ajayi and Akindutire (2007) noted that quality assurance is about consistently meeting product specifications or getting things right the first time, and every time. Quality assurance in Nigeria education system therefore, implies the ability of the various arms (especially tertiary institutions) to meet the expectations of the users of manpower in relation to the quality of skills required by their output.

The Federal Ministry of Education (2009) remarks that quality standard in the education system are goals or targets to which learners, teachers, staff and school administration aspire to attain. Quality assurance in the education system therefore, is a multi-dimensional concept

involving the various functions and activities of the education system. Such functions and activities include teaching, research, staffing, students, buildings, facilities and equipment, service to the community and academic environment. In this regard understanding quality assurance is the ability of education system to meet certain criteria relating to academic matters especially in tertiary institutions. Thus, there must exist acceptable general standard to guide academic matters which include: quality of students ratio, staff mix by rank, staff development, physical facilities, funding and adequate library facilities (Adebayo, Akinditureand Adesoji. 2009). To complement this idea, Ofojebe and Lzugoh (2010) opine that quality assurance in education entails the quality of teaching personnel, quality of available instructional/teaching materials, equipment and facilities, school environment and pupils, including quality education delivery. It embraces functions and activities that will ensure quality of the academic (teaching curriculum) and structure that will allow an objective review of the quality of instructional delivery. It is the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards (Idris, 2012). This underscores the fact that quality is the ability or degree with which a product service or phenomenon conforms. To an established standard, and which makes it to be relatively superior to others. With respect to education therefore, it is the degree or ability with which tertiary institutions in Nigeria conform to the established standard and the appropriateness of the inputs available for the delivery of the system. Quality assurance in tertiary institutions in Nigeria therefore, means the relevance and appropriateness of the programme to the needs of the recipients and that of the nation in general.

Thus, adequate of various input resources will certainly exercise tremendous influence on quality assurance in Nigeria tertiary education system. Education stakeholders including students especially at tertiary level should play their expected roles and realize that it is part of their own responsibility to pursue the quality assurance agenda. Thus, quality assurance is a key component knowledge economy as well as successful internalization. It is also a mechanism for building institutional reputation in the competitive local and global arena and a necessary foundation for consumer protection. Going through the definitions given on the concept of quality assurance one, can conclude that the concept of quality assurance is not easy to define as different people, institutions and stake-holders have different notions and priorities concerning this concept.

Importance of Quality Assurance in Nigeria Schools

The importance of quality assurance in Nigeria schools cannot be overemphasized. Hence, Adegbesan (2011, pg. 27), stresses the need for quality assurance In Nigeria education system to include:

1. to serve as indispensable component of quality control strategy in education;
2. to ensure and maintain high standards of education at all levels;
3. to assist in monitoring and supervision of education;
4. to determine the quality of teacher input
5. to determine the number of adequacy of the facilities available for quality control:
6. quality assurance would ensure how the financial resources available could be prudently and judiciously utilized:

Before the initiative, many scholars in Nigeria had examined and worked extensively on quality assurance in Nigeria educational system because the concept is the engine that will drive general reforms in Nigeria education. Ajaji and Adegbesan, (2007) sees quality as the total of the feature of a process, product or services on its performance in customer or client's perception of that performance. It is not just a feature of finished product or services but involves a focus on internal processes and outputs and includes the reduction of wastages and the improvement or productivity. Fadokun (2005) delineates quality by their interrelated and interdependent strands thus:

1. efficiency in the meeting of its goals;
2. relevance to human and environmental conditions and needs; and
3. something more that is the exploration of new ideas the pursuit of excellence and encouragement of creativity.

Therefore, quality can be described as the entire features and characteristics of a product or services that contain on it, the ability or all attributes to satisfy stated or implied needs. Alexander (1993) in Mulford (2006) points out that quality education cannot be defined but easily identified when encountered. In furtherance, there are four views on excellence in quality of education system which include: Excellence in reputation, excellence in resources, excellence in content and excellence in outcomes. These mentioned qualities are very important in preparing teachers for qualitative primary education in Nigeria1n schools. Though ‘quality assurance’ may appear to be recently applied term in the educational context, there is nothing new about educational organization undertaking systematic review and inspection of products and services to ensure their quality. More recent use of an emphasis on the label, quality assurance, can be attributed to factors such as the following:

1. government interest in return on public investment in education relative to other areas of expenditure.
2. the assertion that education and training is essential to economic recovery, growth and competiveness.
3. the assertion that the institution responsible for education in the recent past have failed in their mission to meet demand because of ivory tower or anti- business attitudes; and.
4. insistence that education cost should be reduced and educational organizations made more accountable.
5. discussion does this list of external factors fit with your participants' experience/ do they have other factors to add.

2.3 Theoretical Framework

The theoretical framework reviewed hinges on the following Curriculum Implementation models. Centre Periphery (CP) model, Research Development and Diffusion, Leadership – Obstacle course, and CIPP Curriculum assessment models.(were considered to cater for the assessment aspect of the study.)

1. Centre periphery (CP) model

In the centre periphery model,the implementation is centrally controlled either by the government or an agency or even a commission as is the case of National Commission for Colleges of Education (NCCE) based at the centre in Abuja, being the experts that monitor the implementation, the resources required and the training facilities are all centrally controlled by the agency charged with the responsibility for implementation. According to Fwang'le(2015), from this centre, the overseeing curriculum implementation spreads or

diffuses into the colleges of education as in the case of this study; for the system to work effectively, Ben-Yunusa (2008) advocates for adequate communication network, effective supply of materials and constant monitoring of feedback from the periphery. Guga, (2009), and Yusuf (2012) noted that in a large country like Nigeria, this model is bound to be too cumbersome on any group of people that are assigned to handle it. Implementation will be faced by a large amount of complaints of injustice and lack of fair play. This model finds relevance in this study with the central production of curriculum content and supervision by the National Commission for Colleges of Education at Abuja.

2. Research Development and Diffusion (RD&D) Model of Havelock

The RD and D model according to Yusuf (2012) is a rational sequence that usually begins with identification of problems and seeking ways of providing solutions to the problems and then diffuses the worked out solution to the target population. This model has the following advantages.

1. Efforts of experts, including teachers are harnessed for the benefit of all.
2. It ensures that national interests as was the case of the 1969 curriculum conference that gave birth to national issues like making education relevant to the Nigeria child and the society, supersedes in implementation and;
3. Teachers are trained or retrained for their new task of implementing the curriculum successfully.

A few disadvantages of the RD and D model could be located in the fact that most cases teachers who are the implementers are passive from the onset of initiating the curriculum. Secondly, some local peculiarities may not be included due to its high degree of centrality. This model seeks to narrow the gap between curriculum developers and implementers. This

shades light on the need for planners and implementers to work together else, there will be gaps evident in the implementation.

3. Leadership-obstacle course model

In this model, the leadership is responsible for the following;

1. Providing participants with a clear understanding of the proposed innovation;
2. Ensuring that participants have the capabilities and skills to carry out the implementation, teacher input is useful here;
3. Providing the necessary materials and equipment, including funding;
4. Organizing the school so that it is compatible with the curriculum implementation and;
5. Motivate participants to spend necessary time and effort.

The model however does not give insights to assess goals achievements as it does well in the process towards the goals (Guga, 2009 in Baba 2015).

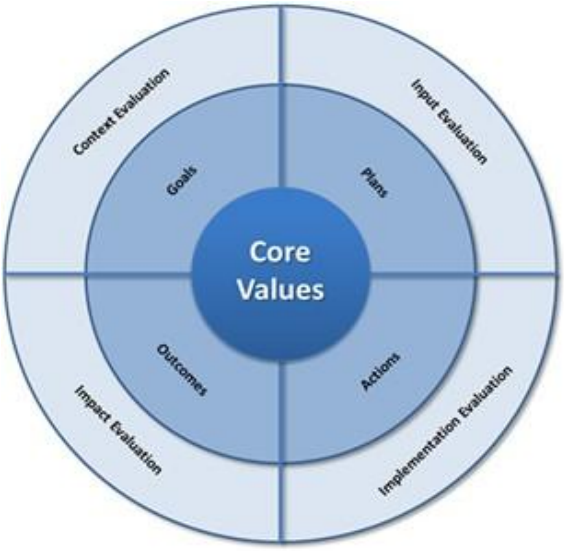
Curriculum Assessment Models (AM)

A number of models exits to explain modalities for assessing curriculum implementation. One of them is examined as;

4. The CIPP Model

The CIPP curriculum assessment model founded by Daniel Stufflebean and Elgon Guba, in Fwang'le, (2015) defines evaluation as the process of delineating, obtaining, reporting and applying description and judgmental information about some objects worth, probity and significance in order to guide decision making, accountability, disseminate effective practice and increase understanding of the phenomena involved (Guga, in Fwangle, 2015).

Fig 1. Key components of the CIPP evaluation model and associated relationships with programme



Source: Daniel L. Stufflebean's (2000), adaptation of his CIPP Evaluation Model Framework for use in guiding programme of Railroad Administration's Office of Research and Development.

The four types of evaluation that concern the study are;

1. Context evaluation
2. Input evaluation
3. Process evaluation
4. Product evaluation

A. Context Evaluation

This type of evaluation aims at providing a rationale for the determination of objectives. It is the most basic kind of evaluation that defines the relevant environment, describes the desired and actual conditions pertaining to that environment, identifies unmet needs and unused opportunities from being used. The diagnosis of problem enables the evaluator to formulate objectives whose achievement will result in programme improvement. This sheds light on the need to have a critical look at the colleges of education environment.

B. Input Evaluation

This type of evaluation provides information for determining how to utilize available resources to achieve the objectives of a programme. The resources required for any programmeinclude both human and material resources, input evaluation involves determining the following;

1. the nature of available capabilities of the programme;
2. the potential strategies for achieving programme objectives identified through context evaluation and
3. design for implementing a selected strategy.

Pophan in Guga (2009 in Baba 2015) asserted that input evaluation helps decision-makers to select and design procedures considered suitable for promoting the achievement of programme objectives. The goals of social studies education in colleges of education can be attained using education input evaluation methods since it seeks to promote, improve programme inputs, procedures in order to sustain programme.

C. Process Evaluation

This type of evaluation is used to provide periodic feedback to the managers of programmes that have been designed, approved and are being used. It is similar to formative evaluation in both aims and processes. Process evaluation has three main purposes which include, to;

1. detect or predict defects in the procedural design or its implementation during the implementation stages.
2. provide information for programme decisions and
3. maintain a record of the procedure as it occurs.

Process evaluators according to Fwang'le (2015) monitor the actual procedure in education in order to help educational decision makers anticipate and overcome the procedure difficulties. This is similar to the functions of the accreditation visits from the National Commission for Colleges of Education (NCCE) which monitors colleges operations. It points to the need for analyzing and assessing the manner in which the curriculum is being handled by the stakeholders-proprietors, teachers parents and students.

D. Product Evaluation

This form of evaluation seeks to measure and interpret attainment as often as necessary in the process of the programme and at the concluding stage. The implementation of Social Studies curriculum context is colleges of education, like any other educational level, requires regular assessment in order to ensure continuous effectiveness relevance. Product evaluation utilized many methods. According to Awotude, and Uglonduluwa, in Guga, (2009:29) the methods are;

1. devising operational definitions of objectives;
2. meaningful criteria associated with objectives
3. comparing the measurement with absolute or relative standards.

4. making rational interpretations of context and process evaluation.

The CIPP model was considered appropriate because:

1. It is concerned with context. Context centres on planning, helps to define the relevant needs, environment and formulation of relevant objectives. This is relevant in assessment since the success of any curriculum implementation is tied to the environment created for its actualization;
2. Input which is an important aspect of curriculum implementation in colleges of education is part of this model;
3. Process evaluation is necessary for any ongoing programme so as to determine its level of effectiveness; and
4. Product evaluation helps in examining the out-put of a programme, and the noticeable changes in the behaviour of beneficiaries.

The CIPP model provided a general framework for this study which sought to evaluate the environment in colleges of education (context), the resources-human and material (input), the actual conduct of teaching and learning (process), and the effects of the curriculum on the learners (product).

Generally, the CIPP model emphasizes that the evaluators' most important purpose is to provide basic information that would guide the implementation of social studies curriculum in colleges of education in Nigeria.

The review of the models has shown that for a proper curriculum implementation, the following are necessary;

1. having in place qualified teachers that are adequate;

2. adequate and appropriate environment with physical facilities and instructional materials;
3. proper funding and monitoring;
4. appropriate pedagogy;
5. appropriate evaluation in respect of set standards.

2.4 Historical Development of Social Studies in Nigeria

Social Studies was adopted as a core subject in Nigerian primary and secondary schools during the Mombasa conference of 1968 in Kenya where African countries gathered and examined the vitality of teaching Social Studies in schools. As Ezegbe(2007) notes, Social Studies emerged in Nigeria schools at the "early 1960s". When the subject existed in bits in various subjects such as history, civics, government and other social sciences, this trend continued up to the middle of 20th century. In the view of Ayuba(2009), Social Studies appeared in some schools in Nigeria with the assistance of United State Agency of International Development (USAID) in Aiyetoro comprehensive college Ibadan. From there social studiescontinued in various schools considering the consequences of civil war in the 1960s which proved the adequacy of education, loyalty, honesty, patriotism to the learning population, as stated by Baba (2015), the institutions of higher learning and universities helped in the production of personnel (teachers) in the implementation ofsocial studiescurriculum in various strata of education. Social studies therefore is a course designed to inculcate in the learners right attitudes, values, knowledge and skills for effective citizenry and enable them understand the ways to manage their environmental resources for maximum

utilization. The Federal Republic of Nigeria (FRN, 2009) in the national policy on education adopted social studies as a core subject in Nigeria schools.

2.4.1 Objectives of Social Studies in Nigeria Schools and Colleges

The Federal Republic of Nigeria (FRN, 2009) in the National Policy on Education spelt out the following aims and objectives of social studies education as; destined to help the individual develop physically and socially and enable them contribute to national development and reconstruction; the objectives further includes; preparation and production of effective citizens, peaceful-co-existence, responsive and responsible leadership, equipment of critical thinking skills, critical and decision making skills, healthy attitudes, desirable values and the elimination of social ills. Accordingly, Dubey and Barth and Obaemeta stated in Baba (2015:74) that the general objectives of social studies education as an academic discipline should aim at achieving the following:

1. exposing the diverse and ever changing physical and social environment as a whole including its natural resources, together with the rational use and conservation of these resources for development;
2. developing in the learner, the capacity to learn and acquire skills including not only the basic skills of listening, speaking, reading and writing but also of developing the skills of hand together with those of analysis and inference which are important in the formation of sound judgment;
3. developing in children positive and desirable values of citizenship and the desires in them to make positive contributions to the creation of a united Nigeria; and

4. inculcating in the learners sympathetic views which will enable them appreciate the diversity and interdependence of all members of the local community and of the wider national and international community.

2.4.2 National Policy on Education and Social Studies Objectives

The aims of social studies are consistent with the goals of Nigeria's education as stipulated in the National Policy on Education (FRN, 2009:15). These includes:

1. inculcation of national consciousness and national unity;
2. inculcation of the right type of values and attitudes for the survival of the individuals and the Nigerian society;
3. training of the mind in the understanding of the world around; and
4. acquisition of appropriate skills, abilities and the development of mental, physical and social skills and competencies as equipment for the individual to live in and continue to the development of the society.

These objectives in many respects reflect in greater details the four educational pillars enunciated by UNESCO (1998), namely: learning to know, learning to do, learning to be and learning to live together. So, Social Studies as discipline helps in achieving these goals.

2.4.3 Curriculum Objectives for Teaching and Learning of Social Studies in Colleges of Education in Nigeria

The following objectives relates to the teaching and learning of social studiesin schools across the country.

1. make the students aware of the problems of his country and of the world in general, and to appreciate the interdependence between people;

2. create an awareness and understanding of the evolving social and physical environment, its natural, man-made, cultural and spiritual resources together with the use and conservation of these resources for development;
3. develop in the students a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a united Nigeria;
4. develop a capacity to learn and to acquire skills essential to the formation of a satisfactory profession;
5. develop in the students an appreciation of his cultural heritage and a desire to preserve it;
6. acquisition, development and inculcation of the proper value-orientation for the survival of the individual and society; and
7. acquisition of both physical, intellectual skills which will enable individuals to develop into members of the community.

NCCE, NCE Minimum Standards for Art and Social Science (2012).

Scope of Social Studies Education in Nigeria

Social studies is an interdisciplinary approach that involves blending together of content, concepts, ideas, values, attitudes generalization and teaching methods drawn mostly from interrelated subjects insocial sciences, natural science, applied science, language and so on which is known as integrated social studies. This present knowledge in a unified whole and not in fragment to the learner. For example, words like, family, development, urbanization, democracy pollution.The relevance of pedagogical social studiesgoals at all levels is generally global in nature, the content is well developed and it has expanded adequately for example, the topic home is as small as community is treated in the primary

schools and the world as at large community in higher classes.Social studies contents also covers blooms taxonomy of educational objectives into the three main domains, which are cognitive (knowledge), affective (behavior) andpsychomotor (skill).The arrangement of social studiescontent follow concentric spiral or expanding horizontal pattern. Thus sequential arrangement of social studies content is necessary so as to allow learners continue with learning from known to unknown, simple to complex, concrete to abstract, particular to general. The scope ofsocial studiescontent is arranged in a hierarchical order. For example, home, school, community, state, nature and the world at large (Udoh, 2006).

2.4.4 Social Studies as a Curriculum Area in Colleges of Education in Nigeria

Social studies as curriculum area is dynamic. Social studies is a subject that deals with man in society. It emphasizes the influences which environment has on man and vice-versa. According to Famirang (2014), Social Studies education programmes tries to explore the relationship between man, science technology and physical environment. In another way, it tries to see how human beings are related to one another. That is the way they behave or react to the behaviour of their other fellow human beings, their daily activities, beliefs, traditions, customs and total ways of life in a given environment referred to as culture. By nature,social studiesadopt two major approaches in its curriculum, namely interdisciplinary and multi-disciplinary. Interdisciplinary approach of social studiessimply refers to the blending of two or more subject areas and studies as one. For example, political-economy or social-anthropology simply refers to the blending of politics and economics to give political economy or sociality and anthropology to give social-anthropology as the case may be;

whereas multidisciplinary approach refers to the efforts made to take advantage of concepts, methods of inquiry and conceptual schemes from many disciplines, bring them into combination deemed useful to the curriculum developer (Wronski, in Ibrahim 2015).

Basically, social studies education attempts to get the learner see the reality of issues and problems around him, be these social, economic, scientific or technological and how he can solve such personal or societal problems. In essence, the subject lends itself more readily for the teaching of any emerging issues or phenomenon in a society. Admitting that social studies is meant for understanding that there are many tested mechanisms for action to correct or ameliorate conditions and that it is to get children dislike cruelty and injustice as well as developing inclination and skills to carry out thought into deed that the Federal Government (2014) introduced social studies curriculum into schools for human resource development. Already, there are a number of TV programmes for student which could perfectly be integrated into the nationsocial studiescurriculum for students' education. These programmes get student abreast of current issues in the society as well as developing critical thinking in students. Equally important, the programmes develop in student deep feelings of love towards one another and hate for wicked and unbecoming behaviours. Unfortunately, these programmes are organized mostly for children in private schools where only privileged students attend. Whatever behaviour and attitude developed here is later swallowed up by the corrupt majority population in the society and who, according to Famirang (2014), are products of the public schools. Continuing, the author noted that some relevant topics such as ethnic studies, people and their environment, socialization, culture, social issues and problems, national unity and integration, science technology and society, family, communication, community, national economy, health issues, peace and conflicts and world

issues among other are already included in the curriculum. What is needed are properly trained, motivated committed teachers and the facilities for effective implementation.

Instructional Evaluation in Social Studies Education in Colleges of Education

Mezieobi (2009) rightly notes that social studiesemploy peculiar evaluation strategies that are most appropriate for the realization of its objectives. He sees evaluation as the diagnosis of interactive teaching to ascertain to what extent it has brought about desirable changes in the learner's cognitive, affective and psychomotor behaviour or accomplished predetermined educational and instructional goals. The emphasis of instructional evaluation is on the outcomes of instructions. For Fageyinbo, (2014), evaluation is the quantitative and qualitative information as evidenced in determining the effectiveness of content and methods.

Fageyinbo (2014), observes that "there is the shortage of qualified and competent evaluators to handle even the available evaluation instruments" that most of the teachers involved with direct evaluation of students are not trained as evidenced by the often scanty information provided on report cards where skills in the affective and psychomotor domains are still usually neglected. An integral part of learning social studies is the development of affective skills in learners.

These, to Dike (2015), involve affective skills such as cooperation, interest, citizenship orientation, social relation, respect for constituted authority, sincerity. Such expected learning outcomes are measured by the following techniques: observation, interview, socio-metric scale, rating scales, questionnaires, checklist, case studies, inventories and self-

reports. As to whether Social Studies teachers do justice to these modes of evaluation is one of the tasks of this research work.

Fageyibo (2014)lamented that skills in the affective and psychomotor domains are still usually neglected and there is still general poverty of record keeping and reporting. He notes that apart from tests and examinations there are no others. Idowu and Esere (2009) in their study found out that most teachers do not evaluate learning outcomes in the affective domain due to either ignorance or incompetence in the use of non-test devises. An integral part of learning social studiesis the development of affective skills in learners. These involve affective skills such as cooperation, interest, social competence, citizenship orientation, decision making skills among others. It also includes the development of affective qualities like integrity, respect for constituted authority, punctuality and diligence. These to Fageyinbo in Fwang'le (2015), are measured by the following techniques: observation, interview, social-metric scale, rating scales, questionnaires, checklists, case studies, inventories and self-reports. Of all the evaluation tools, observation and use of anecdotal records is the best and most objective. To Fegayinbo (2014:47), many aspects of the affective and psychomotor domain can be tested by observation. This techniques to him, has the advantages of:

(i) Giving a record of actual behaviour as observed by the teacher or the evaluator;

(ii) Being applicable in natural settings; and

(iii) Being useful with students that cannot easily express themselves.

Dady in Deshi*et.al.,* (2014), advocates for the use of attitude scale for evaluating attitudes, interest, values, and so on. The scale according to him consists of a set of statements to which students' response will show their attitude. Other techniques to him include:

observation, interview, work samples, written projects, rating scales, anecdotal records, classroom discussions, checklists, opinion polls, questionnaires, self-reporting. Dady in Deshi et al (2014) also opines that several of these techniques are necessary to evaluate learning in the affective domain and not just the use of essay question. That the techniques employed must embrace formal and informal contacts. This means, personal or face to face counseling, writing short notes on each students and an informal observation can be carried out by random contact at work or play.

Njoroge (2014) asserts that the traditional mode of examination is inadequate as it is directed towards testing cognitive ability of students. Paper and pencil tests are rampant and this hardly tests skills, attitudes and values of regrets is the poor supervision of examination that constitutes a problem in evaluation techniques in colleges of education in Nigeria. Other factors include large proportion of students in a class. The author correctly opines that most colleges have a teacher student ratio of more than 1:100. This makes practical learning in a subject like social studies impossible due to inadequate equipment, untrained teacher and large classes. The same observation is made by Mezieobi (2011) when he notes that instructional evaluation in social studies classroom focuses exclusively on the cognitive learning outcomes to the utter disregard of the affective outcomes. Values evaluation strategies in classroom assessment of students' classroom performance is least contemplated by social studies teachers and their employers. Ezegbe(2009) puts this quite succinctly when he asserted that "teachers of social studiesdo not give attention to the proper evaluation of the societal approval values."Ezegbe (2009) beautifully articulated six ways of evaluating values in social studiesclassroom after a lesson, evaluation through classroom observation,

evaluation through other self-reports instruments, evaluation through ‘out-door-observation’ and use of student-teachers conference/interview.

2.4.5Prescribed Pedagogical Methods for Implementing the Social Studies Minimum Standards in Colleges of Education in Nigeria

On the methods used, the professional body, Nigeria Teachers Institute (NTI) notes that the teaching of social studies rely on conventional methods like the lecture, dictation and note taking as opposed to the interactive. These methods it says, are inadequate to facilitate optimal learning in pupils and modify their behaviour positively. The body regrets that teachers have been blamed for this seemingly poor outing of social studies as a school subject. This is partly due to their use of inappropriate pedagogical approaches for the development and sustenance of desirable social skills, attitudes and values. On the methods and techniques for teaching the values enshrined in social studies in colleges of education, Fageyinbo (2014) identifies among others the following:

1. Lecturemethod is said to dominate the classroom scene due to large classes and high enrolment of students noting that the main disadvantage of this method lies in its emphasis on cognitive development at the expense of equally important affective and psychomotor development; and
2. field-trips/excursions are undertaken to teach topics like man and his physical environment with regards to how learning outcomes are evaluated in the subject.

A study by Meziobi (2013) recorded that over ninety (90%) percent of all the social studies teachers largely use the expository/presentation teaching methods in their classroom interactive process in which teachers are sheer dispensers of knowledge, not learning guide, to the students clientele who listen in passivity. Accordinglysocial studies teaching methods

that are activity/interactional, problems-solving and innovative that are activity adjusted to elicit the intended and best learning outcome in the learners are neglected.

2.5 Instructional Materials and Resources for Implementing Social Studies Curriculum in Colleges of Education in Nigeria

As it relates to instructional materials and resource usage, Mezieobi's (2013), study revealed that most social studies teachers make use of reading materials largely textbooks, some selected visual materials such as chalkboard, diagrams, pictures, are completely ignore Audio-Materials (AM), Audio-Visual Materials (AVM) and community resources.

Facilities/material resources are very vital to the progress and development of any educational system. According to Castaldi, in Olulube, Dudafa, Uriah and Agbor, (2013), educational facilities are those things of education which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. The things of education or educational facilities are therefore numerous. Whatever material and or services that helps to facilitate teaching and learning rightly fall under the term school plant or educational facilities. These facilities include teaching aids, chairs, desks, tables, chalkboards, libraries, laboratories and the school buildings themselves. For example, in most situations of higher education, there are not enough chairs and desks in classrooms which mean some students have to stand to receive lectures. The problems in supplying instructional materials in Nigeria's education system stems, in part, from inadequate quantities of available materials either in the finished or raw form and the high cost of production and purchase.

According to Adeniyi, (2001), there is constant competition and demands for financial resources by all sectors of the economy. Well designed and functional school buildings with

a wide array of teaching aids, enable the effective delivery of the curriculum and are positively related to academic achievement. Against, the backdrop that social studies classroom teaching without any use of teaching aids is not worth considering at all, the National Commission for Colleges of Education (NCCE 2012) spelt out the minimum required materials and resources for the implementation of the social studies curriculum as:

a. Books in the library to cover all the areas of the subject in the ration of one student to ten books,
b. Equipment such as projectors, film strips, slides, video machines, camera, TV sets, world globe etc,
c. Materials such as atlases, wall maps, painting materials, news prints, etc, and
d. NERDC material curriculum for junior secondary school Social Studies (40 copies).

Nwankwo's (1983) findings that seventy percent (70%) of what we heard and seen are not usually forgotten underscore the vital roles of instructional materials and resources to fully realize or tap the rich potentials of audio-visual materials (AVM). There is the need to utilize the abundant community human/material resources as social studies is a societal based studies. These facilities should make the communities become viable social studies classroom without walls.

Instructional Evaluation in Social Studies Education in Colleges of Education

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evaluation through other self-reports instruments, evaluation through 'out-door-observation' and use of student-teachers conference/interview.

2.5.1 Physical Facilities in Teaching and Learning Social Studies in Colleges of Education in Nigeria

Ndemba's (2014) study reveals that there is a significant relationship between the availability and use of physical facilities and result oriented curriculum implementation. In the same vein, Abang, Asuqu, Kalu, and Ogaboh in Ibrahim (2015) found out lack of college's physical facilities impedes the potency of education as an instrument of sustainable development in Nigeria. Since poor physical facilities lead to low curriculum implementation, National Commission for College of Education (NCCE, 2009), did not leave to chance the required minimum physical facilities for social studies curriculum implementation.

Table 1: Standards physical facilities needed in a college of education in Nigeria for the smooth implementation of the social studies curriculum

S/N	Facility	No. of Students
1	At least 3 large classrooms	
2	Social Studies workshop	
3	Staff offices for academic and Non-academic	
4	Functional weathers station	
5	Furniture for students/staff	
6	Buses for excursions/field trips	
7	Counselling office	
8	Departmental and college libraries	
9	Boardroom	
10	Toilets for staff and students	
11	Hostel accommodation	
12	Health facilities	

Source: ***NCCE (2012)***

The table implies that if the circular content is to be taught, and if the accompanying activities are to be carried out, there must be this infrastructure as spelt out in the table.

Synthesizing the facilities, Guga, in Fwang'le (2015) categorizes them into items for (a) teaching and learning processes meant to promote intellectual development, (b) welfare facilities, thus recognizing the fact that in implementing the curriculum, the welfare of the teachers and students must be catered for in essence, it seems to suggest that providing college facilities should not be limited to those that directly promote academic activities but should also include those that cater for physical and moral growth and, the welfare of students and teachers.

2.6 General Characteristics of Assessment

The following are the expected characteristics of the types of assessment NCE awarding institutions should implement:

1. consistent with the teacher standards;
2. reliable, valid, credible, and relevant as regards the learning it measures;

3. held in a suitable and conducive assessment environment;
4. focused on finding out whether students have developed the expected conceptual understanding, as well as problem solving and practical teaching skills; and
5. conducted regularly to enhance and monitor the effectiveness of the learning process.

Purpose of Assessment in Colleges of Education

The reasons why one assesses vary considerably across many groups of people within the educational community. Who needs to assess and purpose of assessment is shown in Table 2 below as provided by Dietel, Herman and Knuth in Shehu (2014).

Table2: Assessment Table

Who Needs To Assess?	Purpose of Assessment
Policy-makers	policy-makers use assess to: - Set standards - Focus on goals - Monitor the quality of education - Reward/sanction various practices - Formulate policies - Direct resources including personnel and money - Determine effects of tests
School Administrators	Monitor program effectiveness planners use assessment to: - Identify program strengths - Assess alternatives - Plan and improve programs - Make group decision
Teacher Administrators	Use assessment to: - Perform individual diagnosis and prescription - Monitor student progress - Carry out curriculum evaluation and refinement - Proved mastery/promotion/grading and other feedback
Parents and students	Gauge student progress assessment to: - Assess student strengths and weaknesses - Determine school accountability

2.6.1 Nationalcommission for colleges of education assessment guide for NCE awarding institutions

NCE-awarding institutions shall maintain examination/continuous assessment as currently practised, based on the prescriptions provided in the minimum standards (60:40) examination. However, emphasis at this time will be put on evaluating student-centered learning that focuses on measuring successful development of the attitudes, skills and knowledge expected of an accomplished teacher. It is expected that for every course there shall be regular assessment - at least once a month. The overall CA of the course should consist of at least two tasks (one group, one individual) and two tests (one written, one practical). In addition, the NCCE emphasizes that the assessment must be designed to reflect the kind of learning that it intends to measure, so that learning of practical skills is not measured by a theoretical test. Lecturers should also ensure that their student teachers get feedback after every assessment in order to give the student teachers the opportunity for improvement in their learning. By the end of a course, an overall assessment willbeen given. This overall assessment should show evidence of the student teacher's achievement of the overall learning in that course.

In line with the desire of the NCCE to foster quality learning among student teachers, assessment which measures how well learners have attained the learning outcomes (i.e, the teacher standards) is considered pivotal in the new teacher education programmes.Consequently, accreditation and monitoring exercises of the NCCE will be geared towards evaluating the extent to which assessment is used to enhance the quality of college graduates as exemplified by the teacher standards. The new curricula suggest that teacher educators need to know and use assessment procedures for learning and not just to gauge student-teachers' mastery of content or skills. It is expected that each institution has an

Internal Quality Assurance (lOA) Unit that will monitor assessment in the Institution. This IOA unit should collect, collate, analyse, and regularly update all available forms of data on assessment (from schools, departments, examination offices, student notebooks, teachers' learning programmesor course outline, etc.). The NCCE shall audit reports from this Unit during its visits and use them to make judgments about the quality of the programmes of the institution. In line with the overall educational approach, assessment should not only measure whether student teachers have acquired the necessary content knowledge but also provide evidence that student teachers have acquired the necessary professional skills and attitudes.

Management of Assessment

The management of assessment shall be based on the prescriptions in the minimum standards (60:40). In addition, NCCE emphasizes that every institution should be able to show evidence of effective examination/assessment procedures by:

1. keeping 'samples of C.A questions/tests that must be made available for monitoring purposes;
2. appointment of qualified external examiners;
3. analysis and action based on comprehensive reports from external examiners;
4. student teachers should be given results of each CA task or test within 4 weeks, and of final examinations within 8 weeks;
5. ensuring the use of appropriate examination questions in terms of the Teacher Standards and the coverage of content;
6. student teachers' scripts being assessed with consistent marking schemes;

7. maintaining an examination system that provides for adequate redress in case of alleged irregularities;
8. ensuring that the entire assessment procedure for a course is investigated by the IQA Unit where the CA results differ significantly from the overall results.
9. CA results in a course must be submitted to the HOD and captured by the IQA Unit before the examination of that course takes place.

Source; FGN, NCCE, Curriculum Implementation framework for Nigeria Certificate in education, (2012:20), Edition TETFUND project.

2.6.2 Aspects to Assess in Social Studies Education

There are three (3) areas of focus in assessment in social studies. According to Ololobou (2009), they include the following:

i. learning outcomes;
ii. assessment of teachers' effectiveness; and
iii. assessment of the social studies programme.

i. Learning Outcomes

Social studies students are the clients of the educative process. The focus of the instructional process is geared towards eliciting positive and desirable changes in the behaviours of the students. Therefore, assessment of students' learning outcomes involves the collection and interpretation of data indicating the progress of the students. Formal and informal assessment techniques are identified and selected to facilitate the process. The assessment technique chosen depends on the behaviour the teacher expects the learners to demonstrate (Ololobou, 2009).

ii. Assessment of Teachers' Effectiveness

The social studiesteacher is the central figure in the implementation of the Social Studies programme. His actions can make or mar the realization of programme goals. Hence, the need to constantly assess the teacher to improve his effectiveness. This exercise involves the teacher and others closely assessing his efforts than in out of the class interactive process to ascertain how they contribute to the attainment of outlined goals and objectives. The assessment process covers the teachers' academic and professional training and personality characteristics. These areas directly or indirectly affect the way and manner the teacher organizes instruction and his evaluation of the performance of the learners (Ololobou, 2009).

iii. Assessment of thesocial studies programme

Social studies programme evaluation is the systematic process of gathering and analyzing information on some or all aspects of the programme in order to make judgment or decisions on the programme. The essence is to improve the programme by highlighting its strengths and weaknesses so that decisions are made on the aspects to maintain, improve or terminate (Ololobou, 2009). Social studiesprogramme assessment is the area of the researchers' interest to discover how some aspects of the social studies programme at colleges of education is being implemented, Provusin Adeshina, (2015) reveals thatsocial studies progrmme assessment is not necessarily conducted at the end of the programme but an on-going process of identifying areas of concern, collecting and analyzing data, judging and making decisions to improve the efficiency of the programme. It is a shared, co-operative and collaborative effort involving all the major stakeholders in social studies education. The process can be done formally or informally. In Nigeria, social studies programme assessment has been slow. However, the few efforts embarked upon have led to the introduction of new

and current issues in to the social studiescurriculum at various levels. This is in line with the dynamic nature of social studies.

2.7Prescribed General Admission Requirement by National Commission for Colleges of Education for NCE Programmes

Although the NCE, as a qualification, is common to all the graduates of the programme, each subject has its own unique features and, demands. These unique features and demands are properly articulated in the introductory pages to each subject in the relevant booklets and requirements that are common to all the subjects are set out hereunder. According to NCCE, candidatesmust possess the following requirements before being admitted into Nigeria Certificate in Education programme:

1. A Senior Secondary School Certificate SSC WAEC, NECO or GCE 'O' Level, NABTEB and any other equivalent with four 4 credits at one or two sittings. Two of the Credits must be relevant to the course the candidate wishes to offer. Credits in English and/or Mathematics may be required in some courses to meet departmental requirements.
2. A Grade II Teacher's Certificate (TC II) with credits or merits in five subjects, two of which must be relevant to the course the candidate wishes to offer and credit/merits in English language and/ or mathematicsmay be a requirement in some courses.
3. For candidates wishing to offer course in Vocational and Technical Education, RSA or City and guilds/ intermediate Certificate or the Federal Craft Training Certificate, (FCTC) in Nigeria or abroad is also acceptable qualifications.
4. Associate ship certificate in education awarded by an approved institution in Nigeria or abroad, is also an acceptable qualifications

5. All candidates wishing to be considered for admission must enroll for, write and pass the selection examination organized by an accredited body such as JAMB at a satisfactory level.
6. Successful candidates in the pre- NCE final examination who obtain a minimum cumulative grade point average (CGPA) of 1.5 shall qualify to be admitted into the NCE programme.
7. It should be noted that some colleges may in addition to all the administerrequirements their own elimination tests and or interviews for some courses.

8. Specific

a. In addition to the general admission requirements for NCE programmes, candidates with SSC wishing to read social studiesmust have a credit pass in any two of the following subjects:-

1. Social studies
2. History
3. Geography
4. Economics
5. Government
6. Islamic Religious Knowledge
7. Christian Religious knowledge

Candidates with TC II must have a merit/credit pass in social studies.

(Federal Republic of Nigeria, NCCE Abuja (2012). Nigeria Certificate in Education Minimum Standard for Arts and Social Sciences courses TETF project.).

GeneralGraduation requirements by National Commission For Colleges of Education For NCE Programmesin Colleges of Education.

Distribution of minimum credits required for graduation in the NCE programmes.

1. Education courses – 30 credits
2. General studies courses - 18 credits
3. Teaching practice - 6 credits
4. Social Studies courses – 32 credits

   Total **118 credit units**

- Project/ case study
- Every student is required to write 1project/case study in either Social Studies,education or other teaching subjects and the credits earned recorded EDU. 323.

(i)	Education courses	-	32 credits
(ii)	General studies courses	-	18 credits
(iii)	Teaching practice	-	6 credits
(iv)	Social studies courses	-	32 credits
(v)	Second teaching subject	-	30 credits
	Minimum of total		118

(B). Double Major

(i.) Education courses	-	30 credits
(ii.) General studies courses	-	18 credits
(iii.) Teaching practice	-	6 credits
(iv). Social Studies courses	-	64 credits
Total		**118**

Teaching practice

Teaching practice - 6 credits, should be a separate unit, but must be coordinated by school of education, specifically to be housed in the department of curriculum and instruction, under the decision of a committee with the Dean of Education as Chairman.

Teaching practice is compulsory for all NCE students, it has to be done in the candidates teaching subject(s), and has to be passed for the candidate to earn 6 credits required for graduation in this course area. Bearing in mind the education of the UBE institutions are advised to assign their students to nursery (early childhood care) institutions, primary schools, junior secondary schools or adult/ non formal settings for the teaching practice to give them appropriate exposure at that level and context, whatever subject is observed for teaching practice, the score should be recorded under its own separate heading in the school of education, teaching practice should last for a full semester duration which should run from the beginning of NCE III 1st Semester to end. During the teaching practice a minimum of ten supervisors should be made on a student before the final computations of such students TP score is made. Only students who pass EDU 213- micro teaching theory would qualify to offer Edu 223- micro teaching practicum and only students who pass Edu 223 would qualify to go on teaching practice.

- **Project**

Every candidate for the NCE irrespective of any other departmental project is expected to pass Edu 323. There should be a project coordinating committee for Edu 323, made up of representative from each school and headed by the representative from the school of education. Regardless of the department where the research project is done, the score should be sent to the school of education for recording and computation of students grades, project could be written individually or in groups of not more than five (5) candidates.

- **Subject combination**

In order to qualify for the Nigeria certificate in education,candidates are expected to combine studies in education with courses in one or two teaching subjects in the junior secondary school curricula.(See Appendix for recommended subject combinations for each of the specialist programme for further guide). (FGN, NCCE 2012curriculum implementation framework for NCE TETFUND).

Social Studies as a single major subject should be combined with any one of the following subjects, Islamic/ Christian religious studies, economics, Hausa, Yoruba, Igbo and other Nigerian languages, English, Special education, cultural and creative Arts, French and Arabic. FGN, NCCE, (2012) Nigeria Certificate in Education Minimum Standards for Arts and social science (TETF Project 2012).

Evaluation

i. Continuous assessment (CA) 40%

ii. End of semester examination 60%

Attendance

A registered student for the NCE programme must attain a 75% attendance before he/she is allowed to write the end of semester examination. This is very important and all students must comply with this policy. At the end of the training, all NCE awarding Institutions would now award certificates in the following specialized focal areas i.e.

(i) Nigeria Certificate in Education (Primary Education).

(ii) Nigeria Certificate in Education (Early Childhood Care and Education)

(iii) Nigeria Certificate in Education (Adult and Non- formal Education)

(iv) Nigeria Certificate in Education (One or two major teaching subjects)

(v) Nigeria Certificate in Education (Special needs, special Education and one major teaching subject). The programmes of study are as proposed in the curriculum implementation framework for Colleges of Education. FGN, NCCE, 2012 Curriculum Implementation Framework for Nigeria Certificate in Education (TETF PROJECT).

2.8 Curriculum Implementation

The term "Curriculum" is widely used in education. It is broadly speaking, about the body of knowledge that those undergoing education are required to cover in order to meet education or learning requirements. However a critical look at literature over the years provides diverse approaches to understanding what curriculum is all about. The curriculum can be referred to as the experiences organized or directed by the school and administrators that lead to the change of behaviour of the learners to match the needs and expectations of the society (Rufa'i, 2002).

Okebukola (2017) also provided collection of definitions of 'curriculum' through diverse literature. Some of these definitions include:

1. the courses offered by an educational institution.
2. the set of standards, objectives, and concepts required to be taught and learned in a given course or school year.
3. a socially-constructed body of knowledge that articulates the needs, values, objectives and aspirations of a society through the teaching and learning process for the accomplishment of desired outcomes.

4. what is taught in school.
5. set of subjects.
6. aims, objectives, teaching content, teaching strategies, assessment methods, and other components of learning and teaching.
7. programme of studies
8. comprehensive overview of what students should be learning, how they will learn it, what role the teacher should play, and the framework in which learning and teaching will take place.
9. everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships,

The term *implementation* according to Hornby (2008) refers to an act of putting into effect a plan already mapped out. Implementation simply means putting a plan, scheme, decision, proposal, intention, as agreement, policy or idea into effect. It is the bedrock of any plan, the determinant of a plan's success or failure. It is the moving force of any plan without which a plan is only a good intention (Meiziobi, 2013). Edozie (2016) noted in agreement that curriculum implementation is an important phase of the curriculum process, no matter how well a curriculum is planned, developed or designed, it is useless unless it is implemented. If a curriculum is not implemented, it cannot be evaluated. Common wealth of learning (2000) defines curriculum implementation as the translation of the planned or officially designed course of study by the teacher into syllabuses, scheme of work and lessons to be delivered to students.

Curriculum implementation is the actual engagement of learners with planned learning opportunities. Offorma (2008) sees it as the transmission of the planned curriculum into the

operational curriculum. Gbamanja (2009) asserts that "implementation is the stage at which the planned curriculum will be actualized". The decision taken on what should be studied and how it should be studied will be implemented or put into practice at those stages. This is the stage that lies exclusively within the school and the teacher who forms the instrument for implementation. Okebukola (2008) defines it as the translation of the curriculum from paper to practice. Obanya (2008) also defined implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objectives of any given curriculum. In the words of Meiziobi (2013) curriculum implementation is not only restricted to sheer translation of curriculum proposals or decisions into practice, it involves a complex of activities, materials, personnel or other factor which when appropriately used constitutes integral parts of curriculum implementation. These includes the schools, which are the major implementation theatre, the teachers, curriculum materials, students, teacher training institutions administrative and political factors, examination bodies and the public community members.

The major actors of curriculum implementation are the teachers, students, school administrators and the community. Ivowi (2014) pointed out that the main aim of curriculum implementation is translating a policy or idea into workable blue print and developing programmes that will make it possible to realize the objectives of the curriculum. The measure of how well the curriculum is implemented is the degree to which the outcome behaviour of the beneficiaries matches the anticipated outcomes specified in the curriculum.

Importance of Curriculum Implementation

The task of curriculum delivery is basically carried out at the classroom level through teaching, learning support, advise and guidance, coaching, mentorship, peer and

collaborative learning thereby leading to the achievement of curriculum objectives, feedback and assessment, personal development, planning and tutoring skills, encouragement towards practice skill and development as well as enabling access to curriculum resources (Guga and Bawa, 2012). In addition to what they have said, to ensure curriculum delivery other community members apart from a teacher that assist within and outside the school. For instance, school supervisors, administrators, parentsand examination bodies and so on.

2.8.1 Problems of Social Studies curriculum implementation in colleges of education in Nigeria

Social studies occupies a pride of place in all levels of the Nigerian educationalsystem. It is a core subject in the primary, junior secondary schools and colleges of education. It is also taught as a discipline proper in the tertiary institutions. Upon all these, social studies curriculum implementation at colleges of education and junior secondary school level is still facing certain challenges as pointed out by Edozie (2016). The challenges are:

i. **Funding**

It is very difficult to implement a curriculum successfully if the education system has limited funding capacities. Under funding raise a lot of other implications on the part of curriculum. The economy of a nation will determine the success of curriculum implementation. In developing countries, the number of pupils and teachers kept on rising, but government funding for education is less Sibulwa, (2009).

ii. **Lack of adequate school facilities**

Unavailability of school facilities and equipments like classrooms, libraries, resourcecenters, offices, desks, school halls and others. The fact that the education sector is under-funded by the government means that the availability and quality or facilities in learning institutions is affected negatively. (Kelly, 2009).

iii. **Problem of quality and quantity of teaching staff**

Quality and quantity of teaching staff to meet the expectations of pupils and the society is another impediment. Teachers are the most important human resource in curriculum implementation since they are the ones who adopt and implement the ideasand aspirations of the designers. This imply that success of the curriculum depends on theteachers Okello and Kagoire, 2009).

iv. **Poor time management**

Poor time management by school administrators and teachers is another factor. Curriculum implementation is also hindered by what goes on in learning institutions. Pupils' learning time is mismanaged by administrators and the class teachers.

v. **Problem of teaching and learning resources**

Teaching and learning resources are also a challenge. There is limited procurement and supply of these resources in schools. Instructional materials andequipment are all in short supply or may not be available at all - no books or writingmaterial, no science apparatus, inadequate or out of-date library (Kelly, 2009).

vi. **Leadership problem**

This component of curriculum implementation is a major concern because it distorts the entire system of the school. Leadership problem is manifested in the degree of corruption that pervades the society in general and the education sector in particular. In the process of implementing the school curriculum, funds released for such purpose, in most instances, do not get to their destination.

In instances where they do, a large percentage of the fund would have been diverted for purposes they were not meant for. The leadership that presents itself as a model would provide exemplary leadership that would ensure smooth and effective implementation of the curriculum and other related reforms. For instance, the leadership would ensure the timing of the implementation of curriculum reforms and monitor the evaluation procedures for effective feedback (Danladi, and Mohammed, 2011).

vii. **Language of instruction**

Nigeria is a multi-linguistic society. This situation has made it difficult for the school to adopt a lingua franca for instruction. It should be noted that language is a basic tool for the communication of learning experiences in schools. In Nigeria, English language as a second language is the tool for instruction in schools. This is as a result of colonial legacy. The school has hindered the smooth implementation of the school curriculum. For instance, teachers and learners have the problem of understanding the meaning of various concepts they intend to teach and learn (Danladi and Mohammed, 2011).

viii.**Manpower problem**

In most of the states in Nigeria, the classrooms are short of manpower. In cases where manpower exist, they are unqualified and unskillful. In a state where the quality and quantity

exist, the manpower is not motivated in terms of conditions of service and on job (Danladi and Mohammed 2011).

2.9 The Roles of National Commission for Colleges of Education (NCCE) in Curriculum Implementation in Colleges of Education in Nigeria

The National Commission for Colleges of Education (NCCE, 2012) has since recognized that managing curriculum implementation in NCE awarding institutions requires careful monitoring to ensure effectiveness. In particular, it is important to determine whether the implementation of the curriculum results in the desired output: professional teachers. The National Commission for Colleges of Education has a responsibility for the quality of the academic programmes in these institutions. Therefore, in order to enhance quality of NCE products, the NCCE is involved in enhancing its quality assurance system. The NCCE quality assurance (QA) system monitors an institution's curriculum inputs, processes and products to determine whether the intended target (the creation of a body of professional teachers) is achieved.

As to the workings of the QA system, the NCCE discloses that it will:

1. assess the quality of leadership and support services and their impact on the quality of administration and the quality of graduate output;
2. assess the quality of staff and student welfare in NCE-Awarding institutions in Nigeria;
3. ascertain the conditions and status of equipment, learning materials and facilities in NCE-awarding institutions in Nigeria.
4. encourage innovation and re-orientation toward the changing needs of the target beneficiaries;

5. encourage and facilitate a variety of learning methods within the institution's schools, departments, etc. that is conducted in a consultative and consensus building fashion (mentoring process);
6. ensure the choice of appropriate and credible student assessment methods relevant to the chosen learning methods;
7. be concerned with good outcomes and not detailed specifications of curriculum content;
8. ensure there are adequate resources to deliver the curriculum; and
9. determine the quality of input, process and output a variable that provides information on learning outcomes and their improvement for the purpose of decision making and decision taking.In order to enhance its effectiveness, NCCE (2012) asserts that quality assurance is conducted at two levels, namely:

a. internal quality assurance (by the institution offering the NCE programme)
b. external quality assurance (by the NCCE).

NCCE (2012:20), In the case of external quality assurance, the NCCE says it carries out accreditation of academic programmes, resource visits, (establishment of new NCE-awarding institutions and mounting of new programmes), and the mentoring and evaluation of academic in NCE-awarding institutions. The NCCE says it shall also continue with its responsibility of monitoring institutions' level of compliance with the implementation of teacher standards such as, monitoring of the teaching practice, monitoring of assessment procedures, monitoring of acculturation/language immersion programmes and the aspects of professional practice. In the case of internal quality assurance, NCCE (2012) discloses that all NCE-awarding institutions must establish an internal quality assurance unit to ensure that

the guidelines provided in the implementation framework are followed. It stipulates that the Unit must be headed by an experienced lecturer not below the rank of a Chief Lecturer and must have at least Master Degree in Educational Measurement and Evaluation, Curriculum Studies or other related disciplines. He will head the Unit for a tenure of 2years which is also renewable. The unit should have appropriate number of support staff. The roles of the unit will include the following:

1. generates formative data that can be used to improve the quality of the management and delivery of the NCE courses;
2. provides information to the public and other interested partners about quality and standards;
3. authenticates and keeps samples of students journals;
4. ensures that quality and standards are maintained in the schools and the colleges in general;
5. collates, analyzes and provides self-assessment records of the institution;
6. reports to the management on monthly basis or as the need arises;
7. monitor teaching; and
8. reports of the external examiner should be made available to the centre, unit or department.

NCCE (2012:20), The IQAUs, to NCCE need some degree of autonomy and full support from the college management if it is to achieve its goals. Experience has shown that these good intensions and steps have been reduced to nothing with the level of corruption in Nigeria as most provosts and staff are usually insincere before the accreditation team. The head of internal quality assurance unit too dances to the tune of him who appoints him.

Nigeria certificate in education minimum standards in colleges of education

The National Commission for Colleges of Education (NCCE) minimum standards is the official curriculum provided for the training of teachers in Nigeria, NCE being the minimum qualification in the country. The minimum standards for teacher educators define the minimum the educators should know and be able to do as well as their expected minimum dispositions towards their work, if they are to remain/progress in their career (Junaid, 2013). Further the mandate of the teacher training programme at the NCE level, which is the recognized minimum teaching qualification in Nigeria, is to produce quality teachers for the basic education sub-sector. The basic-education sub-sector encompasses the following categories of education:

i. pre-primary education or early childhood and care education,
ii. primary education
iii. junior secondary education
iv. adult and non-formal education
v. special needs education

(NCCE, NCE Minimum Standards for General Education Courses, 2012).

Each of these categories of education has an approved national curriculum which is distinctive and extensive in addition to those of the senior secondary education which remain content specific.

Objectives of Nigeria Certificate in EducationProgramme in Nigeria

By the end of the NCE programme, the students should be able to;

1. discuss intelligently the main ideas that have affected and still affects the development and practice of education generally, and in Nigeria in particular;

2. examine the main psychological, health and socio-economic factors that may help or hinder a child s educational performance;
3. study learners appropriately to determine the most effective ways of relation to them to ensure their maximum achievement;
4. professionally combine use of conventional ICT or other innovational instructional/learning strategies is generating and imparting knowledge, attitudes and skills at basic education level;
5. develop, select, and effectively use appropriate curriculum processes, teaching strategies, instructional materials and methods for maximum learner achievement;
6. broaden their intellectual perspective through the general studies education programme for basic education;
7. demonstrate desirable attitudes and moral character development;
8. discuss intelligently major issues affecting teacher education and the teaching professional in Nigeria.
9. identify major problems of education in Nigeria, and their corresponding solutions;
10. demonstrate proficiency in measuring and evaluating outcomes, as well as in carrying out appropriate research on educational problems in Nigeria particularly at basic education level (NCCE, NCE minimum standards on general education, 2012).

2.10 Roles of Provosts in Curriculum Implementation in Colleges of Education in Nigeria

The Manager in a College of Education in Nigeria is given the title of Provost. According to Fasasi in Fwang'le (2015), employs or accepts workers into college under his control and assign them to different departments, units or sections, the provost is looked upon as one

who should ensure the achievements of educational objectives (Olagboye, 2014). The position of the provost is so important that the function performed and the manner or style of performance would have an impact on members of the college. If a provost who is supposed to lead members of his college in working diligently and productively could behave in a manner which constitutes a clog in the wheel of progress, the hope of the nation, which has led to its adoption of education as an instrument for national development would be a mirage and all efforts would become futile.

Fasasi (2011:16) identifies the roles of the provost in curriculum implementation to include:

1. **Planning**: by way of advanced thought of human and material resources required for attainments of goals plus when and how actions are to be taken;
2. **Controlling**: by regulating curbing and checking excesses of staff. Supervision, periodic meetings informal discussions and evaluation;
3. **Staffing**: as aspect of personal services which includes supplying, training and motivating the teaching and non-teaching staff. It is meant to ensure that a right employee occupies a right post. It focuses on the workers recruitment, welfare and retirement;
4. **Leading**: serves as a link between the workers and the mandate of the college. Using an effective channel of communication, he guides, motivates and directs the workers, so that the college's goals will be realized;
5. **Role model:** the provost is an example of worthy emulation of what he expects of his subordinates;

1. setting up internal quality assurance unit and grating it free hand to operate;
2. admits students commensurate to the human and material resources on ground;

3. encouraging use of initiatives to augment provisional from government or proprietor; and;
4. exhibiting sincerity during accreditation and monitoring visits by the National Commission for Colleges of Education (NCCE).

A critical look at these roles of the provost indicates that the provost is a reflection of who he is and so the staff and students of the college.

National Commission for Colleges of Education (NCCE) and CurriculumRenewals/Innovation

The changing economic world and the aspirations of the people lead to the introductions of innovations in the colleges as the need arises so as to adept to global trends. Akale, (2004) listed the following as the innovation by the NCCE from inception: Revival of science and mathematics through research and workshops; Entrenching computer literacy in colleges to all staff and students:- Introduction of distance learning as an alternative mode of teacher education across the globe. Computer education lecturers have to produce certificates before promotions and students offer it as general course:- Compulsory general mathematics to students under general studies. Primary education studies for students to acquire content and methodology to teach primary school.

1. Institutionalization of Pre-NCE programmes to renew the deficiencies of secondary school studies.
2. Entrepreneurship education to orient students towards self-reliance if wage-earning jobs become inaccessible.

3. Interest connectivity to cope with globalization by all Colleges.
4. Virtual library, through computerization to access limitless information and ideas world-wide.
5. Introduction of performance indicators for teacher education to evaluate and improve teacher education in Nigeria (Sabo, 2016:12).

2.11 General Roles of Quality Assurance in Ensuring the Implementation of MinimumStandards in Colleges of Education in Nigeria

The concept of quality has attracted many definitions from several scholars. ThusKalusi cited in Csizmadia (2006), argues that quality is a complex concept and there is hardly any consensus. According to Dubrin (1997) in Ani (2008), quality is a desirable attribute of a product or service that distinguishes it for the seeking of the attribute. Viewed from this definition, quality could be said to have the attribute worth and acceptance. Nevertheless, Dubrin maintains that good quality should posses the characteristics of conformance to expectation, conformance to requirement, excellence and value and loss of avoidance. Asiyai&Oghurbu (2009) sec quality as a measure of how good or bad the products of education institution in Nigeria are in terms of their academic performance and meeting established standards- World Organization of Standardi7ation, D'Andrea (2007), defines quality as the totality of features and characteristics of a product of service that bear on its ability to satisfy stated needs, Article II of the world declaration on education, (2003), sees quality as a multidimensional concept which should encompass all the functions and activities in schools. Such activities of educational institution have been highlighted as

teaching, community services, staffing, students/pupils, infrastructures and educational facilities, equipment and the academic environment (world conference on higher education, 1998) in Bada, LA. (2010). High quality delivery is a pre requisite for effective productivity in education industry and hence quality education is an instrument for effective national development. According to Ekong (2006), quality builds knowledge, live skills, perspectives, attitudes and values. When quality education is delivered high enough to meet set standards, the products of education should be able to perform well in the world of work in real life situation. When quality is low, performance cannot meet the set standards. Hence, one can say that the quality of education has declined below set standard. In the view of the researcher, quality is the ability or degree with which a product, services or phenomenon confirms to an established standard, and which makes it to be relatively superior to others with respect to education, it implies the ability or degree with which an education system con forms to the established standard and appropriateness, of the inputs available for the delivery of the system. Quality in education, therefore, means the relevance and appropriateness of the education programme to the needs of the individual and community for which it is provided. Quality assurance is a way of measuring, improving and maintaining the quality of any human activity that has a value. It may be academic, sports performance, business, or economy. Quality assurance is a means of ensuring that the best practices are encouraged in a social system. Kisailowska (2002) in Martin and Stella (2007) note that quality assurance principles are a certain form of naming and ordering the actions that are necessary for assuring the quality, for instance of teaching, that latter is internally measured and evaluated at a given university, and also externally, during an accreditation process. As a result of this, quality assurance principles are to be used as indicators to ensure

compliance. It is note worthy that quality assurance principles regulate both the external and internal activities of an educational institution. Quality assurance can then be defined as a pro-active means of ensuring quality in any organization. Quality assurance may also mean systematic management and assessment procedures adopted by educational institutions and systems, in order to monitor performance against, objectives. Quality assurance in education, therefore, aims at preventing quality problems and ensures that the product of the system conforms to standards (Harman, 2002 in Abdulkareern, Fassai and Oyeniran. 2012). Quality assurance is a holistic term that is directed towards education as an entity. Ebony &Efue, (2005) in Abdulkareem, Fasai and Oyeniran (2012) state that, quality assurance entails the suppliers and consumers and all the various activities put in place to produce quality product and services. Thus, quality assurance is a planned and systematic review process of an institution or programme to determine whether or not acceptable standards of education, scholarship and infrastructure arc being met maintained and enforced. A tertiary institution is only as good as the quality of its teaching staff, they arc of the institution who produce its graduants, its research products, and its service to the institution community and nation (Merterns, 2007). Okebukola (2011) defines quality assurance, using system approach that involves a host of activities that are designed to improve the quality of inputs, process and output of the higher education system. The utility value of quality assurance in education can be seen through the provision of information to the public and other interested parties about the worth of the higher education delivery system it equally ensures accountability in respect of the investment of public funds on education. The input segment includes students, teachers, curricular and facilities on the process side, emphasis is on teaching learning interactions, internal efficiency. Research, evaluation procedure and management practices.

The output includes the quality of graduants as vvel l as the system's external efficiency. The term "quality assurance" according to Vroeijenstijn (1995) in Materu (2007), refers to systematic, structured and continous attention to quality in terms of quality maintenance and improvement. According to Morgatrod, Morgan &Fredickson (2004) in Mekasha, (2008) quality assurance also refers to the determination of standards, appropriable methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards. Some European countries like the United States, Britain, Canada and others have attained high level of quality assurance in their educational system as a result of some strategies and adequate attention, given to teacher education empowerment, motivation and all other aspects of education. Ayodele (2007) asserts that quality assurance entails the quality of teaching personnel, quality of available instructional teaching materials, equipment and facilities, school environment and pupils, and quality education delivery. It embraces all functions and activities that will ensure that quality of the academic (teaching curriculum) and structures (building infrastructure) will allow an objective review to the quality of the programme /instructional delivery. Alcle-Williams (2006) sees quality assurance in any educational institution as that which indicates the pre-eminence and special features that makes the institution distinct from other forms of institution. In a similar definition, Belman& Peal (1984), in Newton (2007) posit that educational reforms aimed at providing better quality in education worldwide and based on this, there must be re-organization in order to achieve the stated goals. Ndili (1988) and Tovey (1994) in Alaba. (2010) describe the quality of education as dealing with issues of relevance, validity, functionalism and efficiency of

education system in the achievement of national goals and objectives. According to Alaba (2010), the heart of education is quality.

The author further explains that the quality of the word refers to redegree of goodness and excellence in the education sector. Kernrneres (1993) in Bae, (2007) examines the nature of quality in education and states that quality is perceived as the level of achievement or performance and this is linked with the ability to function well in the school environment and to meet the need of the entrepreneur. In the researcher's view, quality assurance is the weapon tor quality improvement of our educational systems. It then means that quality assurance is the mechanism used to evaluate the efficiency and appropriateness of teaching and learning in our educational institutions in order to ensure the delivery of high quality education. It is a holistic method of identifying and resolving problem within the education system.

The duties of quality assurance unit according to Aderounmu and Ehiametalor (2011), include the following:

1. **Planning:** To see that the aims of supervision are achieved, the principles of planning must be applied to supervisory exercises right from the beginning.
2. **Staffing:** Quality assurance exercise staff vacancies in schools in terms of grades and disciplines. As a follow-up activity, it is the duty of the supervisor to see that such identified vacancies are filled with qualified personnel.
3. **Co-ordination:** The quality assurance officers co-ordinates the activities of all that are involved in the school business and sees that collective decision making procedure is adopted in schools.

4. **Observation:** The quality assurance officer observes both teachers and students at work during the supervision exercise and at the end of the supervision session, the supervisor offers useful advice to all the involved participants for an improvement where necessary.
5. The quality assurance officers participate in curriculum development by offering useful suggestions to the body responsible for curriculum planning and development. Such as West African Examination Council (WAEC), National Examination Council (NECO), National Teachers' Institute (NTI), etc. as the case may be.
6. **Evaluation:** The quality assurance officers in the process of carrying out their work evaluate the activities of the teachers and identifies their areas of shortcomings especially amongst the newly recruited as well as non-professional teachers.

2.12 National Commission for Colleges of Education Quality Assurance in NCE Awarding Institutions

Managing curriculum implementation in NCE-awarding Institutions requires careful monitoring to ensure effectiveness. In particular, it is important to determine whether the implementation of the curriculum results in the desired output by: professional teachers.

The National Commission for Colleges of Education has a responsibility for the quality of the academic programmes in these Institutions. Therefore, in order to enhance quality of NCE products, the NCCE is involved in enhancing its Quality Assurance system. The NCCE Quality Assurance system shall continue to monitor an Institution's curriculum

inputs, processes and products to determine whether the intended target (the creation of a body of professional teachers) is achieved.

In the case of the new NCE Programmes to be implemented at the NCE-awarding Institutions this means that a QA system will:

1) Assess the quality .of leadership and support services and their impact on the quality of administration and the quality of graduate output;
2) Assess the quality of staff and student welfare in NCE-awarding Institutions in Nigeria;
3) Ascertain the conditions and status of equipment, learning materials and facilities in NCE-awarding Institutions in Nigeria;
4) Encourage innovation and re-orientation toward the changing needs of the target beneficiaries;
5) Encourage and facilitate a variety of learning methods within the Institution's Schools, Departments, etc., that is conducted in a consultative and consensus building fashion [mentoring process];
6) Ensure the choice of appropriate and credible student assessment methods relevant to the chosen learning methods;
7) Be concerned with good outcomes and not detailed specifications of curriculum content;
8) Ensure there are adequate resources to deliver the curriculum and
9) Determine the quality of input, process, and output variables that provide information on learning outcomes and their improvement for the purpose of decision making and decision taking.

*NCCE, NCE (2012:20)*In order to enhance its effectiveness, quality assurance shall be conducted at two levels, namely:

i. Internal quality assurance (by the institution offering the NCE programme).
ii. External quality assurance (by the NCCE);

In the case of external quality assurance, the NCCE shall continue to carry out accreditation of academic programmes, resource visits, (establishment of new NCE-awarding institutions and mounting of new programmes), and the monitoring and evaluation of academic standardsin NCE-awarding institutions.

The NCCE shall also continue with its responsibility of monitoring institutions' level of compliance with the implementation of teacher standards, such as, monitoring of the Teaching Practice, monitoring of assessment procedures, monitoring of acculturation/language immersion programmes and the aspects of professional practice.In the case of internal quality assurance, all NCE-awarding institutions must establish an internal quality assurance unit to ensure that the guidelines provided in this implementation framework are followed. The unit should be headed by an experienced lecturer not below the rank of a chief lecturer and must have at least master degree in education measurement and evaluation, curriculum studies or other related disciplines. He will head the unit for a tenure of 2 years which is also renewable. The unit should have appropriate number of supporting staff. The roles of the unit will include the following:

1. generates formative data that can be used to improve the quality of the management and delivery of the NCE courses;

2. provides information to the public and other interested partners about quality and standards;
3. authenticates-and keep samples of students journals;
4. ensures that quality and standards are maintained in the schools and the college in general;
5. collates, analyze and provide self-assessment records of the institution and
6. reports to the management on monthly basis or as the need arises.
7. monitoring teaching.
8. reports of the external examiner should be made available to the centre, unit or department. NCCE, NCE (2012:22)

The IQAUs need some degree of autonomy and full support from the college management if it is to achieve its goals. In particular, Institutions shall ensure that:

1. curriculum implementation in the institution focuses on student teachers achieving successfully the teacher standards;
2. learning opportunities are provided to student teachers through the design and use of effective learning materials, group and individual ,assignments, regular formative assessment, self-study, lectures, field trips, etc.;
3. assessment is based on adequate knowledge of the necessary techniques and domains for the measurement and evaluation of different types of learning outcomes;
4. lecturers engage in activities that would enhance their professional knowledge and practice through professional engagement (monitoring of attendance at conferences, seminars and workshops in relevant areas) .NCCE, NCE (2012:22)

Teaching practice and acculturation/language immersion programmes are closely monitored and carried out as stipulated in the minimum standards and this implementation framework.

Table 3: An amalgamated definition of quality assurance:

Policies that Ensure that the Teaching is maintained	
Attitudes will Assure	
Means	Confirm
Actions	Guarantee
Procedures	Demonstrate
A system	Certify
Attention	

Source: Smith, Wilkenson and Bucher (2000:184 in Belawati and Zuhairi 2007).

It is imperative to understand the meaning of quality assurance (QA) which is a process centered approach to ensure that a company or organization is providing the best possible products or services. It is related to quality control which focuses on the end result, such as testing a sample of item from a batch after production. Although these terms are sometimes used interchangeably. Quality assurance focuses on enhancing and improving the process that is used to create the end result, rather than focusing on the result itself. Among the parts of the process that are considered in QA are planning, design, development, production and services. When it comes to quality control, it is regarded as a process that is used to ensure a certain level of quality in a product or service. It might include whatever actions a business deems necessary to provide for the control and verification of certain characteristics of a product or service. Most often it involves thoroughly examining and testing the quality of products or the results of services. The basic goals of this process is to ensure that the products or services that are provided meet specific requirement and characteristics, such as

being dependable, satisfactory, safe and fiscally sound. Thus, two schools of thought exist based on quality assurance various definitions Warty's (2003) in Pant (2010).

The first attache's quality to a context and as a consequence, quality becomes meaningful. For example, references to the quality of assessment, student intake, academic performances, teaching and learning the student experience and programme designs are not uncommon. A second way of thinking about quality assurance relates to a stakeholder that is specific meaning. Here, quality assurance is being considered, having regarded to a variety of stakeholder's with an interest in education, each having the potential to think about quality in different ways.

Sofowora (2010) describes quality assurance as a mechanism used to evaluate the efficiency and appropriateness of teaching and learning in schools so as to ensure the delivery of quality education. In the researcher's view, quality assurance is generally understood as the process by which a producer of a service or product can be confident of its consistency, reliability, safety, and some extent its value for money. It is true however, that quality depends on the context from which aspect of education, like the relevance of education, varies with time and societal expectations. In a more general term, quality can be used to direct the development of educational performance towards a desired level of performance, it is not just a feature of a finished product or service but involves a focus in internal processes, reduction of wastes and the improvement of productivity. Also to the researcher, quality assurance is seen as the process of ensuring effective resource input control, refining the process and raising the standards of output in order to meet the set goals and satisfy public accountability.

In the context of qualitative education delivery, Ayeni (2010) sees quality assurance in education as the systematic management, monitoring and evaluation of performance of school administration, teachers and students against educational goals to ensure consistent documentation, review and decision towards quality improvement in institutional management, and teaching and learning processes for the achievement of set standards in schools. This conception, in the opinion of the researcher raises the issue of promoting a value system in the institutional management which emphasizes production of quality learners outcome in the teaching learning process.

Milestone and Innovations in Teacher Education

Some innovations have been introduced to address the teacher issues raised in this chapter. With the UBE programmes mobilizing for greater participation of children in basic education, it is important that steps are taken to address the issues of teacher demand and supply, faming, welfare and professionalism. The government, in an apparent move to address these, has through appropriate supervisory agencies, introduced several measures.The Pivotal Teacher Training Programme (PTTP) was introduced to address the teachers' shortfall of 279,411 identified in 1999 at the inception of UBE in an apparent search for cost active alternatives for bridging the gap. (The PTTP is a 15-month course includes 12 weeks school experience and three-month internship in primary school.) The mode of teaching combines faceto-face contact at weekends and holidays, self-instruction course materials and school experience after which the candidate is qualified to teach.A two-year capacity-building programme has just been introduced for teachers. This teacher corps programme will involve two years compulsory post-training experience for teachers in an internship capacity.

2.13 Empirical studies

The following are the empirical studies presented in respect of this research work.

Fwang'le (2015) conducted a research on assessment of the implementation of social studies curriculum in colleges of education in north central geo-political zone of Nigeria. The study was based on a determination and analysis of the extent to which colleges of education in the north central geo-political zone of Nigeria comply with the required Minimum Standards for Implementing the Social Studiescurriculum. Six objectives, six research questions and six hypotheses guided the study which centeredon teacher quality and number, adequacy of physical facilities, instructional materials, prescribed pedagogical methodsand evaluation strategies. It is a descriptive study with a population of 2,600 students and 102 teachers. Sample of the study was 800 NCE III students and 40 teachers randomly selected from 8 out of 16 public and private colleges of education in the Zone.

A self-designed questionnaire titled Assessing Implementation of Social StudiesCurriculum (AISSC) was used in conjunction with Observation Checklist of inventory to collect data. The results revealed, among others, shortage of qualified teachers, inadequacy of physical facilities and instructional materials, non-adherence to minimum standards and inappropriate evaluation strategies. There were, however, progress in pedagogy by teachers. All six hypotheses were rejected. The study concludedconcluded that the implementation of the social studiesis hampered by many inadequacies that explained the evident significant un-attainment of goals, it therefore recommended amongst others that government, National Commission for Colleges of Education (NCCE), Provosts and other stakeholders should ensure that adequate human and material resources are provided for a more effective Social Studiescurriculum implementation in the Colleges of Education.

Both studies share similarities in NCEsocial studies curriculum implementation in colleges of education but with differences in geo-political zones of north central and north-west geo-political zones respectively, similarity exist in research designs of descriptive survey and similarity in number of research questions respectively, similarity also exist in use of questionnaires as instrument, with observation checklist, both studies used population of social studies students and lecturers from the sampled colleges of education, both private and government owned. This present study comprised of 170social studies Lecturers, and 2687 students. Chi square and sample t-test was used to test the hypotheses. PPMC moment correlation was tested at 0.05 level of significance.

Fageyinbo (2014) who identifies among others the following:

1. lecture is said to dominate the classroom scene due to large classes and high enrolment of students. he notes that the main disadvantage of this method lies in its emphasis on cognitive development at the expense of equally important affective and psychomotor development; and
2. field-trips/excursions are undertaken to teach topics like man and his physical environment with regards to how learning outcomes are evaluated in the subject. Olugbuyi in Fageyinbo (2014), observes that “there is the shortage of qualified and competent evaluators to handle even the available evaluation instruments” that most of the teachers involved with direct evaluation of students are not trained as evidenced by the often scanty information provided on report cards where skills in the affective and psychomotor domains are still usually neglected. An integral part of learning social studies is the development of affective skills in learners.

These, to Dike (2015), involve affective skills such as cooperation, interest, citizenship orientation, social relation, respect for constituted authority, sincerity etcetera. Such expected learning outcomes are measured by the following techniques: observation, interview, socio-metric scale, rating scales, questionnaires, checklist, case studies, inventories and self-reports. As to whether Social Studies teachers do justice to these modes of evaluation is one of the tasks of this research work. A study by Meziobi, (2013), recorded that over ninety (90%) percent of all the social studies teachers largely use the expository/presentation teaching methods in their classroom interactive process in which teachers are sheer dispensers of knowledge, not learning guide, to the students clientele who listen in passivity. To him social studies teaching methods that are activity/interactional, problems-solving and innovative that are activity adjusted to elicit the intended and best learning outcome in the learners are neglected.

On the methods used, the professional body, NTI notes that the teaching of social studies rely on conventional methods like the lecture, dictation and note taking as opposed to the interactive. These methods it says, are inadequate to facilitate optimal learning in pupils and modify their behaviour positively. The body regrets that teachers have been blamed for this seemingly poor outing of social studies as a school subject. This is partly due to their use of inappropriate pedagogical approaches for the development and sustenance of desirable social skills, attitudes and values.

The finding here agrees with Omoniwa (2016) who reported that NCE Social Studies teacher's implementation of curriculum contents are significantly adequate to promote the students interdependence relationship of their communities aimed at resolving their problems.

(Tested for significant difference between evaluation strategies used and minimum standards required for the effective implementation of social studies curriculum in the colleges.) The result revealed that the perceived use of the evaluation strategies was significantly higher than the prescribed minimum standards for implementation of social studies curriculum in the colleges. The null hypothesis was, therefore, retained. The findings here agrees with Pophan in Guga (2009 in Baba 2015) who asserted that input evaluation help decision-makers to select and design procedures considered suitable for promoting the achievement of programme objectives. The findings agrees with Williams (2012), who reported that the set objectives for training of CRS teachers were laudable and were being achieved through an effective implementation of the programme.

Mezieobi (2009) rightly notes that social studies employ peculiar evaluation strategies that are most appropriate for the realization of its objectives. He sees evaluation as the diagnosis of interactive teaching to ascertain to what extent it has brought about desirable changes in the learner's cognitive, affective and psychomotor behaviour or accomplished predetermined educational and instructional goals. The emphasis of instructional evaluation is on the outcomes of instructions. For Fageyinbo, (2014), evaluation is the quantitative and qualitative information as evidence in determining the effectiveness of content and methods. Further an integral part of learning social studies is the development of affective skills in learners. These involve affective skills such as cooperation, interest, social competence, citizenship orientation, decision making skills among others. It also includes the development of affective qualities like integrity, respect for constituted authority, punctuality and diligence. These to Fageyinbo in Fwang'le (2015), are measured by the following techniques: observation, interview, social-metric scale, rating scales, questionnaires,

checklists, case studies, inventories and self-reports. Of all the evaluation tools, observation and use of anecdotal records is the best and most objective. To Fegayinbo (2014:47), many aspects of the affective and psychomotor domain can be tested by observation. This techniques to him, has the advantages of: (i) Giving a record of actual behaviour as observed by the teacher or the evaluator; (ii) Being applicable in natural settings; and (iii) Being useful with students that cannot easily express themselves.

Dady in Deshi*et.al.,* (2014), advocates for the use of attitude scale for evaluating attitudes, interest, values, etc. The scale according to him consists of a set of statements to which students' response will show their attitude. Other techniques to him include: observation, interview, work samples, written projects, rating scales, anecdotal records, classroom discussions, checklists, opinion polls, questionnaires, self-reporting. Dady in Deshi et al (2014) also opines that several of these techniques are necessary to evaluate learning in the affective domain and not just the use of essay question. That the techniques employed must embrace formal and informal contacts. This means, personal or face to face counseling, writing short notes on each students and an informal observation can be carried out by random contact at work or play.

Significant difference between available number of physical facilities/equipments and the minimum standards level required for the effective implementation of social studies curriculum in the colleges was tested. The results revealed that the available facilities/equipments were significantly higher than the prescribed minimum level by the National Commission for Colleges of Education. The null hypothesis was therefore retained. The findings contradicted the observation of Fwang'le (2015), who found that shortage of

qualified teachers, inadequacy of physical facilities and instructional materials, non-adherence to minimum standards and inappropriate evaluation strategies.

Facilities/material resources are very vital to the progress and development of any educational system. According to Castaldi, in Olulube, Dudafa, Uriah and Agbor, (2013), educational facilities are those things of education which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. The things of education or educational facilities are therefore numerous. Whatever material and or services that helps to facilitate teaching and learning rightly fall under the term school plant or educational facilities. These facilities include teaching aids, chairs, desks, tables, chalkboards, libraries, laboratories and the school buildings themselves. For example, in most situations of higher education, there are not enough chairs and desks in classrooms which mean some students have to stand to receive lectures. The problems in supplying instructional materials in Nigeria's education system stems, in part, from inadequate quantities of available materials either in the finished or raw form and the high cost of production and purchase.

According to Adeniyi, (2001), there is constant competition and demands for financial resources by all sectors of the economy. Well designed and functional school buildings with a wide array of teaching aids, enable the effective delivery of the curriculum and are positively related to academic achievement. Against, the backdrop that social studies classroom teaching without any use of teaching aids is not worth considering at all, the National Commission for Colleges of Education (NCCE 2012) spelt out the minimum required materials and resources for the implementation of the social studies curriculum as:

a. Books in the library to cover all the areas of the subject in the ration of one student to ten books,
b. Equipment such as projectors, film strips, slides, video machines, camera, TV sets, world globe etc,
c. Materials such as atlases, wall maps, painting materials, news prints, etc, and
d. NERDC material curriculum for junior secondary school Social Studies (40 copies).

Nwankwo's (1983) findings that seventy percent (70%) of what we heard and seen are not usually forgotten underscore the vital roles of instructional materials and resources to fully realize or tap the rich potentials of audio-visual materials (AVM). There is the need to utilize the abundant community human/material resources as social studies is a societal based studies. These facilities should make the communities become viable social studies classroom without walls.

Ndemba's (2014) study reveals that there is a significant relationship between the availability and use of physical facilities and result oriented curriculum implementation. In the same vein, Abang, in Ibrahim (2015) found out lack of college's physical facilities impedes the potency of education as an instrument of sustainable development in Nigeria. Since poor physical facilities lead to low curriculum implementation, National Commission for College of Education (NCCE, 2009), did not leave to chance the required minimum physical facilities for social studies curriculum implementation.

Synthesizing the facilities, Guga, in Fwang'le (2015) categorizes them into items for (a) teaching and learning processes meant to promote intellectual development, (b) welfare facilities, thus recognizing the fact that in implementing the curriculum, the welfare of the teachers and students must be catered for in essence, it seems to suggest that providing

college facilities should not be limited to those that directly promote academic activities but should also include those that cater for physical and moral growth and, the welfare of students and teachers.

Significant difference in challenges to the supervisory roles of quality assurance officers and standards required for the implementation of social studies in the colleges were compared. The results of the test revealed that the observed challenges was significantly higher than was anticipated in the prescribed minimum standards for the colleges. The null hypothesis was therefore rejected. From the related data it was found that students population explosion was a major factor of the challenges coupled with examination malpractices along with levels of corruption in the colleges. The findings here reflect the Ben-Yunusa (2008) who advocate for adequate communication network, effective supply of materials and constant monitoring of feedback from the periphery.

Ubah and Shuaibu (2014) conducted a research on Evaluation of the Implementation of Nigeria certificate in education social studiesprogramme in federal colleges of education in north-west geo- political zone of Nigeria. They based their research on how social studiescontent, funding and teachers' qualification influence the implementation of social studies curriculum in federal colleges of education in north-west geo- political zone of Nigeria. Descriptive survey design was adopted and questionnaire was used for data collection. The research population was 108 which comprises of lecturers and the management staff of federal colleges of education under study. It considered three research questions and hypotheses on curriculum content, coverage, qualification of teacher and funding of the programme. A sample of 108 was used because the population was not much to leave anybody out of the study. Self-report questionnaire, observation check list were the

instruments used for the study. The pearson product moment correlation was used for reliability at 0.05 level of significance.

The study reveals significant relationship between Implementation of social studiescurriculum content and adequate curriculum content coverage, the qualification of lecturers, provision of fund by the government for proper implementation and learning. All the null hypotheses were rejected. This work recommended that the federal government particularly the ministry of education should provide adequate funds for the building of numerous spacious classrooms for social studiesstudents and for the purchase of instructional materials and facilities needed for proper implementation of the programme.

Area of similarity for both studies is on implementation of social studies curriculum in colleges of education. The previous study differs in evaluation but shares similarity with federal colleges of education as areas of focus, it shares similarity also on north-west geo-political zones of the country. There was similarity for use of questionnaire as instruments and observation checklist in the study and also similar research designs of descriptive survey.There was, however, differences as previous research considered the population and sample of 108 lectures and management staff of the institutions of study, it differs also for use of only there research objectives, research questions and hypotheses respectively while present study intends to be guided by six (6) research objectives, 6 research questions and 6 hypotheses respectively and also covered a population of 2,687 NCE social studies students and 170 Lecturers. Also PPMC was used for reliability testing at 0.05 level of significance. While chi-square and t-testwas used in testing the hypotheses for both studies.

Samuel and Olumuyiwa (2012) in a study on assessment of national commission for colleges of education curriculum in college of education, Ikere-Ekiti. The aim of the study is to look at the academic achievement scores of students with the new curriculum being used. The research design was descriptive survey design, the population of the study comprise of 2800 in primary education department in colleges of education Ikere-Ekiti, sample comprised of 120 students drawn through purposive sampling techniques. The research instruments were questionnaire and the approved academic results. The pearson product moment correlation was used for reliability test at 0.05 level of significance.

The findings showed that the academic achievements of students were poor which called for a re-assessment of NCE curriculum for colleges of education in Nigeria. It was recommended that NCCE should, as a matter of urgency, review its curriculum by sampling students' results in order for colleges of Education to ascertain the relevance of the curriculum.

Areas of similarities for both studies is on the topic- assessment of national commission for colleges of education curriculum in colleges of education- but differs as the present study is innorth-west geo-political zone and inclusion of social studies for the present study.While previous is study only on one college of education, (State College of Education,Ikere-Ekiti). Similarity also for use of descriptive survey design and use of questionnaire as instruments exists, differences also equally exist as the population of the previous study was made of all students from the Department of Primary Education Studies, College of Education,Ikere-Ekiti while this present study used the population of 170social studies lecturersand 2687 students from 4 sampled colleges of education within the study area. PPMC was used for

reliability test at 0.05 level and chi-square with sample t-test was used to test the six (6) hypotheses in the present study.

Nwaka (2013) in a research on Nigerian Certificate in Education (NCE) programme and global changes in Education: a mirage. The paper evaluated the revised minimum standards (curriculum), descriptive survey design was adopted in the study. The target population comprises of 1100 NCE teachers in the three Federal colleges of Education in South East Nigeria. TaroYamen'sformular was used to determine sample size. Stratified random sampling was used to select 800NCE teachers from three federal colleges of education within the south-east geo-political zone of Nigeria. Questionnaire was used for data collection in the study. Anova and t- test statical procedure were used to test the hypotheses. The Pearson product moment correlation was tested at 0.05 level of significance.It was concluded that reforms are necessary for higher education to address the challenges posed by globalization; and, consequently, to achieve educational objectives. Among others, it was recommended that the Nigerian government reviews the admission requirements to capture the best minds in the society.Similarity of study is on areas of Nigerian certificate in education (NCE) minimum standards but differed as previous study focused on evaluation of the revised minimum standards, this present study focused on assessment in particular subject area of social studies.Descriptive survey design and questionnaire were used by both studies. Previous study used population of 1100 NCE teachers in only three federal colleges of education in south-east zone of Nigeria but present study covered six states within the north-west geo-political zone of Nigeria with students population of 2,687 and lecturers population of 170 respectively. PPMC was also used for reliability at 0.05 level of

significance, while chi-square and sample t-test were used for hypotheses testing for both studies

Atu (2009), carried out an investigation on evaluation of final year Nigerian certificate in education students on the adequacy of the national commission for colleges of education social studiesprogramme for citizenship education. The aim of the study was to assess the social studiescurriculum for NCE III students with a view to ascertain its adequacy in the inculcation of effective citizenship education in their prospective pupils upon employment. Five research questions and eight null hypotheses guided the study and tested at 0.5 level of significance. Research design adopted for the study was survey research design. Two major instruments were used in obtaining data from twelve (12) colleges of Education sampled for the study NCE basic citizenship achievement test (NCE, BAT) and NCCE content questionnaire (NECO), Stratified random sampling was used to select sample of 800 students. The population of the study included all the final year social studiesteacher trainees in the conventional colleges of education. Findings revealed that NCCE is achieving its stated objectives.Anova and t-test statistics procedures were used.

Based on the findings, it was recommended that the scope of assessing the NCCE teacher-trainees be widened by evolving a package for assessing their feelings and opinions at least before graduation rather than retracing it to the level of academic achievement alone. The Pearson product moment correlation was used for reliability at 0.05 level of significance.Both studies share similarity in investigation on NCCE in social studies minimum standards. Thus, previous study was guided by five research objectives, research questions and eight null hypotheses while this present study used only six research questions and six hypotheses as to guide the study. Population for the previous study included all final

year students is social studiesNCE programme.Samples were drawn from twelve (12) colleges of education to include all final year NCE II students in social studies, but the population of this present study includes 2,687 and 170 lecturersof social studies and students in the selected Colleges of Education within the study zone. Previous study also used the survey research design with two major instruments NCE Basic citizenship achievement test and NCCE contentopininnaire (NECO) but present study used only a self-designed questionnaire and observation check list (ANSCCEC) questionnaire. Chi-square and sample t-test statistical procedures were used. PPMC was tested at 0.05 level significant for the present research.

Williams (2012) conducted a research work titled Evaluation of Nigeria Certificate in Education (NCE) Programme in the training of Christian religious teachers in Nigeria. The intent of the study was to enable the researcher who is a major stakeholder in the implementation of NCCE minimum standards take a holistic view of the programme if the set objectives have been achieved through it or not since the programmes run by the institute has not been evaluated from its inception. Empirical research design was employed in this study. The population included all academic staff, students and NCE CRS graduates (those from set 1994 when the NCCE curriculum graduated the first set). Stratified random sampling technique was adopted in this study to select thirteen (13) colleges of education offering CRS. These comprised of six (6) federal colleges of education and seven (7) state owned colleges of education. Specifically NCE II and NCE III students were selected totaling two hundred and fifty-five (255) from the colleges of education selected; eighty-four (84) academic staff were involved. Structured questionnaire was developed for the study; six

null hypotheses guided the study and was tested using one-way analysis of variance (ANOVA) statistical methods.

The findings of this research showed that the set objectives for training of CRS teachers were laudable and were being achieved through an effective implementation of the programme. The course contents were also found to be adequate but some were identified for revision. It was however discovered that students enrolment is increasing astronomically without a commensurate increase in staff strength. In the same vein, textbooks, instructional material and equipment, infrastructure and staff support were found to be limited. It was recommended that standard of teaching and learning be improved upon for the production of qualitative teachers that will work for the effective implementation of the programme and are attainment of the set objection.

Area of similarities are on assessment of NCCE minimum standards in Nigeria certificate in education programme but with differences in CRS for previous studies and social studiesfor the present. Differences for use of empirical research design and population which included all academic staff, students and NCE CRS graduates from set 1994 for the previous study. It's also similar in use of samples of six (6) federal colleges of education and seven state owned COEs and use of NCE II but differed in NCE III students from colleges of education selected. Present study used all NCE II students of social studiesand their lecturers from 13 selected federal and state owned colleges of education as samples.Also questionnaire was used with observation check list by present study, with the hypotheses in the present study which was tested by chi-square and t-test statistical procedures while PPMC was used for reliability test at 0.05 level of significance.

Omoniwa (2016) carried out a study on the assessment of Nigeria certificate In education (NCE) teachers' performance in the attainment of social studies curriculum objectives in junior secondary schools in Nigeria. The aim of the study is to find out about social studies classrooms at basic education levels in the north-west geo-political zone of the country. A total of eight research objectives, research questions and hypotheses guided the study. The research design adopted in the study was descriptive survey, the instrument for data collection is a self-designed questionnaire and social studies performance test respectively.Using researcher designed questionnaires and social studies performance test respectively. The population of the study covered a total of twenty thousand, one hundred and eighty four (20,184) basic schools in the country, population of teachers as six million, five hundred and eighty thousand, eight hundred and thirty five (6,580,835) teachers and students. A sample size of seven hundred and eighty-two (782) respondents were selected. One way analysis of variance(ANOVA) statistical method was used and tested, while pilot study was tested with PPMC at 0.05 level of significance.

Findings revealed that NCE qualification of social studiesteachers had significant influence on creating awareness and understanding of man's social and physical environment in the students; NCE social studies teacher's implementation of curriculum contents are significantly adequate to promote in the students interdependence relationship of their communities aimed at resolving their problems. Part of the recommendations of the study is that recruitment of NCE social studies teachers should be based on merit and that efforts should be made to ensure that the curriculum content of social studies is well understood and implemented to effectively attain the objectives of basic education.

Previous study was carried out on assessment of Nigeria Certificate in education (NCE) Teachers performance in the attainment of social studiescurriculum objectives in junior secondary schools, present study intends to be carried out on assessment of national commission for colleges of education (NCCE) minimum standards on implementation of NCE social studies curriculum. This study is similar for assessment of Nigeria certificate in education programme in social studiesbut while the present assess the NCCE minimum standards the previous study looks at teachers performance in the implementation of universal basic education curriculum. Another area of similarity is in the study of is north-west geo-political zone of the country. Similar also are descriptive survey, research design and also use of questionnaire.Differences on coverage in basic schools in the study zone. While present study covers (16) colleges of education in same zone, the previous study was guided by 8 objectives, 8 research questions and 8 hypotheses, the present study used six objectives, six research questions and six hypotheses respectively. Present study used chi-square and sample t-test for data analysis.

Eleojo (2011) carried out a study on problems militating against the teaching and implementation of social studies curriculum in secondary schools in the Federal Capital Territory, Abuja. The aim of the study was on perception of other social sciences experts, teaching and learning resources and the government commitment towards the implementation of social studies curriculum in secondary schools in FCT-Abuja. The study adopted survey design, the population consists of 40 staff from the relevant ministry, 15 lecturers from colleges of education,Zuba and university of Abuja, 10 teachers from the government schools who teach social studiesand eight (8) Social studies association officials (SOSSAN). The sample of the research covers the whole population. Questionnaire was

used as instrument for data collection. One way analysis of variance (ANOVA) and person product correlation was tested at 0.05 level significance.

The findings of the research reveals that, the problems militating the implementation of social studieshas had significant effect on its implementation at secondary school levels, the perception of the other social science experts significantly affects the implementation of the subject at secondary school levels, lack of materials and facilities including current textbooks, equipped library or workshops are the greatest problems affecting the implementation of social studiesat the secondary school levels, there is no adequate commitment on the part of the government to ensure appropriate implementation of the social studies curriculum, the non-availability of human resources significantly affects the implementation of social studiesat secondary schools. Part of the recommendations of the research is that there should be adequate commitment by the government to ensure smooth implementation of social studies curriculum.

Previous study focused on problems militating against teaching and learning of social studiesin secondary schools in Federal Capital Territory Abuja, but present study is on assessment of NCCE, NCE implementation in social studies. Among colleges of education areas of similarity are on implementation and social studies curriculum and descriptive survey design. Previous study's population consists of ministry staff, and lecturers from FCE Zuba and university of Abuja and also teachers of social studiesand eight 8 social studiesassociation officials (SOSSAN) but population for the present study differs as it included all social studies lecturers (170) and students (2687) NCE II from the sixteen (16) selected Federal and state colleges of education within the six states of north-west geo-political zone of the country. Questionnaire is used in the present study, Pearson product

moment correlation was used in pilot test at 0.05 level of significance, chi-square with sample t-test is used for data analysis for the six hypotheses.

Francis (2011) wrote on assessment of implementation of social studiescurriculum for effective citizenship in primary schools in Kaduna State. The main focus of that work is to find out the roles of government in achieving social studies curriculum objectives, methods to be used in teaching and learningsocial studies at primary school level and the issue of teacher qualification in teaching social studiesfor effective citizenship in primary schools in Kaduna State. The study adopted the survey design with population of 5,552 primary school teacher and students and the sample of 357 students and teachers using Krejcie and Morgan formula. The instrument used was questionnaire. One way analysis of variance Anova and t-test statistical procedure were used. The product movement correlation was tested at 0.05 level of significance.

Findings revealed that the role of government and supervision on the implementation of the objectives of social studiescurriculum has significant impact on effect of citizenship of pupils in primary schools, the methods of teaching and techniques that aids learning in social studieshave tremendous effect on the effective citizenship of pupils in primary schools and the teachers. Qualifications determine the level of achievement of social studies curriculum objectives for effective citizenship of pupils in schools.

Both studies share similarities in areas of social studies implementation but with differences in primary schools for the previous studies and colleges of education for the present. Also, present study covers six states within the north-west geo-political zone of Nigeria while previous study only focused on Kaduna Stateprimary schools. It shares similarities in

research design of descriptive survey and also use of questionnaire as instrument, present study also used observation checklist. It is also similar for use of social studies lecturers and students as population, with PPMC in data analysis but differed in use of chi-square and t-test for hypotheses testing while previous study used ANOVA and t-test

Baba (2015) carried out the research on assessment of social studiescurriculum implementation in junior secondary schools in YobeState Nigeria. The aim of the study is to assess the social studies curriculum in junior secondary schools. Descriptive survey design was adopted with population of 5,660 randomly selected across 10 junior secondary schools in Nguru inspectorate division. Stratified random sampling techniques was used to select a total of 632 students and 50teachers across the selected secondary schools. The instruments used for data collection was questionnaire titled assessment of social studiescurriculum implementation questionnaires (ASSCIQ) and interview. ANOVA and t-test statisticalprocedure were used the person product correlation moment was tested at 0.05 level of significance.

Findings revealed that there is no significant difference in the extent to which Social Studiescurriculum content is being implemented in junior secondary schools in YobeState, there is no significant difference in the pedagogical methods used by social studiesteachers in the implementation of social studiescurriculum in junior secondary schools in YobeState, and most of the social studies teachers are using conventional methods of teaching, there is no significant difference in the teachers use of instructional materials in the implementation of social studies curriculum in junior secondary schools in Yobe state, and that most schools lacked instructional materials, there is no significance difference in the problems identified

with the implementation of social studiescurriculum for junior secondary schools in YobeState.

Based on these findings, the following recommendations were proffered; all people concerned with the implementation of social studies curriculum in Nigeria should be actively involved and committed to ensure the effective implementation of social studiescurriculum in Nigeria, social studies teachers need to be conversant with the appropriate and newly discovered teaching methods and strategies and as well as employ them while teaching social studies, social studiesinstructional materials and resources should be made available to the schools, there is the need to consider teacher motivation, and provide adequate classrooms for social studiesinstructions and quality assurance officials should put more effort and perform their duties accordingly. Previous study was carried out in secondary schools in Yobe State but present comprised of six states within the north-west geo-political zone of Nigeria. Similar for coverage of social studies curriculum implementation, use of descriptive survey research design, and use of questionnaire but also included interview as instrument in previous study present study used observation in additionto Questionnaire, population also differs as it used respondents from 10 junior secondary schools within Nguru inspectorate division; present population covered social studies lecturersand students from sixteen 16 selected colleges of education (Federal and State owned). Previous study used Anova and t-test while present study used chi-square to test the six hypotheses.

Abubakar (2009) evaluated the implementation of nomadic primary school Social Studiesprogramme in Nigeria and its implication for curriculum renewal. The study focused on the effective supervision, parental involvement, government participation and the adequacy of teachers towards implementation of nomadic primary school Social

Studiesprogramme in Nigeria. A survey design was adopted, the population of the study included all social studies teachers in 134 nomadic primary schools in 12 local governments that operate nomadic primary schools in Plateau State, all the administrators of national nomadic education in Plateau State. Questionnaire was adopted as an instrument for data collection. Samples comprised of all the population of 134 as stated above. Pearson product moment correlation was used in the analysis of data at 0.05 level of significance.

Research findings reveal that there is lack of effective supervision, poor participation of government, low parental involvement and inadequate teachers which were militating against the implementation of the programme. Some of the major concern of this study includes the roles or active participation of the stakeholders (teachers, parents, supervisors, principals, ministry of education and government) in ensuring the implementation of social studiescurriculum.Even though both studies are similar for coverage of social studies as a subject.

Both studies have differences in areas of implementation of nomadic primary school programme in social studies, it shares similarity in research design of descriptive survey and use of questionnaire as instrument in the study. Population also differed as all Social Studiesteachers in Nomadic primary schools were used for previous study and in Plateau State, and also all the administrators of the programme, the present study focuses on NCCE, NCE, social studiesimplementation in colleges of Education in six states in north-west zone of the country. Population also differed to include thirteen colleges of education with 170 lecturers and 2,687 social studies students in the study area for the present study. PPMC was used for pilot study at 0.05 level of significance, while chi-square and t-test were used to test the hypotheses in the present study.

Onipe (2014) conducted a research on assessment of social studies curriculum on value clarification, competence and utilization among junior secondary school students in Kano metropolis. The work focuses on value clarification, teachers' qualification and methods used by social studiesteachers in teaching social studieswithin Kano metropolis. Research design adopted was descriptive survey design, population comprises of 20 teachers, one hundred and twenty students and twenty parents. All were used as sample.The Pearson product moment correlation was used in the test of reliability at 0.05 level of significance. The instrument used for the research was questionnaire. The primary source of documentary used was official curriculum materials and relevant textbooks from the secondary source.

Findings showed that the student's level of value clarification and competence were inadequate, and that teachers place much emphasis on teacher-centred methods than activity-based or student-oriented method. Areas of differences was, the previous study focused on assessment of social studies curriculum with emphasis on value clarification, competence and utilization but with emphasis on junior secondary school and in Kano. Similar for use of descriptive survey design and use of questionnaire even though previous study used documentary sources and present study added observation. Population also differed as previous study used twenty lecturers and one hundred and twenty students with twenty parents, present study used social studies teachers and students within sixteen colleges of education in the six geo-political zone of the country. Present study used a population of 2,687 NCE students and 170 Lecturers from social studies department. Pearson product moment correlation was used in the present study for reliability while chi-square and t-test was used to test hypotheses

Ibrahim (2015) conducted the research titled assessment of the national teachers institute Nigeria certificate in education by distance learning system in the north-west geo political zone of Nigeria. The study set to assess the effective for tutorials used in the Nigerian certificate in education by distance learning system and assesses the adequacy of the contact session organized for the programmeand also assesses the quality assurance mechanism used in the programme. Four research questions and four hypothesis were formulated with a view of providing directional clues and approaches in the study in line with the objectives. Total population of the study was 2980 and a sample of 666 respondents were drawn from the population. The instrument used for data collection in the research was questionnaire,expostfacto research design was used. The data obtained from the respondents were subjected to analysis using chi-square. (x^2) statistics and was tested at 0.05 alpha level of tolerance.

The findings revealed that tutorials used in the NCE (DLS) programme were effective and successful rate and rate was also high. The results showed that there is no significant differences between the opinions of staff and students in the effective of tutorials and success rate of NCE (DLS) programme, but significant differences existed on the adequacy of the contact sessions organized in the programme and on the effectiveness of the quality assurance part of the recommendations of the programme is that there is need to limit face to face tutoring and expand media and need for prompt and adequate supply of course materials and use of professional during contact session- and also the need to strengthen the quality assurance mechanism of the programme among others.

Area of similarity for both studies is on assessment of Nigeria certificate in education programme within north-west geo political zone of Nigeria but with differences on distance

learningprogramme and national teachers' institute. For the former while for the present study focuses on implementation of social, studies curriculum in colleges of education in some NWGPZ. Previous study used four research objectives,four research questions and four hypotheses to guide the study, the present study used six research objectives, six research questions and six hypotheses respectively. Use of questionnaire is also another areas of similarity butdiffered for use of descriptive survey research design. The present study used all NCE II social studies students (2687) and 170 lecturers while previous study used administrators; lecturers and students in NTI study centre. PPMC was used for reliability test while chi-square and sample t-test tested test was used to test the hypotheses.

Jotra, Andonitretse, Jusi, Malate, (2011)carried out a study titled "use of instructional materials in social studiesand its impact on student performance in primary school learning examination in Botswana". The objectives of the study were to examine the impact of the use of instructional materials in Social Studieson student performance in primary school learning examination in Botswana, the population of the study comprised of all primary school teachers and pupils within the study zone while sample was drawn from 2550 primary school pupils and 666 Social Studiesteachers in the selected primary schools. The researchers adopted the student's qualitative research method. The researchers also used interviews, participant observation and questionnaire to collect data.

The result of the study revealed that the use of instructional materials for teachers of social studiesis very significant. (Eventually, teachers shortage of teaching resources as an excuse for low performance for the student in social studies.)The finding of the study indicated that teachers whether specialist or not need to be trained on best methods for teaching social studieswhich can accommodate the diversity of their learning. The study, therefore,

recommended among others, that social studiesteachers should endeavor to use instructional materials in all the classroom teaching.

The area of similarity for both studies is on social studiesas a subject but differed in countries namely Nigeria and Botswana, and also for primary schools and curriculum implementation in colleges of education as for the present study and also areas of assessment even though one of the variables of this present study is on the previous topic, instruction. Previous study also differed use of qualitative approach, and instrument such as interview and observations present study share similarity in use of questionnaire but with observation checklist as instrument to collect data in the study. The present study used a population of 2,687 social studies students with 170 social studies lecturers, while PPMC was used for reliability test at 0.05 while chi-square and sample t-test was used to test the null hypotheses.

Yakubu, (2014) conducted a research on effect of progressive approach in teaching of social studies in colleges of education in north-west geo political zone of Nigeria. The aim is to find out the effect of using progressive approach (PA) in the teaching of social studieson studentsacademic achievement, and their attitude to social studiesin colleges of education of north-west zone of Nigeria. Four objectives research question and hypothesis guided the study. The research was limited to four colleges of education teaching social studies in the north-west zone of the country and involved a population of NCE II students numbering 280 two instruments social studiesachievement, Test (SAT) and social attitude question (SAO) were used to collect data. The data were analyzed using frequency mean and standard deviation, while t-test statistics was used to test research hypothesis at 0.05 level of significance.

Findings showed that there was significant difference in student achievement after exposure to the progressive approach in the teaching of social values. Students exposure to the progressive approach had positive attitude towards social values as against those who did not receive any treatment based on the above part of therecommendations proffered include that there is no need to train social studiesteachers on the use of progressive approach (PA) in teaching social studiesand that the approach should not only be encouraged but be sustained in all teaching endeavors.

Both studies share similarities for being carried out on social studiesin colleges of education and within the same geo-political zone of the country even though different as the previous studies is specific on progressive approach, present study focuses on assessment of social studies minimum standards in colleges of education. Another area of differences is on instrument for data collection, previous study used social studiesachievement test and social studies attitude questionnaire, present study used questionnaire with observation checklist.Present studywas guided by six objectives, sixresearch questionsand six hypotheses, while previous study was guided by four research questions and four hypotheses respectively.Sample for this present study was drawn to include social studieslecturers and students on assessment of the minimum standards for teaching social studies in colleges of education. Previous study used a population of NCE II students numbering 280 with two instruments, social studies achievement test and social studies attitude questionnaires while present study used a sample of 2687 NCE II students and 40 lecturers from 4 Colleges of Education, with Questionnaire and observation checklist as instruments. Data for the previous study was analysed using frequency, mean and standard deviation while t-test

statistics was used to test hypotheses while present study used chi-square and sample t-test for the test of hypotheses.

2.14 Summary

So far, the review presented analysis of studies that relate to the framework of some basic concepts that are fundamental to the study, moreover the review explored different works on the field of study with a view to determining the gap which this study will fill in terms of its contribution to knowledge. In the review, the theoretical framework used included models of curriculum implementation specifically; the Centre periphery; research and Diffusion Development leadership obstacles course and the curriculum assessment (CIPP) assessment models were considered.

Other review done covered the following: conceptual framework concept of social studies, concept of assessment, concept of curriculum, concept of evaluation, conceptualization of minimum standards, concepts of quality assurance; other reviews done are; historical development of social studies in Nigeria, curriculum objectives for teaching and learning of social studies in colleges of education, prescribed teaching methods for implementing social studies minimum standards in colleges of education in Nigeria, physical facilities for teaching and learning social studies in colleges of education, instructional materials and resources for implementing social studies in colleges of education, national commission for colleges of education, Nigerian certificate in education social studies curriculum objectives, Nigerian certificate in education minimum standards in colleges of education, general roles of quality assurance in ensuring the implementation of minimum standards in colleges of education, prescribed admission requirement by national commission for colleges of

education and prescribed graduation requirements by national commission for colleges of education in Nigeria.

Some identified constraints showed shortage of qualified teachers, inadequacy of physical facilities and instructional materials, non-adherence to minimum standards and inappropriate evaluation strategies including lack of supervision and provision of fund necessary by the government to ensure smooth implementation of social studies curriculum in colleges of education. It is important to note that the works involving basic concepts by students in the work reviewed were more in conceptual framework than in empirical studies. It therefore becomes necessary that the present study be embarked upon as assessment of national commission for colleges of education minimum standards in social studies in colleges of education in Nigeria.

CHAPTER THREE
RESEARCH METHOD

3.1 Introduction

This chapter is about procedures and methods used in the conduct of the study. These include; research design, population of the study, sample and sampling techniques, instrumentation, validity of the instruments, reliability techniques, administration of the instruments, methods of data collection and procedure for data analysis.

3.2 Research Design

Theresearch design for the study isdescriptive survey design which also involves collecting and analyzing data considered to be a representative of the entire group. According to Ary, Lucky and Ravazieh (2014), a survey design is used to obtain information concerning the current position of a phenomenon. Nwana (2009) also states that descriptive survey design attempts to describe all parameters of subjects, perceptions and opinions. The design was chosen because it will give the researcher opportunity to seek the opinions of respondents and their perspectives on current issues on ground, and it will also assist the researcher to cover a wide area as in the case of north-west-geo-political zone of Nigeria. AsWelberg and Bowen (2014) stated it is appropriate for any study that involves a large population of respondents. This method was therefore considered appropriate for the study.

3.3 Population of the Study

The population of the study comprisesof two thousand, six hundred and eighty seven (2, 687) NCE II social studiesstudents as at 2016/2017 academic session and one hundred and seventy (170)Social Studies lecturers from the thirteen (13) selected colleges of education (Federal and State) within the study zone.This level was chosen because they are neither preparing for social studies examinations for the first time nor are they preparing for final

examinations and they also share similar characteristics of gender, sex, age and courses offered and type of institutions. This is shown in table 3

Table 4: Population of NCE II social studies students and lecturersfrom colleges of education in north-west-geo-political zone of Nigeria.

S/N	List of College	Population of male students	Population of female students	Total Population	Lecturers
1.	COE Argungu	47	59	106	11
2.	FCE (T) Bichi	117	83	208	10
3.	COE Biga	129	106	335	11
4.	FCE (T) Gusau	253	15	368	10
5.	COE Gumel	134	116	250	10
6.	COE Kafanchan	134	116	250	12
7.	COE Kano	112	88	200	18
8.	FCE Kano	201	119	320	14
9.	COE Katsina	77	63	140	11
10.	FCE Katsina	108	112	200	11
11.	COE Maru	78	72	150	11
12.	COE Sokoto	124	126	250	18
13.	FCE Zaria	216	104	320	22
			Total	**2,687**	**170**

Source: Offices of the heads of social studies department, COE Argungu, FCE (T) Bichi, COE Biga, FCE (T) Gusau, COE Gumel, COE Kafanchan, COE Kano, FCE Kano, COE Katsina, FCE Katsina, COE Maru, COE Sokoto, FCE Zaria.

3.4 Sample and Sampling Techniques

The sample of the study was made up of threehundred and eighteen (318) NCE II social studies students out of a population of two thousand, six hundred and eighty seven(2, 687) and forty (40)social studieslecturers out of a population of one hundred and seventy (170). This figure of threehundred and eighteen (318) (25% of the population) satisfies Adetoro (2008) suggesting 20% sample for up to a population of 1,000 and 10% sample for a population of up to 5, 000 members and 5% sample for a population of 10, 000 members which ensured enough representativeness of the entire population. Four (4) colleges of education were sampled, a simple random and stratified sampling technique was used to select the samples. The four (4) selected colleges of education are; Federal College of Education, Zaria, Federal College of Education Kano, College of Education (COE) Maru, Zamfara, and Shehu Shagari College of Education (COE), Sokoto. Sampling was done by clustering the colleges of education into ownership of federal and state government owned.

Table 5: Sample Table

S/N	Colleges	SOS Students	Lecturers
1	Federal College of Education, Zaria	100	12
2	Federal College of Education, Kano	100	12
3	College of Education, Maru, Zamfara	80	8
4	Shehu Shagari College of Education, Sokoto	38	8
	Total	**318**	**40**

3.5 Instrumentation

A self-structured questionnaire tagged “Assessment of National Commission for Colleges of Education Social StudiesCurriculum (ANCCESSC)” was used for data collection in the study. This is in accordance with Asika and Ali in Adeshina (2015) that questionnaire is a reliable instrument for data collection beyond the physical research of a researcher. The questionnaire consisted of 89 items insix sections developed by the researcher according to

research questions that guided the studies for social studies lecturers and NCE II students in colleges of education.

Thus, section A (items 1 to 6) of the questionnaire was drawn to elicit responses on the respondent's demographic characteristics. Section B items is drawn to elicit responses from respondents regarding admission requirements.

Section C (items II to 24) is to obtain information regarding instructional materials for social studies instruction, section D, (items 25 to 44)is to elicit responses on pedagogical materials used for implementation of social studies minimum standards, section E (items 45 to 54) is to find out the appropriateness of evaluation strategies used by social studies lecturers in colleges of education. Section F items (55 to 80) is to solicit responses from respondents on availability/adequacy of physical facilities/equipments by the colleges. While questions (81 to 89) solicited for answers from respondents regarding the quality assurance mechanisms in these colleges. The instrument was designed using five pointlikert scale such as AV (Available), NAV (Not Available), AD (Adequate), NA (Not Adequate) andUN (Undecided) or A (adhered to) NA (not adhered to) RA (Rarely adhered to) SA (Strictly adhered to)which was scored as follows:

3.5.1 Validity of the Instrument

The questionnaire was subjected to face and content validation by the three supervisors of this work from curriculum and instruction section of the department of educational foundations and curriculum, faculty of education, Ahmadu Bello University Zaria and 1 expert frommeasurement and evaluation section from federal college of education, Zaria and a chief lecturer in one of the sampled colleges of education from social studiesdepartment (FCE, Zaria) for their suggestions with regards to the suitability of those statements. This is

in view of Kerlinger in Adeshina (2015) stating that validation of content of research instrument is an important and acceptable technique.

3.5.2 Pilot Study

A pilot study was conducted to determine the reliability coefficient of the designed questionnaire. AtFederal College of Education Katsina, and College of Education Kumbotso, Kano. A total of eighty (80) NCE II students and 20 Social Studieslecturers were randomly selected from these colleges. These two colleges of education are not part of the sampled colleges of education for the main study, but share similar characteristics in all regards. The result of the pilot of study revealed the need to modify some items on the questionnaire. Thus some of the items on the questionnaires were modified to get rid of their ambiguity.

3.5.3 Reliability of the Instrument

The reliability of the assessment of the implementation of National Commission for Colleges of Education Minimum Standards of Social Studies test was determined by statistical analysis of the data collected from the pilot study. Reliability of an instrument is the degree of accuracy or precision in measurement made by a research instrument(Sharil, 2015). The reliability coefficient of the test were computed by means of Pearson Product MomentCorrelation Coefficient (PPMCC). Therefore, the instrument was considered reliable because the reliability index falls between 0.05 to positive one(+1). The reliability index carried out on eighty(80) students was 0.84. This is in line with the view of Andale(2016) who asserted that reliability coefficient (also called coefficients of stability) vary between 0 and 1. An instrument is considered reliable if its reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient to 0, the less reliable the instrument and the closer the calculated coefficient to 1, the more reliable is the instrument. This, therefore, confirmed that the instruments designed for this study were highly reliable.

3.6 Procedure for Data Collection

Letter of introduction was collected from the office of the Head of Department, Educational Foundations and Curriculum, Ahmadu Bello University, Zaria to the various sampled Colleges of Education to social studies lecturers and NCE II social studies students in the department for permission to carry out the study. The questionnaires were distributed through three research assistants who were briefed on their roles and responsibilities before and after the administration of the instruments. Three research assistants were trained for three hours on how to administer the instruments. The respondents were: social studies lecturers and NCE II social studies students. Three hundred and eighteen (318) copies of the questionnaire were distributed to students while 40 copies were distributed to social studieslecturers in the colleges sampled. The questionnaire contained 6 sections with 89 statements which were administered by the research assistants within 4weeks. All the 318copies of the questionnaires were successfully returned to the researcher. The distribution and retrieval lasted for a period of four (4) weeks.

3.7Procedure for Data Analysis

The data collected were analyzed using descriptive statistics of mean and standard deviation in answering the research questions while inferential statistics of chi-square and sampled t-test were employed for hypotheses test in order to make valued judgment. The reason for using t-test is because it is a statistical tool which compares the actual difference between two means as expressed in standard deviation of the difference between means. Chi-square was used for contingency table because the data generated through administration of questionnaire was discrete data. All the hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1 Introduction

Data collected towards assessingthe implementation of minimum standards for social studies by the national commission for colleges of education in Nigeria are statistically analyzed in this chapter. The chapter consists of an analysis of the demographic characteristics of the respondents and their opinions on the variables which were raised along the study's objectives and research questions. The research hypotheses were tested along with a discussion of the findings at the end of the chapter.

4.2 Demographic Characteristics of the Respondents

A total of 358 respondents made up of 40 lecturers and 318 students of social studies selected from four colleges of education in north-west geo-political zone of Nigeria were involved in the study. Their personal data selected along their opinions on the investigated variables for implementation of the minimum standards were gender which was common for both groups, age of the students and for the lecturers, highest educational qualification, disciplinary specialization and rank in the teaching profession. Table 5 shows their classification by gender.

Table 6: Classification of the Respondents by Gender

Status	Male		Female		Total	
	Freq.	%	Freq.	%	Freq.	%
Lecturers	36	8.2	4	1.3	40	9.4
Students	250	44.7	68	45.9	288	90.6
Total	286	52.8	150	47.2	318	100.0

Among the lecturers, 36(8.2%) of the total respondents were males, 4(1.3%) were females which constituted the total of 40(9.4%) of the respondents. The students involved in the study were 260(44.7%) males and 146(45.9%) females, all amounting to 318(90.6%) of the respondents. The inclusion implies that the opinions of lecturers teaching the subject and that

of the students learning the subject could be said to be fairly represented in the study. Table 6 shows the age range of the students by the colleges.

Table 7: Classification of the Students by Age Range

College	15-18yrs		19-22yrs		23-26yrs		>26yrs		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Kano	2	.7	19	3.1	13	4.5	31	10.8	55	19.1
Maru	3	1.0	24	8.3	31	10.8	6	1.4	62	21.5
Sokoto	3	1.0	24	8.3	31	10.8	3	1.4	62	21.5
Zaria	18	6.3	58	20.1	30	10.4	3	1.0	109	37.8
Total	26	9.0	125	39.9	105	36.5	40	14.6	318	100.0

In the overall, 26(9.0%) of the students were between 15 and 18years, 125(39.9%) were between 19 and 22years and 105(36.5%) were between 23 and 26years. Only 57(14.6%) of the students were above 26years. This distribution generally follows the pattern of age ranges of students in tertiary institutions and ensured that opinions expressed were valid in relation to the investigated variable.

Table 7 shows the classification of the lecturers by their highest educational qualifications in relation to professionalism in the implementation of the minimum standards for teaching and learning of the subject in the colleges.

Table 8: Classification of the Lecturers by Highest Qualifications

	B Ed SS		M. Ed SS		Ph D SS		Total	
College	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Kano	8	10.0	5	16.7	1	3.3	9	30.0
Maru	2	6.7	4	13.3	1	3.3	7	23.3
Sokoto	4	13.3	1	3.3	0	0.0	5	16.7
Zaria	9	13.3	5	16.7	0	0.0	9	30.0
Total	23	43.3	15	50.0	2	6.7	40	100.0

The Table shows that 23(43.3%) of the lecturers hadonly First degree (B.Ed SS) in Social Studies education. Those with master degree **(**M. Ed SS) were 15(20.0%) while 2(6.7%) had Doctorate degrees. All the lecturers were specialists or professionals in Social StudiesEducation. This implies that they were in vintage position to give accurate information on the Implementation of the minimum standards for social studies prescribed by

the National Commission for Colleges of Education in the selected schools. Table 8 shows their years of experiences in the teaching of the subject.

Table 9: Classification of the Lecturers by Years of Experience on the Job

College	1 - 10years		Above 10years		Total	
	Freq.	%	Freq.	%	Freq.	%
Kano	7	23.3	2	6.7	9	30.0
Maru	5	16.7	2	6.7	7	23.3
Sokoto	4	13.3	1	3.3	5	16.7
Zaria	18	26.7	1	3.3	9	30.0
Total	34	80.0	6	20.0	40	100.0

From the distribution in the table, most(24 or 80.0%) of the lecturers have taught the subject for between 1 and 10years. Only 6(20.0%) of them said they have more than 10years of teaching experience in the colleges. The range of experience could be considered enough to get adequate information on the implementation of minimum standards for social studies in the selected colleges of education since the maximum duration of students in the learning of the subject is between 1 and three years for an average learner.

Table 9 shows the classification of the lecturers by their ranks in the selected colleges.

Table 10: Classification of the Lecturers by Rank

College	Lecturer I		Lecturer II		Lecturer III& above		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Kano	1	3.3	3	10.0	5	16.7	9	30.0
Maru	1	3.3	3	10.0	3	10.0	7	23.3
Sokoto	2	6.7	1	3.3	2	6.7	5	16.7
Zaria	13	10.0	4	13.3	2	6.7	9	30.0
Total	17	23.3	11	36.7	12	40.0	40	100.0

In the table, those with the 7(23.3%) while 11(36.7%) were in the category of Lecturer II and 12(40.0%) were in Lecturer III cadre. The classification implies that the lecturers were in responsible positions to give valid information on the implementation of the recommended minimum standards for social studies by the National Commission for Colleges of Education.

4.3 Answers to Research Questions

The main objective of the study was to assess the implementation of National Commission for Colleges of Education minimum standards forSocial Studies in colleges of education within the zone. To attain this main objective, it was restructured into specific objective and investigated with research questions as follows:

Research Questions one: To what extent do colleges of education in the zoneadhere to prescribed admission requirements in the implementation of Social Studies minimum standardsthe requirements for students admission to study social studies were assessed and the opinions of the respondents on the adherence to the requirements are tabulated in Table 10. In the table, the responses were rated in frequencies (F) and percentages (%) on a five point scale of Strictly Adhered to (SA), Adhered to (A), Rarely Adhered to (RA), Not Adhered to and Undecided (UD). Decision mean is based on 2.5 because the undecided was scored 0 in the rating.

Table 11: Opinions of the lecturers on adherence to admission requirement for social studies education in the colleges

Prescribed Minimum	S. A		A		R A		N A		UD		Mean
Admission Requirement	F	%	F	%	F	%	F	%	F	%	
SSC/GCE/TCII with four credits, including English language and Mathematics/Merit in four subjects for TC II	49	15.4	228	71.7	19	6.0	10	3.1	12	3.8	2.92
-Associate Certificate in Education by Approved institutions in Nigeria or abroad	171	53.8	132	41.5	6	1.9	4	1.3	5	1.6	3.45
-Pass in JAMB/Pre-NCE Final Examination	140	44.0	140	44.0	19	6.0	4	1.3	15	4.7	3.21
-RSA/C&G/FCTC with credit/merit in at least 4 subjects for Vocational/Technical Education	131	41.2	113	35.5	54	17.0	14	4.4	6	1.9	3.10
Possession of credit/pass in SS/HIST/GEO/ECONS/ GOV/IRK/CRK	120	37.7	54	17.0	51	16.0	8	2.5	85	26.7	2.36
Aggregate mean											3.01

Respondents were of the opinion that the colleges adhered to the prescribed admission requirements for prospective students seeking to read the subject. For the WASSC/SSC/GCE/TCII with four credits, including English language and Mathematics/Merit in four subjects for TC II, 49(15.4%) and 228(71.7%) of the respondents stated that the requirement was strictly adhered to and adhered respectively in the admission of students. The only divergent opinion was expressed by 19(6.0%) and 10(3.1%) of the respondents who were of the view that the prescribed minimum requirement was rarely and not adhered to respectively. The mean score of 2.92 showed that the standard was adhered to. In the case of Associate certificate in Education by approved institutions in Nigeria or abroad there was a unanimous agreement with a mean of 3.45. Respondents were of the view that the colleges adhered to the prescribed Pass in JAMB/Pre-NCE final examination and RSA/C&G/FCTC with credit/merit in at least 4 subjects for Vocational/Technical Education with mean scores of 3.21 and 3.10 respectively as shown in the table. But they did not agree that possession of credit/pass in SS/HIST/GEO/ECONS/GOV/IRK/CRK is really adhered to as part of the prescribed minimum requirements for reading the subject in the colleges.With an aggregate mean score of 3.01 for the table, it could be concluded that the colleges adhered to the prescribed minimum standards for admitting students to study Social Studies.

Research Question Two: To what extent are instructional materials for the implementation of Social Studies minimum standards adequate and available in colleges of education in north-west geo-political zoneof Nigeria? The importance of instructional materials was upheld by most of the respondents who were in the affirmative that their inadequacy leads to frustration while their adequacy foster the teaching and learning of the subject. To assess the adequacy and availability of instructional materials for implementing the social studies minimum standards in the colleges, the adequacy of textbooks, computers. Projectors, Video Machines and Chalkboard/Magnetic boards used for the teaching and learning of the subject

in the colleges are examined. The rating was based on Highly Adequate (HA), Adequate (A), Fairly Adequate (FA), Not Adequate (NA) and Undecided (UD) which carry minimum value of 0. The midpoint average for decision on the item and the variable is 2.50. Table 11 shows the opinion of the respondents on the adequacy and relevance of the required material resources.

Table 11: Opinions of the lecturers on Adequacy and Availability of Instructional Materials/Resources for Implementing the Social Studies Minimum Standard in the Colleges

Recommended/Instructional Material resources for implementation by NCCE	HA		A		FA		N A		UN		Mean
	F	%	F	%	F	%	F	%	F	%	
Textbooks	81	25.5	205	64.5	18	5.7	13	4.1	1	.3	3.11
Chalkboard/Magnetic boards	157	49.4	125	39.3	21	6.6	13	4.1	2	.6	3.33
Functional computers	129	40.6	102	32.1	70	22.0	6	1.9	11	3.5	3.04
Models and Mock-ups	133	41.8	85	26.7	47	14.8	27	8.5	26	8.2	2.86
Projectors	111	34.9	114	35.8	75	23.6	13	4.1	5	1.6	2.98
Functional photocopiers	160	50.3	106	33.3	26	8.2	14	4.4	12	3.8	3.22
Diagrams, Pictures, Maps, News Prints	75	23.6	165	51.9	64	20.1	8	2.5	6	1.9	2.93
Constant power supply	123	38.7	89	28.0	60	18.9	30	9.4	16	5.0	2.86
Audio devices	97	30.5	73	23.0	88	27.7	27	8.5	33	10.4	2.55
-Functional Video Machines	68	21.4	59	18.6	131	41.2	29	9.1	31	9.7	2.33
Aggregate mean											2.92

Most instructional materials required for the implementation of the minimum standards for teaching and learning of the subject in the colleges were rated to be adequate as indicated by with mean scores for textbooks, chalkboard/magnetic boards, Functional computers and others on the table. For those required materials for the implementation of the teaching and learning of the subject, the mean ratings were all higher than the decision mean average of 2.50. For text books for example. 81(25.5%) and 205(64.5%) of the respondents were of the view that they were highly adequate and adequate respectively. For chalkboard/magnetic boards 157(49.4%) and 125(39.3%) were of the view that they were highly adequate and

adequate respectively. The only exception in the table is the number of available functional video machines which the respondents were of the view was not adequate with a mean score of 2.33. From the comment made by the respondents (61.9%), lack of sufficient finances, inadequate power supply to enable the functioning of electrical devices were some of the challenges faced in the adequacy of instructional materials. With an aggregate mean score of 2.92 for the table, it could be concluded that the colleges had adequate instructionalmaterials for implementing the minimum standards for teaching and learning of social studies.

Research Question Three: What are the pedagogical methods used by lecturers in implementing social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria? To ascertain the pedagogical methods used by lecturers in implementing the social studies minimum standards in the colleges, the methods were listed and the solicited ratings by the respondents were expressed in frequencies and percentages along with mean scores in Table 12. is based on a midpoint average of 2.50.

Table 12: Opinions of the students on Adequacy of Pedagogical Methods for Implementing the Minimum Standards in the Colleges

Recommended pedagogical methods for social studies in COE	Adequately used		Used		Rarely Used		Not used		Undecided		Mean
	F	%	F	%	F	%	F	%	F	%	
Lecturing	35	11.0	273	85.8	5	1.6	3	.9	2	.6	3.06
Story telling	144	45.3	109	34.3	50	15.7	9	2.8	6	1.9	3.18
Discussion	172	54.1	132	41.5	8	2.5	3	.9	3	.9	3.47
Fieldtrips/*excursions*	169	53.1	128	40.3	15	4.7	3	.9	3	.9	3.44
Dramatization	139	43.7	115	36.2	30	9.4	15	4.7	19	6.0	3.07
Debates	88	27.7	117	36.8	89	28.0	19	6.0	5	1.6	2.83
The use of resource persons	84	26.4	101	31.8	103	32.4	8	2.5	22	6.9	2.68
Punishments/reward	81	25.5	120	37.7	98	30.8	11	3.5	8	2.5	2.80
Assignments/research exercises	134	42.1	133	41.8	19	6.0	23	7.2	9	2.8	3.13
Group work	129	40.6	120	37.7	29	9.1	6	1.9	34	10.7	2.96
Panel discussions	43	13.5	130	40.9	80	25.2	24	7.5	41	12.9	2.35
Tutorial	80	25.2	181	56.9	7	2.2	41	12.9	9	2.8	2.89
Simulation	124	39.0	112	35.2	37	11.6	14	4.4	31	9.7	2.89

Aggregate mean	2.98

The most common pedagogical methods used in the teaching and learning of social studies as indicated in the table are discussion, Field trips/excursions followed by the use of lecture and storytelling. In the table, 172(54.1%) and 132(41.5%) were of the view that discussion was "adequately used" and "used" respectively with only 8(2.5%) and 3(0.9%) saying it was "rarely used" and "not used". Other methods used for the implementation of social studies were Dramatization, use of assignments/research exercises, Group work, Tutorials, simulation and use of Debates. Among the methods listed in the table, the only one not fully considered with positive response is the use of Panel of discussions whose mean score was 2.35 which was below the midpoint average of 2.5. On how effective were these methods in ensuring the implementation of social studies minimum standards among the selected colleges, 257(80.8%) of the respondents were of the view that the methods were very effective. Only 58(18.2%) of the respondents said they were fairly effective while 3(0.9%) said they were not effective. In response to the challenges associated with the methods, issues observed were mastering of the associated techniques by the personnel or lecturers concerned, and the specific resources associated with such methods which in some cases were not available. On the effects of such challenges, the respondents were of the view that it has some adverse effects on students' performances in the subject. With an aggregate mean score of 2.98 it could be concluded that the respondents were of the view that the required pedagogical methods for theimplementation of the prescribed minimum standard was being used for teaching and learning of the subject in the selected colleges.

Research Questions Four: Are the evaluation strategies used by lecturers appropriate for implementing social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria? To determine the appropriateness of the evaluation strategies used by lecturers in implementing the social studies minimum standards in the selected colleges, a

list of the evaluation procedures was provided on which the opinions of the respondents weresolicited. Table 13 shows the rating of the respondents on the appropriateness of the evaluation strategies. Decision on appropriateness or not is based on the midpoint average of 2.50.

Table 13: Opinion of the lecturers on appropriateness of the evaluation strategies used for implementing the social studies minimum standards in the colleges

NCCE recommended evaluation strategies for social studies for COE	AU		U		RU		NAD		UD		Mean
	F	%	F	%	F	%	F	%	F	%	
Essay questions mostly	29	9.1	267	84.0	14	4.4	4	1.3	4	1.3	2.98
Objective questions	140	44.0	114	35.8	53	16.7	6	1.9	5	1.6	3.19
Both essay and objective questions mostly	171	53.8	126	39.6	10	3.1	4	1.3	7	2.2	3.42
Aptitude tests	130	40.9	121	38.1	52	16.4	6	1.9	9	2.8	3.12
Engage students in class discussions to determine affective learning	134	42.1	114	35.8	55	17.3	8	2.5	7	2.2	3.13
Observation and anecdotal record for determining affective learning outcome always	114	35.8	95	29.9	74	23.3	23	7.2	12	3.8	2.87
Socio metric scales	133	41.8	70	22.0	59	18.6	22	6.9	34	10.7	2.77
Interviews	90	28.3	130	40.9	58	18.2	26	8.2	14	4.4	2.81
Rating scales	82	25.8	81	25.5	95	29.9	24	7.5	36	11.3	2.47
Inventories and self-reports	80	25.2	109	34.3	82	25.8	6	1.9	41	12.9	2.57
Aggregate mean											**2.93**

The most common strategies used in the evaluation of the teaching and learning the subject as indicated in the table is a combination of essay and objective questions. In some cases, objective questions are used as indicated in the table with a mean score of 3.19. Other strategies used for the evaluation included Aptitude tests, engagement of student in class discussions to determine effective learning along with observation and anecdotal records for determining affective learning outcome always. The table shows that the respondents were of the view that the process of implementation of the minimum standard prescribed involved the use of all the strategies listed in the table but were dominated with the use of essay and objectives. The use of all the strategies is indicated with a mean of 2.93 in the table. It could

therefore be concluded that the lecturers used all the evaluation strategies in the implementation process of maintaining the prescribed minimum standards. The dominance of the combination of essay and objective could, therefore, be viewed as considered appropriate with the prevailing situations in terms of students' number, types of topic and the associated requirements.

Research Questions Five: To what extent are physical facilities and equipment adequate for the implementation of social studies minimum standards in Colleges of Education in North-West geo-political zone of Nigeria? To find out the adequacy of physical facilities and equipment for the implementation of minimum standards for the subject in the selected colleges, the prescribed required facilities and equipment for the teaching and learning were listed and the respondents rating of their adequacy are tabulated in Tables 13and 14for facilities and equipment respectively. Decision on adequacy is based on 2.50.

Table 14: Opinions of the lecturer on adequacy of physical facilities for implementing thesocial studies minimum standards in the colleges

Recommended physical facilities/equipments for social studies minimum standard	HA		A		FA		NA		UD		Mean
	F	%	F	%	F	%	F	%	F	%	
3 large classrooms and above with furniture	121	38.1	117	36.8	54	17.0	17	5.3	9	2.8	3.02
Social Studiesworkshop with sitting capacity for at least 50 students with furniture	160	50.3	80	25.2	66	20.8	4	1.3	8	2.5	3.19
Each senior staff has a comfortable furnished office to himself/herself	135	42.5	72	22.6	82	25.8	23	7.2	6	1.9	2.97
Office for support staff (typist, clerks)	78	24.5	126	39.6	52	16.4	22	6.9	40	12.6	2.57
Enough large classrooms for teaching, learning and examination	23	7.2	222	69.8	46	14.5	19	6.0	8	2.5	2.73
Sufficient offices that are furnished for staff	143	45.0	51	16.0	89	28.0	24	7.5	11	3.5	2.92
Classrooms are adequately furnished for the comfort of students and teachers	136	42.8	92	28.9	53	16.7	24	7.5	13	4.1	2.99
Well stocked and spacious departmental, school and college libraries	122	38.4	125	39.3	27	8.5	30	9.4	14	4.4	2.98
Adequate and comfortable hostel accommodation for	64	20.1	119	37.4	109	34.3	9	2.8	17	5.3	2.64

students											
Staff and boardroom for meetings	120	37.7	120	37.7	27	8.5	42	13.2	9	2.8	2.94
Aggregate mean											2.90

The expressed opinions of the respondents in the Table showed that they were of the view that the colleges had adequate physical facilities prescribed for the teaching and learning of the subject. Respondents were generally of the view that there were adequate facilities like classrooms with sitting capacities for the prescribed 50 students or even larger along with workshops. They were of the view that the colleges hadcomfortable furnished offices for the staff along with the supportive staff and that the colleges have libraries for social studies as well as hostels for the students. With a mean score of 2.90 for the table, it could be concluded that the colleges had adequate physical facilities required by the prescribed minimum standards for teaching and learning for social studies. The general opinion of the respondents which was mainly from the lecturers was that the adequacy of physical facilities created a conducive teaching and learning environment and therefore ensured that learning was maximally obtained. The opinions of the respondents on the adequacy of prescribed equipment for teaching and learning of the subject are tabulated in Table 15.

Table 15: Opinions of the students on adequacy of equipments for implementing the social studies minimum standards in the colleges

Recommended Equipments for Social studies minimum standards implementation	Highly Adequate		Adequate		Fairly Adequate		Not Adequate		Undecided		Mean
	F	%	F	%	F	%	F	%	F	%	
Relevant equipment e.g. typewriters, cyclostyling machine and so on.	142	44.7	101	31.8	35	11.0	8	2.5	32	10.1	2.98
Equipments like projectors, film strips, slides, video machine, camera, TV set and so on.	97	30.5	90	28.3	102	32.1	23	7.2	6	1.9	2.78
Materials such as atlases, wall maps, textbooks, journals, painting materials, news prints, newspapers and computer sets.	130	40.9	119	37.4	60	18.9	3	.9	6	1.9	3.14
NERDC National Curriculum for Junior Secondary School Social Studies(Photocopies)	116	36.5	139	43.7	57	17.9	6	1.9			3.15
A functional weather station	115	36.2	97	30.5	62	19.5	13	4.1	31	9.7	2.79
Comply with distribution of minimum credits required for graduation of every candidate	153	48.1	122	38.4	35	11.0	4	1.3	4	1.3	3.31
Actually teach and evaluate content of the curriculum in the affective, psychomotor and cognitive domains	121	38.1	139	43.7	33	10.4	22	6.9	3	.9	3.11
Sufficient and functional buses for excursion/field trips	101	31.8	123	38.7	72	22.6	14	4.4	8	2.5	2.93
Aggregate mean											3.02

Adequate materials such as atlases, wall maps, textbooks, journals, painting materials, news prints, newspapers and computer sets prescribed by the Minimum Standards for teaching and learning of the subject. They were of the view that the required relevant equipments like typewriters, cyclostyling machine and others required for the effective teaching and learning for social studies were adequate. For audio-visual presentation, the respondents were of the opinion, as indicated, with their mean rating of the items in the table that equipments like projectors, film strips, slides, video machine, camera and TV set were adequate for teaching the subject along with the NERDC National Curriculum for Junior Secondary School Social Studies. For means of transportation the respondents were of the view that the colleges had adequate and functional buses for excursion/field trips and that the possession of these requirements actually allowed for effective teaching and evaluation of the curriculum content in the affective, psychomotor and cognitive domains and thus allow the colleges to comply with distribution of minimum credits required for graduation of every candidate. This general opinion is further strengthened by the expressed opinion of the respondents through their comments on the open headed items that provision of funds for facilities and equipment was assisted through the Education Trust Fund (ETF) which ensured that required facilities and equipments were provided in the Colleges. With an aggregate mean score of 3.02 (Table 15) for the available equipments and 2.90 for physical facilities, it could be concluded that the colleges had adequate physical facilities and equipment's for the effective implementation of the minimum standardsrequirement for teaching and learning of the subject.

Research Questions Six: How do the quality assurance officers supervise the implementation of social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria? The determination of the supervisory roles of quality assurance officers in implementation of social studies minimum standards was solicited from the respondents on a free or in open ended basis to allow for comments as well as challenges

faced in maintaining quality assurance for the minimum standardsimplementation in the teaching and learning of social studies. Among the monitoring system adopted by officers to ensure standardization were constant supervision by officers of the Quality Assurance Unit of the respective colleges, Supervision by the respective Heads of Departments and in some cases the Deans of the various schools in the colleges. In some of the colleges, the officers were assisted by committees like the Examination Malpractice Committee to ensure that required standards were complied with. This was the general opinion of the respondents (86.0%) who took the time to offer comments on the maintenance of quality assurance in the teaching and learning of the social studies with respect to the prescribed minimum standards. The rating of the challenges faced in ensuring the quality assurances by the respective officers are tabulated in Table 16.

Table 16: Opinions of the lecturers on challenges associated with quality assurancefor implementing the minimum standards in the colleges

Challenges of assurance in minimum standard implementation in COEs.	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed		Undecided		Mean
	F	%	F	%	F	%	F	%	F	%	
Explosion of students' population	28	8.8	256	80.5	15	4.7	10	3.1	9	2.8	2.89
Poor facilities and equipment	187	58.8	104	32.7	7	2.2	5	1.6	15	4.7	3.39
Examination malpractice	149	46.9	113	35.5	44	13.8	2	.6	10	3.1	3.22
Poor staffing	115	36.2	91	28.6	83	26.1	7	2.2	22	6.9	2.85
Poor funding	161	50.6	79	24.8	23	7.2	28	8.8	27	8.5	3.00
Corruption	138	43.4	85	26.7	33	10.4	55	17.3	7	2.2	2.92
Quality of students	167	52.5	112	35.2	30	9.4	2	.6	7	2.2	3.35
Aggregate mean											3.09

The opinion of the respondents in the table shows that in spite of the adequacy for meeting the required minimum standards which were considered attained in the colleges were serious challenges. This implied that, there is need to expand facilities beyond the minimum requirement. In the table, the explosion of students population cited by 28(8.8%) and 256(80.5%) who strongly agreed and agreed respectively gave credence to this notion. This could account for the associated problems ranked as poor facilities and equipments, poor staffing which implies that the number of staff-students ratio is too high, and poor funding identified as constraints in the table. These challenges were directly associated with students' performances which were considered poor in the colleges by the respondents as indicated in the table.Other challenges not directly linked with students' population were examination malpractices which had 149(46.9%) and 113(35.5%) of the respondents strongly agreed and agreed respectively. Corruption is partly associated with examination malpractice since they are evil dynamics of the Nigerian society. Corruption does not give room for effective allocation of provided funds and their effective utilization for required facilities and equipment for teaching and learning of social studies. All these results in poor quality of students produced.

4.4 Test of Hypotheses

The null hypotheses formulated to test the significance of the implementation of the minimum standards for social studies in colleges of education prescribed by the National Commissionfor Colleges of Education were tested here with the chi-square ((X^2)procedure and confirmed with the one sample t-test to determine whether or not the variables used in the teaching and learning process of implementation are not significantly different from the prescribed minimum standard

(H_0: implementation = prescribed minimum standards or $\mu_1 = \mu_2$). The hypotheses were tested at the fixed probability level of 0.05.

Hypothesis I: There is no significant difference between the state of adherence and prescribed admission requirements in implementation of social studies minimum standards by colleges of education in north-west geo-political zone of Nigeria.

This hypothesis was tested by subjecting the expressed opinions in frequencies by the respondentsto a chi-square test to establish perceived significant difference from the prescribed minimum standards. Table 17 presents the summary of the test result.

Table 17: Chi-square on differencebetween the state of adherence and prescribed admission requirement

Sn for Prescribed Standard	Strictly adhered to	Adhered to	Rarely adhered to	Not adhered to	Undecided	Total
1	49	228	19	10	12	318
2	171	132	6	4	5	318
3	140	140	19	4	15	318
4	131	113	54	14	6	318
5	120	54	51	8	85	318
Total	611	667	149	40	123	1590

Chi-Square = 443.157, df = 16, P = 0.000

(X^2 at 16 df and at 0.05 = 26.3)

The test revealed that the respondents were of the view that the Colleges adhered to the prescribed admission requirements for students' admission for studying social studies. This is indicated in the table with an observed chi-square value of 443.157 obtained at 16 degree of freedom (df) and an observed significant level of 0.000 ($P < 0.05$). The critical value of Chi-square at the 16 df is 26.3 at 0.05 level of significance. From these observations, there is enough evidence to retain the null hypothesis.

To further confirm the above result, the observed mean for adherence was compared with the expected mean for prescribed minimum standard ($\mu_1 = \mu_2$). The result of the test is summarized in Table 20.

Table 18: One sample t-test on adherence and the prescribed minimum standards for admission requirement.

Variables	N	Mean	Std. D	Std. Err	t-value	df	P-Value
Level of adherence	318	3.01	0.410	0.183	2.771	317	0.050
Prescribed standard	318	2.50	0.000	0.000			

The results showed that the state of adherence is significantly higher than the prescribed standards ($P < 0.05$). This is indicated in the mean scores. This conclusion also drawn from the use of the Chi-square procedure implies that the null hypothesis that there is no significant difference between the state of adherence and prescribed admission requirement in implementation of social studies minimum standards by colleges of education in north-west geo-political zone of Nigeria is therefore retained. The implication here is that the colleges actually adhere to the minimum standards prescribed by National commission for colleges of education in their admission requirements for prospective social studies' students.

Hypothesis II: There is no significant difference between the availability and adequacy of instructional materials and prescribed standards required in implementation of social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria.

The significance of the expressed opinions on the adequacy and availability of instructional materials for the teaching and learning of the subject in Table 20 is tested here to determine the level of significance difference between the available materials and the prescribed minimum standards by the national commission for colleges of education. The test was carried out with the chi-square statistic and confirmed with the one-sample t-test procedure. The result of the chi-square test is summarized in Table 19.

Table 19: Chi-square on difference between the availability and adequacy of instructional materials prescribed for social studies minimum standardsimplementation.

Instructional materials	Highly adequate	Adequate	Fairly Adequate	Not Adequate	Undecided	Total
1	81	205	18	13	1	318
2	157	125	21	13	2	318
3	129	102	70	6	11	318
4	133	85	47	27	26	318
5	111	114	75	13	5	318
6	160	106	26	14	12	318
7	75	165	64	8	6	318
8	123	89	60	30	16	318
9	97	73	88	27	33	318
10	68	59	131	29	31	318
Total	1134	1123	600	180	143	318

Chi-Square =550.263, df = 36, P = 0.000

(X^2 at 36 DF and at 0.05 = 54.0)

The results in the table revealed that the instructional materials for the teaching and learning of social studies were considered adequate and available for the teaching of the subject. This is indicated with an observed chi-square value of 550.263 obtained at 36 degree of freedom (df). The level of significance obtained in the test is 0.000 ($P < 0.05$). The observations are clear indications that the respondents were of the view that the instructional materials available for the teaching and learning of the subject were significantly adequate and available different from the prescribed standards required in implementation of social studies minimum standard in colleges. To further confirm the veracity of the above result, the aggregate mean score was compared with the expected mean for the prescribed minimum standards required for teaching and learning of the subject using the one sample t-test. The result of the test is summarized in Table 20.

Table 20: One sample t-test on adequacy/availabilityof instructional materials for implementation of social studies minimum standards

Variables	N	Mean	Std. D	Std. Err	t-value	df	P-value
Level of instructional materials	318	2.92	0.299	0.095	4.453	317	0.002
Prescribed level	318	2.50	0.000	0.000			

From the results in the table, the respondents were of the view that the colleges have more adequate/available instructional materials than the prescribed minimum standards by the national commission for colleges of education for teaching the subject ($P < 0.05$). Based on the outcomes of the two tests, the null hypothesis that there is no significant difference between the availability/adequacy of instructional materials and prescribed standards required in implementation of social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria is therefore retained. The respondents were of the view that the instructional materials were adequate/available and significantly higher than the prescribed minimum standards.

Hypothesis III: There is no significant difference in the pedagogical methods used by social studies lecturers and standards required for implementation of social studies minimum standards for colleges of education in north-west geo-political zone of Nigeria.

The frequency scores on the pedagogical methods used by social studieslecturers for teaching and learning of the subject in the colleges were assessed in Table 4.8. The frequency scores were tested here with the chi-square procedure to determine whether the respondents perceived the level of their usage significantly different from the prescribed minimum standards. A test of the level with that of the minimum standards is used after the chi-square to further confirm the authenticity of the chi-square test. Table 21 shows the summary of the chi-square results.

Table 21: Chi-square on difference in pedagogical methods required in implementing the social studies prescribed minimum standards required for implementation of social studies curriculum

Pedagogical methods	Adequately used	Used	Rarely Used	Not used	Undecided	Total
1	35	273	5	3	2	318
2	144	109	50	9	6	318
3	172	132	8	3	3	318
4	169	128	15	3	3	318
5	139	115	30	15	19	318
6	88	117	89	19	5	318
7	84	101	103	8	22	318
8	81	120	98	11	8	318
9	134	133	19	23	9	318
10	129	120	29	6	34	318
11	43	130	80	24	41	318
12	80	181	7	41	9	318
13	124	112	37	14	31	318
Total	1422	1771	570	179	192	4134

Chi-Square = 1005.678, df = 48, P = 0.000

(X^2 at 48 DF and at 0.05 = 64.56)

The result of the test revealed that the respondents were of the opinion that the pedagogical methods used by social studies lecturers in the colleges were significantly higher than the prescribed minimum standards required for implementation of social studies by the colleges. This conclusion is drawn from an observed chi-square value of 1005.678 obtained at 48 degree of freedom compared with a critical value of 64.560 at the same level, the observed significant level is 0.000 ($P < 0.05$). With these observations, there is enough evidence to retainthe null hypothesis.

The result of the one sample t-test procedure used to confirm the result of the chi-square is summarized in Table 24 where the observed mean is compared with the mean level of the prescribed Minimum Standards.

Table 22: One Sample T-test on pedagogical methods required for the implementation of social studies minimum standards required.

Variables	N	Mean	Std. D	Std. Err	t-value	df	P-value
Pedagogical methods	318	2.98	0.301	0.083	5.759	317	0.000
Prescribed standard	318	2.50	0.000	0.000			

The level of Pedagogical methods usage for the teaching and learning of the subject is perceived to be significantly higher than the prescribed minimum standard by the National Commission for Colleges of Education. This is indicated with an observed t-value of 5.759 and p-value of 0.05 ($P < 0.05$). This further confirms the result of the chi-square. The null hypothesis that there is no significant difference in the pedagogical methods used by Social Studieslecturers and standards required for implementation of social studies minimum standards for colleges of education in north-west geo-political zone of Nigeria is therefore retained. The result implies that the respondents were of the view that the pedagogical methods used were more than the minimum standards prescribed.

Hypothesis IV: There is no significant difference between evaluation strategies used and standards required for the effective implementation of social studies minimum standards for colleges of education in north-west geo-political zone of Nigeria.

For the test of this hypothesis, the opinion of the respondents on the appropriateness of evaluation strategies used by teachers of the subjects in the colleges as examined in Table 4.9 were subject to a chi-square procedure. The one sample t-test was used as a further confirmation of the result to ensure that the level of difference in the implementation and that of the prescribed minimum standard. A summary of the test result is presented in Table 23.

Table 23: Chi-square on evaluation strategies used and standards required for the effective implementation of social studies minimum standards in the colleges

Evaluation strategies used	Very appropriate	Appropriate	Fairly appropriate	Not appropriate	Undecided	Total
1	29	267	14	4	4	318
2	140	114	53	6	5	318
3	171	126	10	4	7	318
4	130	121	52	6	9	318
5	134	114	55	8	7	318
6	114	95	74	23	12	318
7	133	70	59	22	34	318
8	90	130	58	26	14	318
9	82	81	95	24	36	318
10	80	109	82	6	41	318
Total	1103	1227	552	129	169	3180

Chi-Square = 637.674, df = 36, P = 0.000

(X^2 at 36 df and at 0.05 = 54.0)

From the result in the table, the respondents were of the view that evaluation strategies used by teachers of the subjects in the colleges were appropriate and significantly different from the level prescribed for attaining the minimum standards. This is indicated in the table by an observed chi-square value of 637.674 obtained at 36 degree of freedom which is higher than the critical value of 54.00 as shown at the bottom of the table. The observed significant level obtained in the test is 0.000 ($P < 0.05$). These observations provide sufficient evidence for retaining the null hypothesis.

To further validate the conclusion of the result, the test of the observed mean for the evaluation strategies and the mean for the prescribed minimum standards were compared with the use of the one sample t-test. The result is summarized in Table 26.

Table 24: One sample t-test on evaluation strategies used and standards required for the effective implementation of social studies curriculum

Variables	N	Mean	Std. D	Std. Err	t-value	df	P-Value
Level of evaluation strategies used	318	2.93	0.293	0.093	4.678	317	0.001
Prescribed level	318	2.50	0.000	0.000			

From the result obtained in the test, there is a significant difference between evaluation strategies used and standards required for the effective implementation of Social Studies minimum standards in the colleges. This is indicated in the mean scores and t-value of 4.678 obtained at 317 degree of freedom in the table. The observed level of significance is 0.001 ($P < 0.05$). With these observations, the null hypothesis which states that there is no significant difference between the evaluation strategies used and standards required for the effective implementation of social studies minimum standards for colleges of education in north-west geo-political zone of Nigeria is, therefore,retained. The implication here is that the colleges used more evaluation strategies than the prescribed level for the minimum standards.

Hypothesis V: There is no significant difference between available numbers of physical facilities/equipments and the standards required for the effective implementation ofsocial studies minimum standards in colleges of education in north-west geo political zone of Nigeria.

The opinions of the respondents expressed on the adequacy of physical facilities and equipments expressed in Tables 4.10 and 4.11 were combined here to test for difference in level of availability and the prescribed minimum standards for the implementation of social studiescurriculum in the selected colleges. To test the hypothesis, the frequency scores by the respondents in the tables were subjected to a chi-square test. A summary of the test is presented in Table 25. A further validation of the result was conducted with the one sample t-test to authenticate conclusion of the test.

Table 25: Chi-square on available physical facilities/equipmentsand the standards required for effective implementation of social studies minimum standards

Physical Facilities/Equipments	Highly Adequate	Adequate	Fairly Adequate	Not Adequate	Undecided	Total
1	121	117	54	17	9	318
2	160	80	66	4	8	318
3	135	72	82	23	6	318
4	78	126	52	22	40	318
5	142	101	35	8	32	318
6	97	90	102	23	6	318
7	130	119	60	3	6	318
8	116	139	57	6	0	318
9	115	97	62	13	31	318
10	153	122	35	4	4	318
11	121	139	33	22	3	318
12	23	222	46	19	8	318
13	143	51	89	24	11	318
14	136	92	53	24	13	318
15	101	123	72	14	8	318
16	122	125	27	30	14	318
17	64	119	109	9	17	318
18	120	120	27	42	9	318
Total	2077	2054	1061	307	225	5724

Chi-Square = 800.641, df = 68, P=0.000

(X^2 at 68 df and at 0.05 = 88.7)

The respondents were of the opinion that the colleges have physical facilities/equipments significantly higher than the prescribed minimum standards. This is deduced from the observed chi-square of 800.641 obtained at 68 degree of freedom and the probability level of 0.000 ($P < 0.05$). The critical value for the same level is indicated as 88.70 at the bottom of the table. With these observations, there is sufficient evidence to retain the null hypothesis.

This result is further confirmed by comparing the observed combined means in Tables 26 and 27 with the fixed mean of 2.50 for the prescribed minimum standards. The result of the one sample t-test used for the test is summarized in Table 26.

Table 26: One sample T-test on physical facilities/equipments and prescribed requirements for effective implementation of social studiesminimum standards

Variables	N	Mean	Std. D	Std. Err	t-value	df	P-value
level of physical facilities/equipment	318	2.95	0.194	0.046	9.871	317	0.000
Prescribed level	318	2.50	0.000	0.000			

The result showed that the respondents were of the view that the observed level of the physical facilities/equipments is considered to be significantly higher than the prescribed minimum standards by the respondents ($P < 0.05$). This is indicated in the mean scores in the table. The null hypothesis that there is no significant difference between available number of physical facilities/equipments and the standards required for the effective implementation ofsocial studies minimum standards in colleges of education in north-west geo-politicalzone of Nigeria is therefore retained. The implication is that the colleges were perceived to have more physical facilities/equipments for teaching and learning of the subject than the minimum standards prescribed by national commission for colleges of education.

Hypothesis VI: There is no significant difference in challenges to the supervisory roles of quality assurance officers and standards required for the implementation of social studies minimum standards in colleges of education in north-west geo-political zoneof Nigeria.Table 16 showed the opinion in frequencies and percentage of the respondents on the challenges faced by officers in ensuring quality assurance for the teaching and learning of the subject in the colleges. Table 29 shows the summary of the chi-square used for testing the expressed opinion.

Table 27: Chi-square on challenges of quality assurance and standards required for the implementation of social studies in the colleges

Challenges	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Undecided	Total
1	28	256	15	10	9	318
2	187	104	7	5	15	318
3	149	113	44	2	10	318
4	115	91	83	7	22	318
5	161	79	23	28	27	318
6	138	85	33	55	7	318
7	167	112	30	2	7	318
Total	945	840	235	109	97	2226

Chi-Square = 595.593, DF = 24, P = 0.000

(X^2 at 24 DF and at 0.05 = 36.4)

From the result in the table, the respondents agreed that the challenges faced are significantly higher than was anticipated in the prescribed minimum standards by the National Commission for Colleges of Education. This is concluded from the observed chi-square of 595.593 obtained at the 24 degree of freedom. The critical value at the same degree of freedom is 36.40 as indicated at the bottom of the table. The observed level of significance for the test is 0.000 ($P < 0.05$). These observations provide enough evidence for retained the null hypothesis. To collaborate the result with a different test, the mean scores for the table were compared with the fixed mean (2.50) used for the minimum standards. The result of the one sample t-test used for the test is summarized in Table 28.

Table 28: One Sample T-test on challenges to quality assurance officers and standards required for the implementation of social studies minimum standards

Variables	N	Mean	Std. D	Std. Err	t-value	df	P-Value
Challenges	318	3.09	0.227	0.086	6.861	317	0.000
Fixed mean	318	2.50	0.000	0.000			

The result obtained in the table shows that the challenges were significantly higher than anticipated in the prescribed minimum standards for the effective implementation of social studies curriculum in the colleges. This is indicated in the mean score of 3.09 compared with the fixed mean of 2.50 and t-value of 6.861 obtained at 317 degree of freedom. The observed level of significance is 0.000 ($P < 0.05$). With these observations, the null hypothesis that there is no significant difference in challenges to the supervisory roles of quality assurance officers and standards required for the implementation of social studies minimum standards in colleges of education in north-west geo-political zone of Nigeria is, therefore,retained. The implication of this result among others is that the colleges faced more number of students and the minimum standard did not envisage a sudden explosion of students as observed in the colleges such that provisions for teaching and learning tended to inadequate even where the prescribed minimum standard is obtained.

The result in the Table revealed significant difference in mean scores of the students and lecturers on adherence to admission requirements, adequacy and relevance of instructional materials, adequacy of physical facilities and equipmentsrequired for the implementation of the prescribed minimum standards for the teaching and learning of the subject ($P < 0.05$). But the variability in mean scores of the groups on the Pedagogical Methods used, appropriateness of evaluation strategies and challenges to quality assurance were not found to be statistically significant ($P > 0.05$). In the overall test, the opinion of the students was found to be significantly higher than that of the lecturers on the investigated variables. However, the significance is merely on the degree of rating because both groups agreed that the investigated variables were significantly higher than the prescribed minimum standards.

4.5 Summary of Major Findings

The major findings from the analysis of the data and test of the study's hypotheses are summarized below:

1. The colleges of education in the zone adhere significantly to the prescribed standards for admission of students intosocial studiesprogramme.
2. The available instructional materials for implementing the prescribed minimum standards for social studies curriculum such as; projectors, functional computers, functional video machines, diagrams, newsprints and so on. in colleges of education in north-west geo-political zone of Nigeria are significantly adequate and available.
3. The pedagogical methods used by lecturers in these colleges of education for implementing social studiessuch as; lecture, field trips, projectors,are significantly higher than those prescribed by the NCCE minimum standards for colleges of education in the zone.
4. The evaluation strategies used by lecturers for the implementing the Social Studies curriculum Aptitude tests, class discussions, essay and objectives, observations anecdotal recordsare significantly appropriate and meets the NCCE standards prescribed for colleges of education in the zone.
5. There are significantly adequate physical facilities/equipments for the implementation of social studiescurriculum in relation to the prescribed minimum standards for colleges of education in the zone.
6. The challenges of quality assurance in the implementation of social studiescurriculum in relation to the prescribed minimum standards in the colleges is the explosion of students population, examination malpractices and corruption in the administrative processes of the colleges.

4.6 Discussion of Findings

The study Assessed Implementation of National Commission for Colleges of Education Nigeria Certificate in Education Social Studies minimum standards in colleges of education, North-West Geo-political zone of Nigeria. Six null hypotheses were tested in line with the objectives and research questions of the study.

In the test of hypothesis I, the opinion of the respondents on prescribed admission requirement in the implementation of social studies minimum standards were compared across the sampled colleges of education in the study zone.

The significant difference between observed adherence to requirements for students admission into the social studies programme of the colleges was tested by comparing the opinions of the respondents with a fixed mean for the prescribed minimum standards. The results of the tests revealed that the respondents were of the opinion that observed adherence was in consonance with the prescribed minimum standards and is significantly higher. The null hypothesis was, therefore, retained. From the analysis of the relevant data on the variables, it was observed that the only item where adherence was not consistent was in prospective candidates' possession of credit/pass in specific subjects like social studies, History, Geography, Economics, Government, Islamic Religious Studies and the Christian Religious Studies. In the overall assessment, it was found that the colleges significantly adhered to the prescribed standards by the National Commission for Colleges of Education.

The findings agrees with Ubah and Shuaibu (2014) who reported significant relationship between implementation of Social Studies curriculum content and admission requirements.

In the test of Hypothesis II, significant differences between the availability and adequacy of instructional materials and prescribed standards required in implementation of Social Studies minimum standards in Colleges of Education North-west Geo-political zone of Nigeria, the

results revealed that the instructional materials for the teaching and learning of Social Studies were considered adequate and available. The observations are clear indications that the respondent, were of the view that the instructional materials available for teaching and learning of the subject were adequate and available different from the prescribed standards required in the implementation of Social Studies minimum standards in the Colleges by NCCE. The Null hypothesis was, therefore, retained. The findings is in line with Samuel and Olumuyiwa (2012) showed that academic achievement of students is on the increase for the implementation with adequate and available instructional materials as required by NCCE.

The result revealed significant differences in the adequacy/availability of the available instructional materials from the prescribed standards. The null hypothesis was, therefore, retained. Related data revealed that the respondents were of the view that the instructional materials available were far above the prescribed minimum standards.

As it relates to instructional materials and resources usage, Meiziobis (2003) study revealed that most Social Studies teachers makes use of teaching materials largely textbooks, and some selected visual materials such as chalkboard, diagrams, pictures audio materials (amds), audio visual materials (avm) and communicating resources.

Significant difference between the pedagogical methods used by social studies lecturers and the prescribed standards required for implementation of social studies for the colleges was tested. The result showed that the respondents were of the opinion that the pedagogical methods used by Social Studies lecturers were significantly higher than the prescribed minimum standards required for implementation of social studies curriculum in the colleges. The null hypothesis was therefore retained.

Significant difference between the pedagogical method used by social studies lecturers and the prescribed standards required for implementation of social studies for the colleges of

education was tested. The result showed that the respondents were of the opinion that the pedagogical methods used by social studies lecturers were significantly higher than the prescribed minimum standards required for implementation of social studies curriculum in the colleges. The null hypothesis was therefore retained.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusion, recommendations and suggestions for further study in the related field.

5.2 Summary

The study titled assessment of implementation of national commission for colleges of education Nigeria certificate in education minimum standards in colleges of education, north-west-geo-political zone of Nigeria was presented in five chapters. Chapter one presented the introduction and general background to the study including statement of the problem, the study was guided by six objectives thus; examine the state of adherence to prescribed admission requirement, assess the availability adequacy of instructional materials for social studies implementation, ascertain the pedagogical methods used for social studies implementation, determine the appropriateness of evaluation strategies used, find out the adequacy and relevance of physical facilities/equipment in the colleges and determine the supervisory roles of quality assurance officers in the implementation process of social studies. To achieve these objectives, six research questions and six hypotheses were posed to guide the study. Chapter two reviewed theoretical and conceptual framework and other literature related to national commission for colleges of education and minimum standards implementation in colleges of education with Empirical study and summary

The population of the study was made up of all (NCE II) social studies students in colleges of education in the 13 colleges of education in the north-west-geo-political zone of Nigeria. The students population was 2,687 the lecturers population was 170. The sample size for students was 318 and lecturers sample size was 40. The questionnaire was validated and pilot tested and a reliability index of 0.836 was found by means of PPMCC statistical procedure.

The data collected were analysed using mean and standard deviation to answer the research questions while chi-square and sample t-test were used to test the six hypotheses formulated to guide the study.

5.3 Conclusion

The opinions expressed by the respondents on the variables of the research revealed outstanding results that relate adequately to all the research objectives, research questions and hypotheses. The computed data, which have been statistically analyzed using chi-square and sample t-test statistics, have proportionately upheld and rejected the formulated guesses made and provided rational grounds for an informed recommendation that would revitalize and strengthen the implementation of NCCE social studies minimum standards.

Most of the respondents have agreed that the prescribed minimum requirements for students admission into social studies programmes in colleges of education in the zone is being adhered to that are adequate and available instructional materials: that the pedagogical methods used by lecturers such as field trip, practical and discussion in implementing the social studies curriculum in the colleges were considered appropriate and adequate, also that evaluation methods used by Social Studies lecturers in the implementation of minimum standards such as aptitude tests, class discussions, essay and objectives, observations/anecdotal records is good.

In similar findings on the success rates of the implementation in the north-west-geo-political zone, the general opinions of the respondents held positive, this is attributable to a robust facilities and equipments put in place. This also does not mean that rooms are not there for improvement, especially in view of the importance of social studies towards nation building. The opinions of respondents on quality assurance mechanisms of the colleges is not a surprise in view of their expectations for an overhaul on students population explosion, examination

malpractice and administrative corruption in the colleges. These are issues which have all been identified as important and urgent but for some unavoidable reasons could not be handled immediately by the colleges.

5.4 Recommendations

Based on the findings from the analyzed data, the study recommended as follows:

1. the colleges should continue to adhere strictly to prescribedadmission requirements for prospective students of Social Studies.
2. That efforts should be made to ensure that provision of instructional materials such as functional computers, diagrams, pictures newsprints, textbooks and functional video machinesis proportionate to the number of students involved in the learning of the subject.
3. That the pedagogical methods such as field trip, excursion, practicals, inquiry, and discussion used by lecturers in implementing the social studies curriculum should be dynamic in relation to students' population and situational environment.
4. That the evaluation strategies were found to be dominated by the use of essay and objective methods as such, there is a need to alternate with some of the other strategies such as aptitude tests, class discussions, essays, objectives, observations/anecdotal records along with increase in the number of teachers teaching a particular subject.
5. That there is a need to engender an effective process of accountability through establishment of an independent body in respective agencies of government to tackle the problem of corruption and examination malpractices in the colleges through Quality Assurance.
6. That National Commission for Colleges of Education (NCCE) and other stakeholders should ensure

7. that adequate human and material resources are provided for a more effective implementation of Social Studies minimum standards in Colleges of Education.

5.5 Suggestionsfor further studies

The study assessed the implementation of social studies curriculum in relation to the prescribed minimum standards in north-west geo-political zone of Nigeria. There is a need to replicate the study in other geo-political zones of the Federation towards improved teaching and learning and academic performances of students in the subject and also on;

1. Students perception of NCE Social Studies Minimum Standards coverage in colleges of education.
2. In depth study of NCE Social Studies students course combination in Colleges of Education north-west-geo-political zone of Nigeria.
3. Impact of TETFUND Intervention on NCE Social Studies Curriculum Implementation in colleges of education, Nigeria.
4. NCE Social Studies Minimum Standards in relation to students' mental readiness in colleges of education, Nigeria.

5.5.1 Contributions to Knowledge

The study has been able to:

1. Contribute with the right type of information regarding the selection of appropriate educational resources and teaching methods, facilities required and implementation strategies in Social Studies and also determination of evaluation strategies amongst others.
2. Assist withand provided the right type of values and value characteristics including attitudes which are expected to be displayed as prospective citizens designed to

operate effectively within the social framework of a young democracy such as Nigeria.

3. Provides strategies of monitoring operational activities of Colleges of Education through reviews on Quality Assurance in ensuring conformity in implementation of minimum Social Studies standards to ensure conformity with international bests practices as far as school supervision is concerned.
4. It will also open up opportunities for the training and retraining of personnel associated with the minimum standards implementation

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APPENDIX F[For Social StudiesLecturersAnd Students]

QUESTIONNAIRE ON ASSESSMENT OFIMPLEMENTATION OF NATIONAL COMMISSION FOR COLLEGES OF EDUCATION, NIGERIA CERTIFICATE IN EDUCATION SOCIAL STUDIES MINIMUM STANDARDS IN NIGERIAN COLLEGES OF EDUCATION.

Department of Education Foundations and Curriculum,
Faculty of Education,
Ahmadu Bello University,
Zaria – Kaduna State.
Date:8th January, 2018

Dear Respondent,

The researcher is a Ph.D Student of the above institution conducting a research on "Assessment Of Implementation Of National Commission For Colleges Of Education Nigeria Certificate In Education Social Studies Minimum Standards In Colleges Of Education Nigeria". The questionnaire seeks to get your perception. The researcher will be grateful if you complete this questionnaire to the best of your knowledge, you are assured that your responses will be treated with utmost confidentiality and would be used for the purpose of this research only.

Thank you for your cooperation.

Yours faithfully,

Habiba Mohammed TUKUR
Researcher

SECTION A: DEMOGRAPHIC DATA

Instruction: Kindly indicate by ticking (√) and writing where necessary

1. Name of College:_____

2. Gender: Male [ ] Female [ ]

3. Highest Qualification:

   B.EdSocial Studies[ ]

   M.EdSocial Studies[ ]

   Ph.DSocial Studies[ ]

   Others, _____

4. Years of teaching experience:

   Less than ten (10) years [ ]

   Ten (10) years and above [ ]

5. Subject of Specialization: _____

6. Rank/Position: _____

QUESTIONNAIRE FOR IMPLEMENTATION ASSESSMENT

KEY:	AD	Adhered to	5Points
	RAD	Rarely Adhere to	4Points
	UD	Undecided	3Points
	SA	Strongly Adhered to	2Points
	NAD	Not Adhered to	1Point

SECTION B: Adherence to Prescribed Admission Requirements for NCE Social StudiesCurriculum Implementation in Colleges of Education

As part of efforts towards adhering to the prescribed Minimum Standards for NCESocial Studiesimplementation in Colleges of Education, does your Department adheres to the following Admission Requirements?

S/N	Admission Requirements	AD	RAD	UD	SA	NAD
1	Senior Secondary School Certificate (SSC WAEC,NECO/GCE O'Level, NABTEB any other equivalent For this category. four (4) credits with two relevant to the course of the candidate choice including Math and English.					
2	Grade II Tecahers' Certificate TC IIwith credits or Merit in five (5) Subjects, two of which must be relevantTo the course the candidate wishes to offer. With Credit/Merit Grade II Tecahers' Certificate TC IIwith credits or Merit in five (5) Subjects, two of which must be relevant To the course the candidate wishes to offer. With Credit/Merit In five (5) subjects, two of which must be relevant to the course The candidates wishes to offer. With					

credit/merit in Eng and Math.

		AD	RAD	UD	SA	NAD
3	RSA or City Guilds/Intermediate Certificate or Federal Craft Training Certificate for Candidate of Vocational and Technical Education.					
4	Pre-NCE final examination in addition to pass in a selection examination organized by an accredited matriculation Examination body.					
5	Pass in JAMB or any accredited examination body.					
6	Pass in elimination test or interviews organized by some Colleges for some courses.					
7	Pass in elimination test or interviews organized by some Colleges for some courses.					
8	.Specifically candidates must posses the following in addition to SSC Or its equivalent for those wishing to read Social Studies Credit/ Pass in any two of the following subjects: i. Social Studies ii. History iii. Geography iv Economics v. Government vi. Islamic Studies Knowledge vii. Christian Religious Knowledge i. Credit pass in Social Studies for candidate with TC II					

KEY:	AV	Available	5Points
	NAV	Not Available	4Points
	UD	Undecided	3Points
	AD	Adequate	2Points
	NAD	Not Adequate	1Point

SECTION C: Availability and Adequacy of Instructional Materials

Are the following instructional materials available for teaching and learning Social Studies in the college? Tick as many option as applicable and write where necessary.

S/N	Instructional Materials	AV	NAV	UD	AD	NAD
11	Textbooks					
12	Chalkboard/magnetic boards					
13.	Functional computers					
14.	Models and mock-ups					
15.	Projectors					
16.	Functional photocopiers					
17	Diagrams, Pictures, news print					
18.	Constant power supply					
19.	Audio devices					
20.	Functional video machines					

21. Does the availability or otherwise of adequate instructional materials affect the implementation of prescribed minimum standards for Social Studiesin Nigerian Colleges of Education? a. Yes [ ] b. No [ ]

22. If Yes, in what way(s)?_____

_____

23. If No, Why?

_____

_____

24. In your own opinion, what are the factors militating against the supply of instructional materials in Nigeria's Colleges of Education? _____

_____

KEY:	AD	Adhered to	5Points
	RAD	Rarely Adhere to	4Points
	UD	Undecided	3Points
	SA	Strongly Adhered to	2Points
	NAD	Not Adhered to	1Point

SECTION D: Pedagogical Methods Used by Teachers in Implementing Social Studies Curriculum in Colleges of Education in Nigeria

What are the common pedagogical methods used by teachers in the course of implementing the Social Studies minimum standards in your college? Tick as many options as applicable and write where necessary.

S/N	**Strategies**	**AD**	**NAD**	**UD**	**SAD**	**RAD**
25.	Lecture					
26.	Story telling					
27.	Discussion					
28.	Field trip, excursions/practical					
29.	folk love					
30.	Dramatization					
31.	play method					
32.	Debate					
33.	Project					
34.	The use of resource person to community					
35.	Group work/ individual and community					
36.	Service/ work					
37.	Experience method, discovery/ inquiry method					
38.	Tutorial					
39.	Micro teaching and team teaching					
40.	Panel discussions					
41.	Simulation					

42. How effective are these methods in ensuring the implementation of Social Studies minimum standards in Nigerian Colleges of Education?

a. Very effective [ ]

b. Fairly effective [ ]

c. Not effective [ ]

43. In your own opinion, what are some of the problems often associated with these teaching methods? _____

_____

44. How do these problems affect the implementation of the minimum standards of Social Studiesin Nigerian Colleges of Education? _____

KEY:	AD	Adhered to	5Points
	RAD	Rarely Adhere to	4Points
	UD	Undecided	3Points
	SA	Strongly Adhered to	2Points
	NAD	Not Adhered to	1Point

SECTION E: Appropriateness of Evaluation Strategies

What are the major evaluation strategies used by teachers in your college to assess learning outcomes in students of Social Studies curriculum implementation?

S/N	Evaluation Strategies	AD	SAD	UD	NAD	RAD
45.	Essay questions mostly					
46.	Objective questions mostly					
47.	Both essay and objective questions mostly					
48.	Aptitude tests					
49.	Engage students in class discussions to determine effective learning					
50.	Observation and anecdotal records for determining effective learning outcome always					
51.	Interviews					
52.	Socio metric scales					
53.	Rating scales					
54.	Inventories and self-reports					

KEY:	AV	Available	5Points
	NAV	Not Available	4Points
	UD	Undecided	3Points
	AD	Adequate	2Points
	NAD	Not Adequate	1Point

SECTION F: Adequacy and Availability/Equipmentsof Physical Facilities/equipments in Nigerian Colleges of Education

What physical facilities does your college have to ensure the effective implementation of the Social Studies minimum standards?

S/N	Admission Requirements	AD	RAD	UD	SA	NAD
55	technical Staff (Workshop Assistant- NCE (Social Studies Qualification)					
56	Departmental secretary					
57	Departmental messenger/cleaner					
58	Computer operator(s)					
59	Large classroom and above with FurnitureDramatization/ Play method					
60	Social Studies workshop with sitting capacity for at least 50 students with furniture					
61	Each senior staff has a comfortable furnished office to himself/herself					
62	Office for support staff (typist and clerks)					
63	Relevant equipments e.g. typewriter, cyclostyling Machine and so on.					
64	Equipments like projectors, film strips, slides, videoMachines, camera, TV, set world globe					
65	Materials such as atlases, wall maps, textbook, journals					
66	Painting materials, newspaper, and computer sets					

67	NERDC National Curriculum for Junior Secondary, School Social Studies
68	A functional weather station
69	Comply with distribution of minimum credits required for Graduation of every candidate
70	Actually teach and evaluate content of the curriculum in the Affective, psychomotor and cognitive domains
71	A computer for computer assisted teaching and learning
72	Enough large classrooms for teaching, learning and examination
73	Sufficient offices that are furnished for staff
74	Classrooms are adequately furnished for the comfort of students and teachers
75	Sufficient and functional buses for excursion/field trips
76	Well stocked and spacious departmental, school and college libraries
77	Adequate and comfortable hostel accommodation for students
78	Staff and boardroom for meetings

79. In your opinion, how does the availability or otherwise of physical facilities affects result oriented curriculum implementation in Nigerian Colleges of Education?

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80. What will you identify as some of the measures adopted by the Nigerian government via Tertiary Education trust Fund towards providing facilities in Nigerian Colleges of Education?

_____

_____

KEY:	AV	Available	5Points
	NAV	Not Available	4Points
	UD	Undecided	3Points
	AD	Adequate	2Points
	NAD	Not Adequate	1Point

SECTION G: Quality Assurance Mechanisms Used in Social Studies Programme in Nigerian Colleges of Education.

S/N		**AV**	**NAV**	**UD**	**AD**	**NAD**
81.	Explosion of student population					
82.	Poor facilities and equipment					
83.	Examination malpractice					
84.	Poor staffing					
85.	Poor funding					
86.	Corruption					
87.	Quality of students					

88. What are the monitoring systems adopted by your college to ensure that teacher education remains standardized at all times?

_____

_____

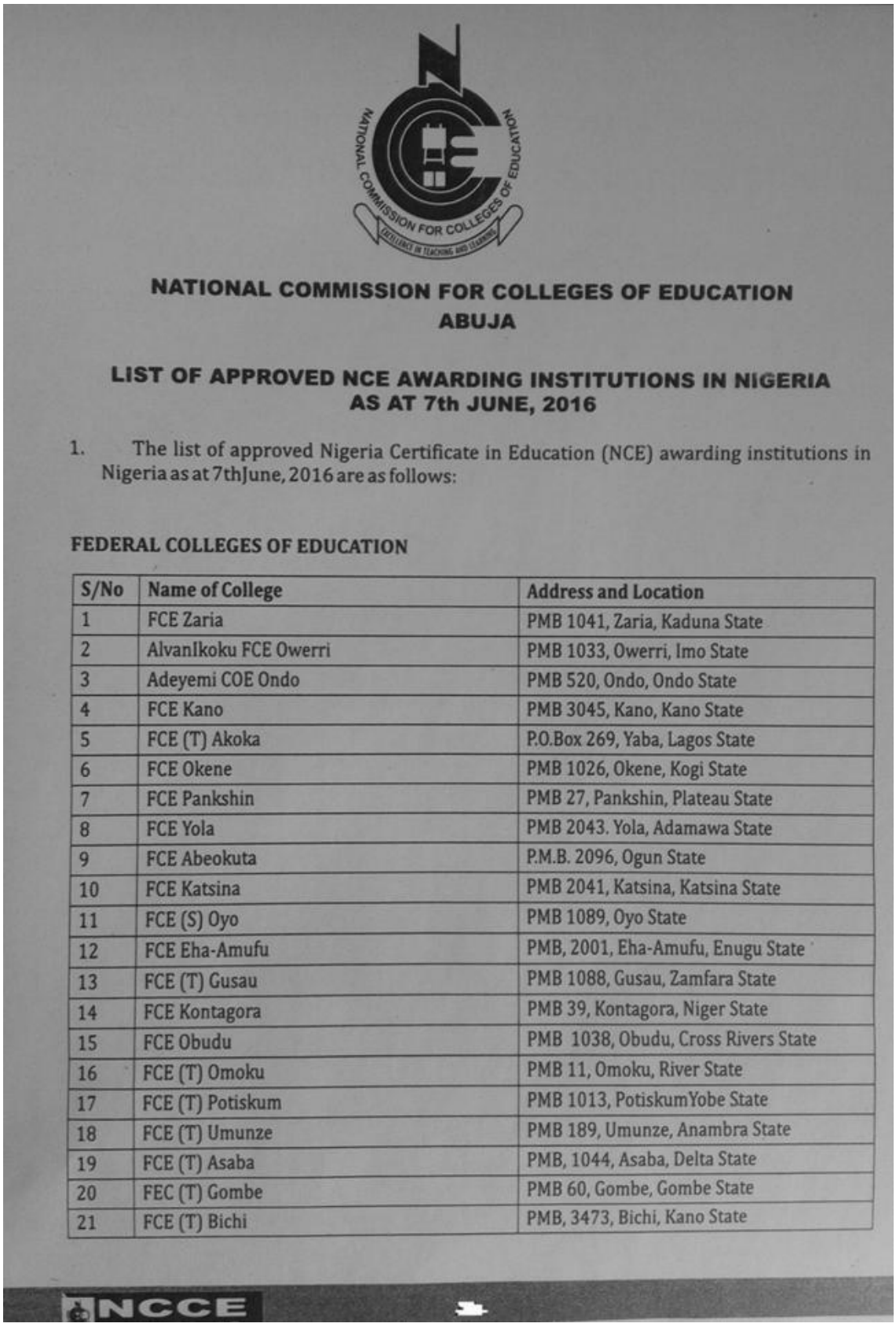
89. What are the challenges confronting quality assurance in your college?

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APPENDIX III

LIST OF ACCREDITED COLLEGES OF EDUCATION IN NIGERIA AS AT 2016



NATIONAL COMMISSION FOR COLLEGES OF EDUCATION
ABUJA

LIST OF APPROVED NCE AWARDING INSTITUTIONS IN NIGERIA AS AT 7th JUNE, 2016

1. The list of approved Nigeria Certificate in Education (NCE) awarding institutions in Nigeria as at 7thJune, 2016 are as follows:

FEDERAL COLLEGES OF EDUCATION

S/No	Name of College	Address and Location
1	FCE Zaria	PMB 1041, Zaria, Kaduna State
2	AlvanIkoku FCE Owerri	PMB 1033, Owerri, Imo State
3	Adeyemi COE Ondo	PMB 520, Ondo, Ondo State
4	FCE Kano	PMB 3045, Kano, Kano State
5	FCE (T) Akoka	P.O.Box 269, Yaba, Lagos State
6	FCE Okene	PMB 1026, Okene, Kogi State
7	FCE Pankshin	PMB 27, Pankshin, Plateau State
8	FCE Yola	PMB 2043. Yola, Adamawa State
9	FCE Abeokuta	P.M.B. 2096, Ogun State
10	FCE Katsina	PMB 2041, Katsina, Katsina State
11	FCE (S) Oyo	PMB 1089, Oyo State
12	FCE Eha-Amufu	PMB, 2001, Eha-Amufu, Enugu State
13	FCE (T) Gusau	PMB 1088, Gusau, Zamfara State
14	FCE Kontagora	PMB 39, Kontagora, Niger State
15	FCE Obudu	PMB 1038, Obudu, Cross Rivers State
16	FCE (T) Omoku	PMB 11, Omoku, River State
17	FCE (T) Potiskum	PMB 1013, PotiskumYobe State
18	FCE (T) Umunze	PMB 189, Umunze, Anambra State
19	FCE (T) Asaba	PMB, 1044, Asaba, Delta State
20	FEC (T) Gombe	PMB 60, Gombe, Gombe State
21	FCE (T) Bichi	PMB, 3473, Bichi, Kano State

NCCE

STATE COLLEGES OF EDUCATION

S/No	Name of College	Address and Location
1	ShehuShagari COE	PMB 2029, Sokoto, Sokoto State
2	AdeniranOgunsanya COE	PMB 007, Oto-Ijanikin, Lagos State
3	COE Ilorin	PMB 1375, Ilorin, Kwara State
4	COE Azare	PMB 44, AzareBauchi state
5	Ikere-Ekiti COE	PMB 250, Ikere, Ekiti State
6	COE Ilesa	PMB 5089, IlesaOsun State
7	Tai Solarin COE	Omu-Ijebu, Ogun State P.M.B. 2128, Ijebu -Ode
8	COE Akwanga	PMB 05, Akwanga, Nasarawa State
9	Kaduna State COE	PMB 1024, GidanWaya, Kaduna State
10	COE Zing	PMB 1021, Jalingo, Taraba State
11	Kashim Ibrahim COE	PMB 1469, Maiduguri, Borno State
12	COE Minna	PMB 39, Minna Niger State
13	COE Agbor	PMB 2090, Agbor, Delta State
14	COE Katsina-Ala	PMB 2008, Katsina-Ala, Benue State
15	COE Gindiri	PMB 1000, Gindiri, Plateau State
16	Emmanuel Alayande COE	PMB 1010, Oyo, Oyo State
17	COE Ankpa	PMB 1033, Ankpa, Kogi State
18	COE Kumbotso	PMB 3218, Kumbotso, Kano State
19	COE Nsugbe	PMB 1734, NsugbeAnambra State
20	COE Hong	PMB 2237, Hong, Adamawa State
21	COE Oro	PMB 309, Oro, Kwara State
22	COE Waka-Biu	PMB 1502, Waka-BiuBorno State
23	Umar IBN Ibrahim Elkanemi COE	PMB 16, Bama, Borno State
24	COE Gumel	PMB 1002, Gumel, Jigawa State
25	COE Ekiadolor	PMB 1144, Benin, Edo State
26	COE Gashua	PMB 02, Gashua, Yobe State
27	COE Ila-Orangun	PMB 207, Ila-Orangun, Osun State
28	COE Warri	PMB 1251, Warri, Delta State
29	AkwaIbom COE	PMB 1019, Afaha-Nsit, Etinan, AkwaIbom St.
30	Isa Kaita COE	PMB 49, Dutsen-Ma, Katsina State,
31	COE Oju	PMB 2035, Oju, Otukpo Benue State
32	AdamuAugie COE, Argungu	PMB 1012, ArgunguKebbi State
33	COE Arochukwu	PMB 1000, Arochukwu, Abia State
34	COE (T) Lafiagi	PMB 01, Lafiagi, Kwara State
35	Michael Otedola College of Pri. Edu.	PMB 1028, MOCOPED Noforija-Epe Lagos St.
36	FCT COE Zuba	PMB 61, Garki-Abuja
37	COE Maru	PMB 1002, Maru, Zamfara State
38	Ebonyi State COE (T)	PMB 002, IkwoEbonyi State
39	Delta State College of Physical Edu	PMB 4088, Mosogar, Sapele Delta State
40	Enugu State COE (T)	PMB 01793, Abakaliki Rd, Enugu
41	Edo State COE	P.M.B. 003, Igueben, Edo State (Re -Estab.)
42	Cross River State COE, Akampa	P.M.B. 1171 Calabar, (Re -established)
43	Isaac Jasper Boro COE, Sagbama	P.M.B. 74 Yenagoa, Bayelsa State
44	Kogi State COE (T), Kabba	P.M.B 242, Kabba, Kogi State
45	College of Education, Billiri	P.M. B. 011, Gombe State
46	Kano State College of Arts, Science and Remedial Studies	P.M.B. 3145, Kano (SaniAbacha Way, SabonGari, Fagge Metropolitan LGA, Kano State).
47	Bauchi State Institute of Education	P.M.B 0316, Kangere, Bauchi, Bauchi State

PRIVATELY OWNED COLLEGES

S/No	Name of College	Address and Location
1	St. Augustine COE	PMB 1140, 2 MoronfoluStree, Akoka Lagos St.
2	OSISA Tech. COE	PMB 1161, Enugu, Enugu State
3	Delar COE Ibadan	PMB 6379, Ibadan, Oyo State
4	MuftauOlanihun COE, Ibadan	PMB 2705, Agodi Gate, Ibadan, Oyo State
5	Havard Wilson COE, Aba	P.O.Box 5216, Aba, Abia State
6	City COE Mararaba	–
7	Yewa Central COE	PMB 2014, Abeokuta, Ogun State
8	African Thinkers Community of Inquiry COE, Enugu.	PMB 15510, Enugu, Enugu State
9	Ansar-Ud-Deen COE, Isolo	6 Karimu Street, Isolo, P.O.BoxOshodi Lagos St.
10	Assanusiya COE, Odeomu, Osun	PMB 2002, Odeomu, Osun State
11	College of Education, Offa	P.O. Box 433, Osunte Rd, Offa Kwara State
12	Cornerstone COE, Ikeja	Jones Avenue, Ikeja, Lagos
13	COE, Ero, Akure	Ero, Akure, Ondo State, P.O. Box 31.
14	Calvin Foundation COE	Naka, Benue State
15	Best Legacy COE Ogbomoso	Oke-OwodeIkirun Road, Ogbomoso, P.O. Box 1744
16	Al-Hikma COE, Ankpa	PO Box, 48, Ankpa, Kogi State
17	Muhyideen COE, Ilorin	13, Idiorombo Lane, P.O. Box 370, Ilorin
18	African Church COE, Lagos	P.M.B. 21112, Agege, Lagos State
19	Unity COE Aukpa-Adoka	P.O.Box 1289, Otukpo Benue State
20	College of Education Nsukka	P.M.B. 2003 Nsukka, Enugu State
21	Angel Crown COE	GidanDaya FCT, Abuja
22	Elder Oyama Memorial COE, Ofat	PO. Box 32, Ofat,Obubra, Cross River State
23	COE, Moro, Ife-North	PO Box 1964, Ile-Ife, Osun State
24	Kinsey COE, Ilorin	PO Box, 589, Ilorin, Kwara State
25	Royal City COE, Iyesi-Ota	Iyesi, Ogun State
26	ONIT COE, Abagana	PO Box 677, Abagana, Anambra State
27	Nana Aishat Memorial COE	Obanisunwa, Ilorin, Kwara State
28	Top-Most COE, Ipaja-Agbado	Ipaja-Agbado, Lagos State
29	Apa COE, Aido	Aido, Benue State
30	Awori District COE	Sango-Otta, Ogun State
31	Hill COE, Gwanje, Akwanga	P.O. Box 2399, Gwanje, Akwanga, Nasarawa St.
32	Murtadha COE, Olodo	P.O. Box 3346, Olodo, Ibadan, OyoState
33	Islamic COE, Potiskum	High Islamic Complex, Jos-Maiduguri Rd, Potiskum – Yobe State
34	BayoTijjani COE	P.M.B 01, Ikotun, Alimojo, Lagos, Lagos State
35	Bethel COE, Ijare	Agbasa, Ijare, Ondo State
36	Steady Flow COE, Ikom	AkparabingIkom, Cross River State
37	Lessel College of Education	P.M.B. 02, Lessel, Ushongo, Benue State
38	Kwararafa College of Education	P.M.B. 2162, Otukpo, Benue State
39	Royal COE, Ikeja, Lagos State	Ikeja, Lagos State
40	Ipere COE, Agyaragu	Nasarawa State
41	Baba Maiyaki COE	Ogbagbada-Aloma-Kogi State
42	Piaget College of Education	P.O. Box 193, Quarry Road, Ibara, Abeokuta – Ogun State

43	Gboko College of Education	P.M.B. 24, Gboko, Benue State.
44	Peaceland College of Education	P.O. Box 9172 , Enugu, Enugu State
45	Global College of Education	No. 8 DalyopZang Street, Opposite COCIN, Buruku Low-cost, Jos, South L.G.A, Plateau State.
46	MCF College of Education	Agbarha-Otor, P.M.B. 100, Ughelli , Delta State
47	Corona College of Education	Lekki, Lagos State
48	Hope and Anchor COE	Bakin-Iku, Kaduna Road, P.M.B. 77 Suleja, Niger State.
49	FESTMED College of Education	Ajowa - Akoko, Ondo State
50	Biga College of Education	Arkilla Federal Low Cost, Nasarawa, Sokoto State
51	Al-Ibadan COE	DarulHikmah Campus, Muslim Odinjo Ibadan, P.M.B. 006, Mapo, Ibadan
52	College of Education, Kura	P.O. Box 14575, Kura LGA, Kano State
53	Emmanuel Ebijelkwue College of Education	--- ---
54	Upland College of Education	Ipesi-Ifira, Akoko, 46 Onilude Street, Iledudu, Sango Badagry, P.O. Box 26, Badagry, Ondo State
55	PAN African College of Education	Offa, Kwara State
56	Sunnah College of Education	JIBWIS KofarWambai, P.O. Box 3978, Bauchi State
57	Oswald Waller COE, Shendam	P.O.Box 39, Shendam, Plateau State
58	Imam Saidu COE, Funtua	P.O. Box 407, Katsina Road D/ReмeFuntua, Katsina State
59	Diamond College of Education, Aba	OkpuUmuobo Rd, Osisioma LGA Aba, Abia State
60	Bilyaminu Othman COE, Dass	P.M.B. 001, Dass, Bauchi State
61	The COE, Lanlate, Oyo St.	P.M.B. 5014, Secretariat, Ibadan, Oyo State

OTHER INSTITUTIONS OFFERING NCE

S/No	Name of Institutions	Address and Location
1	National Teachers Institute (NTI)	PMB 2191, Kaduna, Kaduna State
2	Nigeria Army School of Education	PMB 1410, Ilorin Kwara State
3	Aminu Kano College of Islamic and Legal Studies	P.O. Box 8032, Kano, Kano State
4	Muhammad Goni College of Legal and Islamic Studies (MOGOLIS)	P.M.B. 1526, Maiduguri, Borno State
5	A.D. Rufa'i College for Islamic and Legal Studies	P.M.B. 004, Misau, Bauchi State
6	Yusuf BalaUsman College of Legal and General Studies, Daura	P.M.B. 1047, Daura, Katsina State
7	Annur Institute for Islamic Education, Kano	P.O. Box 2708, Kwajalawa, Rangaza, Kano State
8	Bauchi Institute for Arabic and Islamic Studies	BakariDukku Primary School, P.O. Box 2031, Bauchi
9	JIBWIS College of Arabic and Islamic Education, Gombe	Gombe, Gombe State
10	Institute of Ecumenical Education (Thinkers Corner)	P.O. Box 2001, Enugu, Enugu State
11	Jigawa State College of Legal and Islamic Studies, Ringim,	P.O. Box 02, Ringim, Jigawa State

12	ECWA College of Education, Igbaja	P.M.B. 510, Kwara State.
13	ECWA College of Education, Jos	P.O.Box 5398, GoodluckEbele Jonathan Rd, Jos 930001 Plateau State
14	AmeerShehuIdris College of Advanced Studies	Shafi'uAbdullahi Road, Gaskiya, Zaria. Kaduna State.

LIST OF POLYTECHNICS OFFERING NCE PROGRAMMES

S/No	Name of Polytechnics	Address and Location
1	Kaduna Polytechnic	PMB 2021, Kaduna, Kaduna State
2	Hassan UsmanKatsina Polytechnic	PMB 2052, Katsina, Katsina State
3	Plateau State Polytechnic BarkinLadi	PMB 2023, BarkinLadi Plateau State
4	WaziriUmaru Fed. Poly. BirninKebbi	PMB 1034, Kebbi, Kebbi State
5	Ramat Polytechnic	PMB 1070, Maiduguri, Borno State
6	Mohammed AbdullahiWase Poly.	PMB 3080, Kano, Kano State
7	AbubakarTatari Ali Polytechnic	PMB. 0094, Bauchi, Bauch State
8	The Polytechnic Iree	P.M.B 301, Iree, Osun State
9	NuhuBamalli Polytechnic	P.M.B. 1061, Zaria

Summary

1. Federal Colleges of Education	-	21
2. States Colleges of Education	-	47
3. Privately Owned Colleges of Education	-	61
4. Other NCE Awarding Institutions	-	14
5. Polytechnics Offering NCE	-	09
Total	-	**152**

Prof. Monday Tommy Joshua, mnae
Executive Secretary,
NCCE, Abuja.

APPENDIX IV

MINIMUM STANDARDS FOR SOCIAL STUDIESCOURSES IN NIGERIA

CERTIFICATE IN EDUCATION MINIMUM STANDARDS FOR ARTS AND SOCIAL SCIENCE EDUCATION (2012 EDITION)

APPENDIX V

LETTER OF INTRODUCTION