ASSESSMENT OF THE IMPLEMENTATION OF SOCIAL STUDIES CURRICULUM IN COLLEGES OF EDUCATION IN NORTH CENTRAL GEO-POLITICAL ZONE OF NIGERIA

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MAY, 2015

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DISSERTATION SUBMITTED TO SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA,

IN PARTIAL FULFULLMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY IN CURRICULUM AND INSTRUCTION,

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MAY, 2015

DECLARATION

I declare that the work in this Dissertation entitled "**Assessment of the Implementation of Social Studies Curriculum in Colleges of Education in North Central Geo-Political Zone of Nigeria**" has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been dully acknowledged in the text and a list of references provided. To the best of my knowledge, no part of this dissertation was previously presented for another degree or diploma at this or any other institution.

_____ _____

SAMUEL MONDAY DACILEM FWANG'LE **Date**
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CERTIFICATION

This dissertation entitled "**Assessment of the Implementation of Social Studies Curriculum in Colleges Of Education in North Central Geo-Political Zone of Nigeria**" by Samuel Monday Dacilem FWANG'LE meets the regulations governing the award of the degree of Doctor of Philosophy in Curriculum and Instruction of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to God Almighty and my late wife – Mrs. Victoria Samuel Fwang'le who slept in the Lord on the 21st of November, 2012 by 7:00pm.

ACKNOWLEDGMENTS

First, I recognise and appreciate God Almighty for my sojourn in this citadel of learning called Ahmadu Bello University (ABU). I remain indebted to Dr (Mrs) H. O. Yusuf who assisted from the beginning to the end of this study. Dr. A. Guga who cheered me up in the face of enormous challenges - I remain grateful. Dr. S. Mohammed gave me hope to forge on, I am grateful. I remain grateful to the three for the needed guidance in the study.

My sincere gratitude also goes to Dr. E.N. Gunen; Dr. Maina; Professor M. Musa; Dr. R. Bello who gave me recognition, attention and assistance in this pursuit. My gratitude also goes to John, Daniel, and Ojo who assisted in the data analysis.

To my beloved late wife - Victoria Samuel Fwang'le who even in her sick bed was worried about the state of this study, I remain indebted. To my father – Dacilem and late Mother – Namilep, who denied themselves so much comfort to see me come this far, I am grateful. Stephen Ibrahim, Makvreng Daze and Moses who took the pains of typing this work, I remain grateful.

I am indebted to my children: Mrs Tapdang N. Naron; Nandom S.M. Fwang'le; Andi S.M Fwang'le; Miss Makplang S.M. Fwang'le and Miss Tongdyen S.M. Fwang'le (whose names jointly form a sentence that says, one must be careful with this life because it is God's grace that sustains him, so he must appreciate God and live a worthy life to please Him) who missed my presence during the period of the study. Nanfwang Sati served wholeheartedly as if unto the Lord and kept vigil in the compound throughout the period of the study, I appreciate God for this rare gift of a faithful househelp. I am grateful to my employers and colleagues in College of Education, Gindiri for the study-leave and understanding.

I am also grateful to; the head of academic programmes of NCCE, staff and students of the Colleges in the zone studied for their co-operation towards the success of this study.

ABSTRACT

Against the backdrop of a personal worry and general public outcry on the behaviour of students and graduates of social studies education, this study set out to assess the implementation of the social studies curriculum in colleges of Education in North Central Geo-political zone of Nigeria. Both the National Educational goals for education and objectives of social studies education for colleges of education were examined and found to have good contents for positive good learning outcomes in the three domains. The problem of this study derived from a determination and analysis of the extent to which Colleges of Education in the North Central Geo-Political Zone of Nigeria comply with required standards for implementing the social studies curriculum. Six objectives, research questions and hypotheses cantered around teacher quality and number; adequacy of physical facilities; instructional materials; prescribed standards; pedagogical and evaluation strategies were outlined to guide a descriptive survey study, with a population of 2,600 students and 102 teachers. Study sample was 800 NCE 3 students and 40 teachers randomly selected from 8 out of 16 public and private Colleges of Education in the zone. Major concepts and theories concerning the study were reviewed. A self designed questionnaire titled "Assessing Implementation of Social Studies Curriculum (AISSC)" was used in conjunction with observation checklist of inventory to collect data. Data collected were analysed with the use of frequencies, percentages, means, standard deviations for the 6 questions and one sample t-test to test the six hypotheses. The result revealed amongst others, shortage of qualified teachers, inadequacy of physical facilities and instructional materials, non adherence to minimum standards and inappropriate evaluation strategies. There was however progress in pedagogy by teachers. All the six hypotheses were rejected. Example of hypothesis rejected included significant differences between: teachers' quality/number and standard required; physical facilities on ground and standard required; available instructional materials and standard required; evaluation strategies used and standard required. Based on the findings, it was concluded that the implementation of the social studies curriculum is hampered by many inadequacies that explained the evident significant un-attainment of goals. It was 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 studies curriculum implementation in the Colleges of Education.

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Operational Definition of Terms

Assessment: Establishing whether the set curriculum is taught the way it should be taught (i.e. the process) to achieve the curriculum's objectives.

Implementation: Process of providing appropriate experiences to learners of a curriculum and its evaluation.

Social Studies: the subject that lays emphasis on affective learning e.g. values.

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

Values: Behaviour, thoughts and objects held in high esteem that influence actions positively or negatively.

Functionality: Making an object work positively towards progress

Nigerianise: A cultured Nigerian citizen in and out. i.e. in thoughts and actions and in tune with Nigerian values.

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

Vices: Learning outcomes that counter objectives.

Teaching: Providing learning experiences

Pedagogy: Strategies for providing learning experiences.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is one of the greatest powers man has developed for his continued progress. Education is the only potent instrument for social re-construction where a social order characterised by such values as 'integrity', 'morality', 'creativity', 'industry' and self-reliance are envisaged. The Nigerian National Policy on Education (2013), sees the school as a socializing agent that is responsible for realising the values, needs of the learners in the 'head', 'heart' and 'hand' when it states the following as educational aims and objectives for Nigeria:

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

These national educational aims and objectives have sufficiently proposed an effective social education that inculcates desired attitudes, values, skills, abilities, competences and knowledge for the survival of the individual, the Nigerian society and the world around. This is understood when coming from the backdrop that Nigeria as most African countries since independence has its primary focus at over- hauling the then existing colonial policies on education. Education was and is still being regarded as prime-mover of development and eradication of societal ills and indiscipline. It was believed that changing colonial 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 programme 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 disease. Leaders were concerned that there should exist a functional and qualitative social education that would help to minimize, if not eradicate the social ills.

To actualise the national aims and objectives – the social studies sub-committee of the joint consultative committee listed the general objectives of teaching social studies in Nigerian schools and colleges thus:

a. To inculcate positive values and attitudes such as cooperation, diligence, honesty, friendship, inter-dependence and togetherness in learners for appropriate living in their environment;
b. To produce learners with ability to appreciate and respect other people's culture;
c. To develop the intellectual capabilities and skills such as writing, listening, drawing, reading, calculating, observing, and speaking for effective living in their immediate environment.
d. To inculcate national consciousness and patriotism in learners for the survival of the individual and the society;
e. To give necessary training that would make learners to be useful and worthy citizens through the development of imagination, resourcefulness and social responsibility;

f. To develop learners with appreciation for the past and present day institutions;
g. To inculcate appreciation for the dignity of labour, usefulness and interdependence of all labour activities;
h. To produce students who are able to solve, adjust, adapt to the problems of man in their ever-changing environments.
i. To fulfil the students' desire for knowledge and continued intellectual growth; and
j. To develop ability to think reflectively and come to independent conclusion (Mezieobi, 2008:17).

Flowing from this is the philosophy of the Nigeria Certificate in Education (NCE) social studies curriculum as to instil 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. The National Commission for Colleges of Education (NCCE) (2009) says that social studies programme is designed with the objective of producing teachers who are both professionally committed and academically competent in its philosophy, content and methodology.

Towards this end, the NCE social studies curriculum is designed to achieve the following:

i. Produce professionally and academically competent NCE social studies teachers for the basic 1-9 schools;
ii. Prepare teachers who will inculcate in their pupils rational adjustment to their physical and social environment through acquisition of knowledge, attitudes, values, appreciation and skills necessary for developing social and civic responsibilities; and

iii. Produce students who are capable of benefiting from further education in social studies and other related areas (NCCE, 2009:7).

Towards achieving these objectives, the National Commission for Colleges of Education (NCCE, 2009), provides minimum guidelines in respect of human and material resources that governments/proprietors and college administrators must adhere to. In addition it directs for the setting up of internal quality assurance units in every college to ensure that the minimum standard is followed by all colleges of education in the country. To further ensure compliance, the NCCE conducts an accreditation visit to all colleges after every five years.

The implementation of the NCE social studies curriculum in colleges of education in Nigeria over the years has left much to be desired. As a subject that is meant to make its learners competent in correcting and solving the ills of society, they rather have been more of victims and perpetrators of these ills like disrespect, indecent dressing, dishonesty, disdain for manual labour, exam malpractice, sexual abuse etcetera. On this scenario, the National Teachers' Institute (NTI) (2009) observed along other stakeholders that the products of the subject are rich in the knowledge of social studies concepts and facts but deficient in expected social values, attitudes and behaviours that characterise socially responsible citizens.NTI and a host of others note that the teaching of social studies relies on conventional methods of teaching such as the lecture method, dictation and note taking, which are not interactive coupled with non use of instructional materials. NTI assumes that the deficiency arises from "the way" the subject is taught and learnt in the classrooms.

From the literature reviewed, it was 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 out to determine possible reasons for the assumed

discrepancy between the stated objectives of teaching social studies in Colleges of Education and current behavioural disposition of students that do not reflect acquisition of what social studies intends to achieve in Colleges of Education in Nigeria.

1.2 Statement of the problem

The general purpose of social studies education is to help learners develop the ability to adapt to the ever-changing environment they live in through the acquisition of "relevant knowledge, attitudes, values and practical skills". Social studies was designed and introduced 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 the youths of Nigeria. As NTI observes, there is a general public out- cry that the youths are rich in knowledge of social studies concepts and facts but deficient in expected social values, attitudes and behaviours that characterise socially responsible citizens.

The manner in which educational policies are implemented determines the success or 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, how carefully selected the methods of instruction and instructional materials may be, if all that is required for the implementation is not properly met , all the efforts may have been a waste of time. The problem of this study derives from a determination and analysis of the extent to which Colleges of Education in the North Central Geo-Political zone of Nigeria comply with required standards for the implementation of the social studies curriculum.

1.3 Objectives of the study

The study sought to:

1. establish the quality and number of social studies teachers in Colleges of Education in North Central Geo-Political Zone of Nigeria;
2. determine the adequacy of physical facilities for the implementation of the social studies curriculum in Colleges of Education In North Central Geo-Political Zone of Nigeria;
3. assess the adequacy of instructional materials for teaching of the social studies curriculum in Colleges of Education In North Central Geo-Political Zone of Nigeria;
4. examine the extent to which Colleges of Education in the zone adhere to prescribed standards for implementing the social studies curriculum in Colleges of Education In North Central Geo-Political Zone of Nigeria;
5. find out the dominant pedagogical strategies used by teachers in implementing the social studies curriculum in Colleges of Education In North Central Geo-Political Zone of Nigeria; and
6. determine the appropriateness of the evaluation strategies used by teachers in implementing the social studies curriculum in Colleges of Education In North-Central Geo-Political Zone of Nigeria.

1.4 Research questions

This study was guided by the following research questions:

1. How adequate are the quality and number of social studies teachers for implementing social studies curriculum in Colleges of Education in North Central Geo-Political Zone of Nigeria?

2. How adequate are the physical facilities in Colleges of Education in the North Central Geo-Political Zone for implementing the social studies curriculum?
3. To what extent are instructional materials in Colleges of Education adequate for teaching and learning of social studies in the North Central Geo-Political Zone of Nigeria?
4. To what extent do Colleges of Education in the North Central Geo-Political Zone of Nigeria, adhere to prescribed standards for the social studies curriculum implementation?
5. What are the dominant pedagogical strategies used by teachers of social studies in Colleges of Education in the North Central Geo-Political Zone of Nigeria? and
6. How appropriate are the evaluation strategies used by teachers of social studies in colleges of education in the North Central Geo-Political Zone of Nigeria for ensuring the achievement of social studies curriculum objectives?

1.5 Research hypotheses

The following null hypotheses were postulated for this study:

H_{01}: There is no significant difference between the observed quality and numbers of social studies teachers and standard required for the effective implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria.

H_{02}: There is no significant difference between available number of physical facilities and the standard required for the effective implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria.

H_{03}: There is no significant difference between the available instructional materials and standard required for the implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria.

H_{04}: There is no significant difference between the state of adherence to standards and the standards required for the implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria.

H_{05}: There is no significant difference between the dominant pedagogical strategies used by teachers and the standard required for the implementation of the social studies curriculum in Colleges of Education in North-Central Geo-Political zone of Nigeria.

H_{06}: There is no significant difference between the evaluation strategies and standard required for the effective implementation of the social studies curriculum in Colleges of Education in North-Central Geo-Political zone of Nigeria.

1.6 Basic Assumptions

The basic assumptions underlying this research were:

1. Implementation of social studies curriculum has no effects on behaviour of students in Colleges of Education due to a gross shortage of qualified teachers.
2. Physical facilities for the proper implementation of the social studies curriculum in Colleges of Education are inadequate and unconducive.
3. Relevant instructional materials for proper teaching and learning of social studies in Colleges of Education are in short supply and in bad shape.

4. Prescribed standards for results oriented social studies curriculum implementation in Colleges of Education are not observed.
5. Proper methods for teaching to effect learning in the cognitive, affective and psychomotor domains of students are largely not 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

For sometimes, stakeholders of our educational systems in Nigeria have been concerned about the issue of what they generally perceived as moral decadence of products of the tertiary institutions. Often, public opinion as expressed in the mass media, has blamed the teachers for students' inability to exhibit descent behaviour and appearances. Teachers on their part have blamed government, parents and the students.

This research work which was aimed at determining the extent that Colleges of education observe standards in inculcating all that social studies requires to make trainee teachers competent teacher – educators who would in turn do same in primary and secondary schools has the following benefits;

This study would provide teacher - educators, teachers, educational administrators, planners and policy-makers information regarding the extent social studies education is employed as a curricular instrument in creating the effective Nigerian citizen as envisaged in the National Policy on Education. As Nigeria is expected to operate on democratic principles, it cannot afford to be at variance with the values and norms built into democratic existence. It is therefore, important that Nigeria's educational administrators, planners and policy makers gain some knowledge

as to whether they are succeeding in their curriculum designs in using social studies education in producing prospective teacher - educators of social studies from the Colleges of Education who would also be committed to laying the necessary foundations for achieving the values and virtues of effective citizenship in the learners in their schools and colleges.

Guidance counsellors are frequently concerned with long-range educational plans and thus need to be aware of the predictive implications for both students' academic attainment and other student characteristics, which might derive from classroom dispensation of a variety of curricular packages. Thus, the information that would emerge from this study will be vital for guidance and counselling purposes.

This study will help provide explanations to the students themselves 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 content as provided in social studies curriculum,

The study will not only serve as reference materials for researchers interested in the roles and issues which impinge on values within the framework of any given democracy, it will equally provide a spring-board from which similar areas of study could be looked into, It will stimulate research interests into the topic or other related topics in order to guide curriculum planners and curriculum developers in arriving at solutions to problems which emanate from a cultivation of norms of effective human relations and other forms of human development within the social framework of a given democracy.

This study provides opportunity for teachers and education stakeholders to identify the lapses in the social studies curriculum implementation so that the predicament can be addressed in order to make the subject achieve goals like the cases of successes recorded in America and Britain.

This study also brings to light and impresses on stakeholders the use of certain appropriate or relevant methods and techniques of promoting values acquisitions among the learners in Nigeria's schools and colleges in social studies education for example;

Role play: which is a group problem solving technique that involves discussion, problem analysis, and definition focused on human conditions. Relative inquiry: whereby problems or values are identified, analysed and decisions made by learners after valid conclusion rather than dependence on mere memorization or regurgitation of facts; panel discussion that promotes both general and personal values etcetera.

Teachers and students will benefit from the study which shows the use of certain teaching and learning resources that can promote values acquisitions among the learners while dispensing social studies education classroom-wise for example;

a. Simulation games: - these are educational models or representations of social, economic, political or technological realities of the society which are presented in the forms of games where rules are observed and willingness to accept outcomes after an effort.
b. Resource Visitors: to give talks on various values issues and entertain questions.
c. Audio – visual resources for promoting values-dispositions and life models are presented.

Another important aspect of the study is to imprint in both the teacher – educators and students- teachers of social studies the use of other relevant but often not

used techniques and procedures for assessing and determining learning outcome in social studies education by learners which include observation and group discussion.

a. Observation-whereby the social studies teacher observes the learner particularly his or her relationship with peers, teachers, values, attitudes interests and general behaviour in and outside the classroom to appraise his or her growth and needs;
b. Group discussion: This if properly done will bring to light certain attitudes that may be held by learner that need correction or commendation.

It will be seen that these techniques and others are a departure from the most often used traditional techniques of evaluation like the teacher-made tests or examination question that come at the end of the term or session and mainly on cognitive domain of educational objectives.

1.8 Scope of the Study

The main thrust of this study is the establishment of the extent to which the environment for social studies curriculum objectives in the three domains of cognitive, affective and psychomotor are provided to enable students have the relevant experiences offered in the Colleges of Education in North central- Geopolitical zone of Nigeria. The colleges of education provide the environments that are conducive or those that mar the acquisition of competence in knowledge, attitudes and skills for the students to be good citizens and the teachers of same subject in Nigeria's basic 1-9. The social studies curriculum objectives under assessment in colleges of education in Nigeria are;

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

ii. Prepare teachers who will inculcate in their pupils rational adjustment to their physical and social environment through acquisition of knowledge, attitudes, values, appreciation and skills necessary for developing social and civic responsibilities;

iii. Produce students who are capable of benefiting from further education in social studies and other related areas (NCCE, 2009:7).

Environmental factors and practices that do not encourage the attainment of the curriculum objectives were examined. Some of these environmental influences stemmed from the officials of the National Commission for Colleges of Education (NCCE); provosts and college staff and facilities.

The Study was delimited to the North Central Geo-Political Zone of Nigeria which, according to Obanya (2004), comprises of Plateau, Niger, Kogi, Nassarawa, Kwara, Federal Capital Territory (FCT) and Benue States. The research was restricted to social studies teacher-educators and their students, officials of the National Commission for Colleges of Education (NCCE), and provosts in the various Colleges of Education located in the states.

The researcher was interested in a determination of the educational relevance of the instructional variable requisite for coming to terms with reference to what it takes to groom an effective citizen in the Nigerian social setting. The distinctiveness of the samples, by way of their varied social and cultural backgrounds and features, was assumed would bring some novelty to this academic endeavour.

The Study was further delimited to ascertaining the extent to which provisions for the teaching of social studies promotes the acquisition of social studies objectives among the beneficiaries. It is only necessary to go beyond researcher's geographical state of operation (Plateau State) in order to see the network of educational variables

and characteristics that may confirm or disapprove existing knowledge of the issues contained in this study. The study took a period of twelve months to gather information and analyse.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The focus of this chapter is on examining relevant literature to this investigation. Firstly, theories that provide backbone to this study were examined. Thus, models of curriculum implementation like: Centre Periphery; Research Development and Diffusion; and Leadership-Obstacle Course were considered. The CIPP curriculum assessment model was also considered to cater for the assessment aspect of the study.

Secondly, an empirical background to this study was considered where previous studies related to the present study were reviewed because they were studies on either the subject of social studies or social studies teaching techniques. An assessment of the techniques involved in implementing social studies curriculum in colleges of education became necessary as response to the conducts of its trainees and graduates.

2.2 Theoretical Framework

Since late 1960's several authors have proposed different ways of conceptualizing the ways in which systematic curriculum implementation should be conducted. Thus, curriculum implementers have a variety of implementation models to choose from when conducting their studies. The models include; centre periphery, research development and diffusion (RD&D) model of Havelock, Schon's proliferation of centres (P.C.) model, Schon's periphery centre or shifring centres model, overcoming resistance to change (ORC) model, leadership-obstacle course model, power coercive model of Chin, normative re-education model of chin (Ben- Yunusa 2008; Guga 2009, Yusuf 2012). Some of these were examined and their attendant relevance to this study was considered. To carter for the assessment bit of the study, the

CIPP model was considered amongst many other models of curriculum assessment due to its relevance to this study.

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 the National Commission for Colleges of Education (NCCE) based at the centre in Abuja. The experts that monitor the implementation, the resources required and training facilities are all centrally controlled by the agency charged with the responsibility for implementation. From this centre the overseeing curriculum implementation spreads or diffuses into the colleges of education in the case of this study. For this system to work effectively, Ben-Yunusa (2008), advocates for adequate communication network, effective supply of materials and constant monitoring of feedback from the periphery.

Both Guga (2009), and Yusuf (2012), note 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. The model however, fails to explain the issue of products' assessments.

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

The RD & D model 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 priority to national issues like making education relevant to the Nigerian 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&D model could be located in the fact that in 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 is however relevant for this study with its emphasis on teachers' re-training to be conversant with requirements for effective implementation though not parties to the initiation of the curriculum. 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.

Leadership – Obstacle Course Model

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

i. Providing participants with a clear understanding of the proposed innovation;
ii. Ensuring that participants have the capabilities and skills to carry out the implementation, teacher input is useful here;
iii. Providing the necessary materials and equipments, including funding;
iv. Organizing the school so that it is compatible with the curriculum implementation; and
v. 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).

2.3 Curriculum Assessment Models (AM)

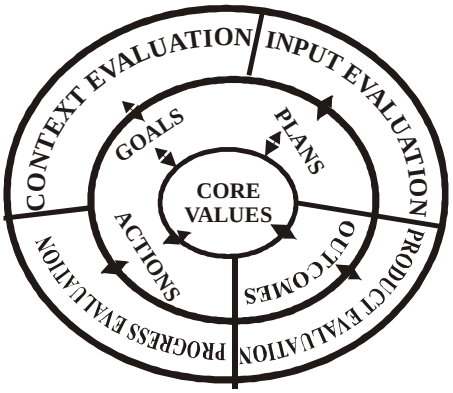
A number of models exist to explain modalities for assessing curriculum implementation. One of them is here examined;

The CIPP model

The CIPP curriculum assessment model founded by Daniel Stufflebean and Egon Guba defines evaluation as the process of delineating, obtaining, reporting and applying descriptive and judgemental information about some objects' merit, worth, probity and significance in order to guide decision making, accountability, disseminate effective practices and increase understanding of the phenomena involved (Guga, 2009). The four types of evaluation in this model that concern this study are;

a. Context evaluation
b. Input evaluation
c. Process evaluation and
d. Product evaluation

Figure I: Key components of the CIPP evaluation model and associated relationships with programme



Source: Guga (2009:26), The CIPP model for evaluation.

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 and diagnoses the problems that prevent needs from being met and opportunities from being used. The diagnosis of problem enables the evaluator to formulate objectives whose achievement will result in the programme improvement. This sheds light on the need to have a critical look at the colleges' environments.

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 programme include both the human and material resources. Input evaluation involves determining the following:

a. The nature of available capabilities of the programme;

b. The potential strategies for achieving programme objectives identified through context evaluation; and
c. Design for implementing a selected strategy.

Popham in Guga (2009) asserted that input evaluators help 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 input evaluation methods since it seeks to promote, improve programme inputs, procedures in order to sustain programme.

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:

a. detect or predicts defects in the procedural design or its implementation during the implementation stages;
b. provide information for programme decisions; and
c. maintain a record of the procedure as it occurs.

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

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 content in colleges of education, like any other educational level, requires regular assessment in order to ensure continuous effectiveness and relevance. Product evaluation utilizes many methods. According to Awotunde and Ugonduluwa in Guga (2009:29), the methods are;

a. Devising operational definitions of objectives
b. Meaningful criteria associated with objectives
c. Comparing the measurement with absolute or relative standards
d. Making rational interpretations of context and process evaluation

The CIPP model was considered appropriate because:

i. 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;
ii. Input which is an important aspect of curriculum implementation in colleges of education is part of the model;
iii. Process evaluation is necessary for any on-going programme so as to determine its level of effectiveness; and
iv. Product evaluation helps in examining the output 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 emphasises that the evaluation's most important purpose is not to prove but to provide basic information that would guide improvement in 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:

a. having in place qualified teachers that are adequate;
b. Adequate and appropriate environment with physical facilities and instructional materials;
c. Proper funding and monitoring;
d. Appropriate pedagogy;
e. Appropriate evaluation in respect of
f. Set standards

2.3.1 Curriculum

Henson (2001) says curriculum is a Latin word that originally meant 'race course'. That traditionally, the term meant a list of courses. Over the years it has come to be restricted to the planned learning experiences offered to learners under the auspices of the school. Simply put, it refers to the subjects on the school timetable. This view according to Davids (2006), is shared by Krug (1960), Smith, Stanley and Shores (1957), and Giles (1942). Although the curriculum embraces components of societal experiences, as observed Guga (2009), it is not just a matter of race experience. It includes other dimensions like evaluation, which has not been taken care of by this perception. This, as he sees it, is narrow. To Esu (2009:21), the term curriculum is nothing but "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 the next generation is not left to chance."

Tyler (1971), Lawton (1978), Garba (1996), variedly put forward definitions that focused mainly on the academic content of the curriculum without taking into consideration the physical and moral dimensions that this study is more concerned with. Guga (2009), notes that while some of the conception of curriculum are very narrow and limited in scope, (curriculum as a set of subjects, set of materials, content) others he rightly sees are broad and ambiguous (everything that is planned by the school personnel, that which an individual learner experiences as a result of schooling) this, funny enough, includes even accidents experienced in the process of schooling. Nkom (2001) opines that a curriculum in the restricted and academic sense is seen as composed of objectives, content, methods, learning experiences and evaluation.

Authorities like Alaezi,Obioma, and Akpan (1992), Ughamadu (1992), and Nkom (2001), have offered a third and most recent perception of the concept of curriculum that is more encompassing. They see it as made of the academic (list of subjects), processes or programme of activities (like excursion, games, recreation, clubs) and programme of guidance (like vocational, educational, personal and social guidance). Nkom (2001), in Guga(2009), sees the curriculum in this context as a diet which a student is fed to promote his growth intellectually, morally, psychologically and physically. The more balanced the diet, the more healthy the growth. In this context, for them, a curriculum is everything that occurs in the school, which is part of the effort to promote the mental, physical and emotional growth of the learner. This researcher is comfortable with the definition by Yusuf (2012:12), as "the totality of all planned and unplanned, guided and unguided learning experiences learners are exposed to in a school setting for the purpose of attaining its educational goals".

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 is in the case of this study.

2.4 Curriculum implementation

The most important part of any plan lies in the implementation, because a person may plan while another executes. If their ideas are not the same, the implementer may execute the plan in the way he understands best. With reference to Akan (2005), Guga (2009:56), refers to implementation as the process of converting inputs (financial, institutional material, technical, human resources, etc) into outputs (goods and services). It also involves translating goals and objectives of a policy into concrete achievements through execution of various programmes.

Amadi and Obiefuna (2005:110), see curriculum implementation as the actual engagement of learners with planned learning opportunities. It is described as the stage in the midst of learning activities where teachers are involved in negotiation aimed at promoting learning. Onyemerakaya (2003:5) refers to it as the actual use of the curriculum plan or document in the classroom. Pedagogically, it creatively weaves the instructional mater, methods and materials together to produce desirable learning activities which lead to the relevant learning experiences. It involves the actual engagement of the learners in learning opportunities which will eventually lead to change in their behaviours as desired.

From the definitions, it means that curriculum implementation signals the executing stage of a planned curriculum, which falls directly in the hands of the implementers, the classroom teachers. As there are many teachers from diverse training grounds, so will there be many implementation of the planned curriculum. Teachers who interpret well make the curriculum effective and useful; they adopt the appropriate

teaching methods and materials to guide the students' learning. On the other hand, teachers who interpret wrongly will not only mar the curriculum but will destroy lives entrusted into their care.

With reference to Sofolahan (1987:54), Guga (2009:58) observes the following factors as having influence on a curriculum implementation:

a. Physical plan: the adequacy of workshops and equipments in laboratories, studios, libraries, classroom, etc;
b. Population in school which sometimes results in extra large and overcrowded classes that make management and control difficult;
c. Number of quality teachers to implement the curriculum;
d. Teachers need to communicate frequently with the curriculum development sections of the ministry of education and details of implementation;
e. Teachers need to be refreshed from time to time on improved approaches to best communicate the curriculum in the classroom considering the results in learners; and
f. Teachers' grasp of the content, methods and appropriate evaluation mechanism of the curriculum.

While these ideas are helpful, the authorities failed to provide the parameters for determining adequacy or appropriateness. For example, they have not said what constitutes good school or class environment or what constitutes appropriate school or class population. This subjects implementers to diverse interpretations. It is therefore, necessary to identify the established parameters (standards).

2.5 Teacher quality and number to teach social studies

As Bello (2007), observes, the roles of teachers in education necessarily underscores the significance of the quality of teacher – training. She quotes Agbo as describing them as the prime movers of educational system. That from nursery to the university level, the effectiveness of the education system is dependent to a large extent on the quality of its teachers, their training and the positive ways by which they perform their sacred duties in informing and training youths under their charge in the classrooms. It is interesting to note that the attainment of any laudable goals as the inculcation of worthy values depends on the quality of teachers' inputs which in turn depends on the nature and extent of teacher training. An updated research by Lovat (2005), lends evidence for the assertion above when he discovered to the dismay of some who are pessimistic on the role of the teacher to make a difference in making students learn regardless of their background deficiencies through quality teaching. At the end of his research work which was counter-proved by others revealed that the power of the teacher to effect change was limited only by the extent to which he did not fully utilize all the capacity he had, or perhaps to the extent that his training had been deficient.

Rowe (2004) had earlier compared the outcomes in the behaviours of a disadvantaged group facilitated by quality teaching and an advantaged group under an ineffective teaching; quality teaching had the power to overturn the disadvantage. That led to the conclusion that quality of students learning outcomes is directly dependent on the quality of the teacher, and it is the quality of pedagogy that most directly and most powerfully affects the quality of learning.

That is why the National Policy on Education (2009:5), rightly opines that "no education system may rise above the quality of its teachers", the issue of teacher

education remains a serious concern to well meaning individuals. Thus when all is not well with teacher education, the whole educational structure and society must have problems-especially in value manifestations cum individual and societal wellbeing.

The goals of teacher education as stated in the National Policy on Education (2009:39) are to:

a. Provide highly motivated, conscientious and efficient classroom teacher for all levels of education;
b. Encourage the spirit of enquiring and creativity in teachers;
c. Help teachers to fit into social life and enhance their commitment to national goals;
d. Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situation, and
e. Enhance teacher commitment to teaching profession.

As Bello (2007), opines the goals of whatever type of education determines the content. Apparently, the above cited objectives of teacher education in Nigeria are silent or not explicit about helping teachers to be effective societal values transmitters. While it is possible for this goal to be implied from other goals stated by the policy, it is indisputable that the magnitude of values inculcation role of teachers demand that such a goal be made apparent in any teacher education-related policy statements. Lassa in Bello (2004), says more implicitly that the fundamental standard for teacher education should include studies in value and values transmission.

Olaofe (2005), observes that teacher-education curriculum across all the levels in Nigeria have largely ignored many attributes including methods of techniques and strategies of teaching code of ethics and moral values.

Bello (2007), confesses that as a teacher trained through four levels of teacher education programs (NCE, B. A. Ed, M. Ed and Ph. D ed.), her personal experience

reveals that at no level was she exposed to deliberate training for values teaching. If there was, it was accidental. She is not surprise that a good or effective teacher in Nigeria is viewed in term of his/her effectiveness or training in some academic subjects and related teaching methodology. This view of Nigerian teacher could be seen even in the definition of a teacher by Nigerian teachers and teacher educators themselves. For example, Agbo (2006:35) refers to the teacher as "anyone who required sufficient knowledge in an academic field and has been trained in the methodology of teaching". Likewise Ango (1991) sees a teacher as the director and guide of learning and also has sufficient knowledge of the subject matter as well as professional knowledge and skills in teaching methods.

Although the relevant government of Nigeria believes that no education system can rise above the quality of its teachers, Yusuf and Enesi (2011: 9), observe that quality is rarely an issue either in the recruitment of teacher candidates or in their training. They observe that it is the relatively academically weak students that enrol for teacher education without even any reference to moral standing. The products of such teacher education programs are bound to be of low quality as the three major factors that determine quality, which to Yusuf and Enesi, are;

> *the process of selecting teacher education candidates, the programme of study during the training of student teachers, and the institutional factors which include staffing, physical facilities and funding which do not work in favour of academic excellence in most Nigerian teacher education institutions.*

The experience of Bello noted above is further supported by that of Aluade (2009:42), when he says,

> *"I hear that there exists a code of ethical standards for teachers in Nigeria. But as a former classroom teacher in ''and as teacher educator in a faculty of education in a Nigerian university for about twelve and half years, I have never laid my hands on this document. It is also very likely that majority of my colleagues have never seen*

a copy of the bye-laws/constitution of the National Union of Teachers or even the ethical standards for teacher in Nigeria."

2.6 Physical facilities in teaching and learning social studies

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, Emeh, Abang, Asuque, Kalu and Ogaboh (2011), found out that 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 Colleges of Education (NCCE, 2009), did not leave to chance the required minimum physical facilities for social studies curriculum implementation.

Table 2.1: Below is one indication of standards for physical facilities needed in a College of education in Nigeria for the smooth implementation of the social studies curriculum:

S.No	Facility	No of students
1.	At least 3 large classrooms	
2.	Social studies workshop	50
3.	Staff officers 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	
13.	Weather station	

Source: NCCE (2012:109)

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

Synthesizing the facilities, Guga (2009), 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 include also those that cater for physical and moral growth and, the welfare of students and teachers.

2.7 Instructional materials and resources

As it relates to instructional materials and resource usage, Mezieobi's (2003), study revealed that most social studies teachers make use of reading materials largely textbooks, some select visual materials such as chalkboard, diagrams, pictures, and 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 Ololube, Dudafa, Uriah and Agbor (2013:10), educational facilities are those things of education which enable a skilful 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 materials 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 2012:109) 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.
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 realise or tap the rich potentials of audio – visual materials (AVM).

There is the need to utilise 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.

2.8 Prescribed Standards: The Roles of National Commission for Colleges of Education (NCCE)

While Abdulkareem and Muraina (2011), opine that one of the problems of implementing educational reforms in Nigeria is inadequate monitoring and evaluation strategies, the National commission for colleges of education (NCCE) (2002), has since recognised 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 says 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 variables that provide information on learning outcomes and their improvement for the purpose of decision making and decision taking.

In order to enhance its effectiveness, NCCE (2012) says quality assurance is conducted at two levels, namely;

- Internal quality assurance (by the institution offering the NCE programme)
- External quality assurance (by the NCCE)

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 standards 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), says all NCE-awarding institutions must establish an internal quality assurance unit to ensure that the guidelines provided in an implementation framework are followed .It says 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 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:

i. Generates formative data that can be used to improve the quality of the management and delivery of the NCE courses;
ii. Provides information to the public and other interested partners about quality and standards;
iii. Authenticates and keeps samples of students journals;
iv. Ensures that quality and standards are maintained in the schools and the college in general;
v. Collates, analyzes and provides self assessment records of the institution ;
vi. Reports to the management on monthly basis or as the need arises;

vii. Monitoring teaching ;and

viii. Reports of the external examiner should be made available to the centre, unit or department

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.

2.9 Methods in social studies teaching

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.

On the methods and techniques for teaching the values enshrined in social studies in colleges of education, Fageyinbo (2004) identifies among others the following:

i. 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 emphases on cognitive development at the expense of equally important affective and psychomotor development; and

ii. 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 (2004:9), 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 (2005), 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, checklists, 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 Mezeobi (2003), recorded that over ninety (90%) percent of all the social studies teachers largely use the expository / presentation teaching method 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 relegated.

2.9.1 Teaching for the acquisition of social studies objectives in colleges of education

The recommended mode of teaching social studies by the NCCE (2009), is a variety of approaches, with special emphasis on inquiry and field trip. Mkpa (1984), set out to determine the extent to which trained teachers of social studies in part of Anambra and Imo states appreciated the potentials of their subject for attaining affective goals and the degree to which the affective learning outcomes were actually pursued in classroom instruction discovered an alarming discrepancy between instructional plans and their implementation. Among the findings were that most of the teachers were aware of the importance of their subject towards attaining affective goals. Only a few of the teachers actually geared their instruction towards the achievement of the stated objectives. To him, it is disturbing that trained teachers could not stress the affective outcomes that include values – no wonder the insignificant attainments of desirable affective outcomes.

A similar study was conducted in the western parts of the country by Obemeata in Mkpa, (1994) where teachers failed to stress affective content of their lessons. In one instance it was reported that although the teacher stated during the lesson that Akanbi was the son of Oduduwa, and that Akanbi had seven sons who later founded seven Yoruba towns, no attempt was made by the teacher to emphasize the affinity among the peoples of these towns. He says the teacher could have emphasized the interrelationship which exists among the towns and then used this to drive home the need for unity among the people, not only the different towns concerned but also the different towns in the county. It was further discovered that some of the reasons for teachers' neglect of the affective learning outcomes were:

i. the difficulty in measuring affective learning outcomes; and

ii. Lack of time to stress affective outcomes.

Mkpa (1984), regrets that as long as teachers fail to teach for the affective domain, so long shall the ideal of a disciplined society continue to elude Nigeria as a nation. Kazi (2001) observes that most of the teachings by social studies teachers in Nigeria is cantered in "transmission tradition" at the near exclusion of the "reflective inquiry'. He notes Okam's findings that classroom dispensation of social studies in Nigeria does not sufficiently "Nigerianise" the student within the contexts of Nigerian values.

Generally, social studies are taught to learners with the use of two methods: the transmission and the problem solving methods. Categorized under the transmission methods are such techniques as the lecture and recitation, which involves learning by heart and with little participation on the part of the learners. On the other hand, the problem solving method includes discussion, group work, research exercises, panel discussions and activity related task which enable learners to be active in the teaching /learning process. Of the many techniques used to teach values in the classroom, storytelling – to Adeyemi (2012:2), seems to be given a prominent role in imparting knowledge to learners. Depending on the teacher, it can combine aspects of the technique of both the transmission and the problem solving methods to bring about effective learning.

For Kowino (2011:308), the use of discussion allows the learner to exchange divergent moral convictions and experiences with others. It also enhances cooperation and developments of the ability to compromise on issues that may cause conflicts. This compromise usually offers a neutral ground upon which values are built. Kowino (2011) notes that this promising teaching strategy is rarely used by teachers as evident from the results of observation guide, learners test, in-depth interview and even

documentary analysis. He concludes that Nigeria's education system cannot produce those who can debate on values issues freely with an open mind – relevant for conflict resolution.

Kowino (2011), in the bid to establish whether teachers use their personality to influence the acquisition of societal values by for example, setting good examples, insisting on rules of moral behaviour until the value is unthinkably accepted, persuasion, inspiration and appeal to the learner etcetera, found out that in the majority of cases, teachers never used this strategy faithfully. Oyewumi (2012), concludes that the teachers themselves lack the moral justification to correct moral laxities among the students throughout the different levels of education in Nigeria. He observes that the ethic which forms theoretical base for morality is not given due prominence in the training of teachers which bounces back in their products (students). An adage says; one cannot give what he does not possess. Similarly teachers who lack good morals cannot inculcate morality in the students. This further exposes the reason why the problem of examination malpractices, bribery and other vices become die hard syndrome because teachers are also involved. Thus a teacher who is to condemn a bad habit is even one who introduces new ones to the students. He wonders how a teacher who keeps a chain of illegal female partners among his female students preaches against illicit sex affairs. Let alone discouraging provocative dressing among the female students.

Muhammad (2010:4) opines that students develop high moral standard if they see teachers consistently adhere to high moral standard. Furthermore, they develop good moral behaviour when they see that school members are rewarded or punished for good and bad behaviours respectively. He says individual value and morals influence his moral behaviour or standard, for instance, a person who observes honesty in his life

always respects people's property and he always behave differently from person who does not respect people's property because of lack of honesty in his life. He stressed that people naturally are inclined to commit immoral acts and will do so unless they are properly controlled. He concludes that teachers, as a way of inculcation are expected to be sincere and worthy of emulation. The moment any undesirable is detected, immediate steps should be taken to stop it from further escalating.

One way of teaching societal value to Huitt (2004), is by the application of consequences as described by operant conditioning theory and through observation and modelling as described by social learning theory – for example watching life-touching films that teach a lesson, what happens to those who do well or badly in school. To Huitt, the basic principle of this model is that much of the knowledge and values that students hold are implicit and have been obtained through observation, modeling, and the application of consequences.

Students have to be given consistent messages, clearing up any confusion about what behaviour are desired. Teachers should be aware of the examples they are setting because students are always learning by example. Teachers should backup what they say by what they do. Huitt says if you want your students to be courteous, you should be courteous and set a good example.

2.10 Instructional Evaluation in social studies education

Mezieobi (2009:196) 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 had 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 evidences in determining the effectiveness of content and methods.

Fageyinbo (2004:41) laments 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 (2003), 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 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 (2004:47), are measured by the following techniques: observation, interview, socio-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 (2004:47), 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 (2004:175), 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 attitudes. Other techniques to

him include: observation, interview, work samples, written projects, rating scales, anecdotal records, classroom discussions, check lists, opinion polls, questionnaires, self-reporting. Dady 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 counselling, 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 ration of more than 1:100. This makes practical learning in a subject like social studies impossible due to inadequate equipments, untrained teachers 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. Ezebge (1996:45) puts this quite succinctly when he asserted that "teachers of social studies do not give attention to the proper evaluation of the societal approval values…"

Eregbe (1996:34-43), beautifully articulated six ways of evaluating values in social studies classroom. They are: through the use of a questionnaire, evaluation in the classroom 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.

2.11 Roles of Provosts in Curriculum Implementation

The manager at the tertiary level in a college of education in Nigeria is given the title of provost. He, to Fasasi (2011), employs or accepts workers into college under his control and assigns them to different departments, units or section. He is looked upon as one who should ensure achievements of educational objectives (Olagboye, 2004). His position is so important that the function he performs and his manner or style of performance, would have an impact on members of his college.

If peradventure, a provost who is supposed to lead members of his college in working diligently and productively could behave in a manner which constitutes a cog 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 discussion and evaluation;
3. Staffing: an 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 college's goals will be realised;
5. Role model: He is himself an example worthy of emulation of what he expects of his subordinates;
6. Setting up internal quality assurance unit and granting it free hand to operate;
7. Admits students commensurate to the human and material resources on ground;
8. Encouraging use of initiatives to augment provisions from government or proprietor; and
9. Exhibiting sincerity during accreditation and monitoring visits by the National Commission for Colleges of Education (NCCE). A look at these role of the provost indicate that a college is a reflection of who he is and so the staff and students.

2.12 Social studies as a curriculum design for classroom pedagogy of affective outcomes

Ololobou in Fageyinbo (2004:9), conceptualizes social studies as

> *"an organised integrated study of man and his environment, both physical and social, emphasising cognition, functional skills, desirable attitudes and action for the purpose of creating effective citizenry".*

The term ‘social studies’ could be viewed from two conceptual angles. These are the traditional and the modern perspectives. Social studies from the traditional perspective, is seen by Dennis, Lawton and Dufor in Otelaja (2012:4), as generalization formulated from knowledge distilled from the social sciences. This knowledge is later transmitted as information to learners through the traditional didactic methods which allow no inquiry or questioning of ideas. Social studies, just like its allies in the social sciences is restricted to classroom instructions without practical operation to back it up. Otelaja (2012:2), subscribes to the view of Ogunyemi (2008), that the current social studies curricular is classroom based without giving the students opportunities to practice what they learn in the classroom nor bringing societal problem to be solved by brainstorming in the classroom e.g. youth, unemployment, youth restiveness, environmental degradation, drug abuse, peace and conflict issues etc. Problem abounds in the environments, and the focus of social studies is to identify those problems with the aim of finding solutions to them. From the modern perspective, the concept of social studies has changed from mere accumulation of knowledge and learning of concepts in the social sciences. The new orientation demands making educators realize that a child’s contacts with his / her social, physical, economc, political and religious environments usually provides him/her with problem which require solution; Based on this modern conception, it is through social studies that the child is to be taught how to examine those relationships and interaction within his/her various environment, with a view to solving problem arising therefore.

The modern perspective to social studies presents three major conception of its purpose as identified in Adewuya (2002);

i. Social studies are meant to teach people how to think. Thinking in social studies comes in various ways; more important is creating the awareness that there

are other people in the world occupying different environments apart from one and kinsmen. This way, one appreciates changes in the social order of things. Therefore, it is by creating a sense of reflective thinking as a framework for any solution.

ii. Learners are helped to develop attitudes towards fellow human beings. This is achieved by critically looking at established values in society with a view to inculcating those of tolerance, honesty, respect, appreciation and other positive values which are associated with good citizenship in any society.

iii. The development of skills of looking at the world and interpreting what is seen as objective and accurate we could. For example, the skills of proper observation and recording of information are best attained through competence in reading, writing and numeracy. Applied social studies are in its use in addressing social problems in every country where it appears. Simulation can be used.

Otelaja (2002) says the hallmark of the social sciences is the acquisition of knowledge, propounding theories, giving us new ideas and it is more cognitive – oriented whereas the primary focus of social studies is preparation of children for the social, civil behaviour. It is committed to the promotion of values in the society.

Kizlik (2012), notes, that the social studies curriculum in the colleges is a mile wide and an inch deep. So much has to be covered in a year that there is literarily no time to go into much depth in anything. In many cases learning is judged to have taken place because students correctly answer the requisite number of question on multiple choice tests. He is of the view that there is no reason for students to do anything with such shallow content once the test is over, and so it is quickly forgotten, only to be re-learned and retested later on.

The contents of social studies is, or at least should be, about helping students develop positive values that will lead them to make good decision, do the right thing, and be decent, moral, caring, and involved citizens. One subscribes to the opinion of Kizlik (2012:7) that social studies teachers must:

a. Understand the contents of the social studies at a level appropriate to that which they intend to teach. To understand contents means more than mere memorization of facts. To understand contents for a teacher means that you can explain it in more than one way to others, whether the content concerns facts, generalizations, principles, theories, and so on. This is possible when one reads a lot and engages in reflective thoughts;
b. Be able to translate the contents to make it learnable, interesting, and challenging for students at the ages they are teaching. It requires re-arranging what one knows to tally with the objectives for teaching those topics; and
c. Consider pedagogy: where skill is required to explain events, ideas, principle, and social interrelationship – thereby making any lesson an adventure for students.

As a school subject, Jekayinfa (2012) says it was introduced in 1969 after the Mombasa conference of 1960 with the special focus of positively influencing, modifying and changing pupils' behaviour in the direction of acceptable norms, values, beliefs, attitudes and practices of the society. To Adesina and Adeyemi (2003:26), social studies are believed to be "the correct drug that could be used to heal the ailment of moral decadence and instil in the youth a sense of decent behaviour". This view of social studies is shared by Fageyinbo (2004:4) when he says,

> *It should be noted that social studies is largely a correctional study on solving mainly problems*

inherited from colonial dominated school curriculum and post-colonial social changes.

The problem it seeks to solve includes ethnicity, instability, boundary disputes, religious intolerance, large scale poverty, and etcetera. Adesina and Adeyemi (2003, have identified among others the following to be the reasons why social studies is studied in Nigeria:

1. Helps develop a good sense of moral and social responsibility;
2. Make people realize the need for honesty, hard-work and cooperation with others in society;
3. Is one of the subjects by which the Nigerian national objectives in education can be achieved; and
4. It provides a good means of achieving the pledge to Nigeria as one country: to be faithful, loyal and honest, to serve the nation and to defend and uphold its unity, honour and glory.

Otelaja (2012), believes that if social studies is effectively taught, it will help to solve social problem that are facing Nigeria where the old norms are fast losing their grips and no effective substitute to replace them.

Odunayo and Olujuwon (2010), have sadly noted that the aims and objectives of social studies are not achieved based on their observation on the conducts of the products of the school system. They concluded that the values and behaviours taught to students are not imbibed or made use of.

Bello (2007) has alerted that despite the importance attached to comprehensiveness of the continuous assessment system currently in operation in the educational system of this country, the affective aspects still suffer most because

teachers are not adequately trained in the measurement of affective domain. She said the cognitive domain is the one largely assessed and the psychomotor to a lesser extent.

2.13 Situation Analysis on Social Studies Curriculum Implementation

Are the values listed above usually inculcated into the teacher trainees in our colleges of education as they serve as the curriculum content for imbibing societal values in Nigeria? Or are there observable evidences among the beneficiaries to show that the curriculum has been effectively implemented for moral and attitudinal development in the affective domain? (Guga, 2009). Answering these questions require the survey of the opinion of Nigerians and writers in respect of products. Alao (2004), reports an opinion poll that shows a lot of people are afraid of the kind of society Nigeria is becoming. People think there is some significant difference between the youths and kids of today and their own youthful days. They believe things are deteriorating. Guga (2009) observes that the value level and moral situation of secondary education appears disappointing. Dady in Deshi, Fwangle, Tela, Yilwada, and Darwar (2000), Adeshina and Adeyemi (2007), note that common behavioural problems found among beneficiaries of secondary education who are products of graduate of Colleges of Education in Nigeria, include; truancy, alcoholism, immodest dressing, stealing, extra marital sex, and cheating. Some indulged in drugs like cocaine and Indian hemp, others engage in vices as breakdown of law and order, drug addiction, alcoholism, occultism, homo-sexualism, unexplained fire outbreaks that were on the increase in boarding schools in a state like Kaduna.

Findings by Jekayinfa (2006) reveal that Nigerian society has personally relapsed in its adherence to laudable traditional values for which traditional societies of the pre-colonial era were known. Cherished societal values have been greatly eroded

and many anti-social vices have been seen to emerge to wipe them away. Examples of vices from his findings include: indiscipline, fraud and drug abuse among product of the school system in Nigeria.

The most conspicuous indiscipline and devastating of the social ills in the Nigerian school system is examination malpractice. It has been found to be a cankerworm in the Nigerian educational system over the years. The monster has many forms, causes and consequences. Governments and school authorities have tried to curb the occurrence of examination cheating but to no avail. As confirmed by Guga's (2009) findings, incidences of examination malpractice led to the cancellation of some West African Examination Council (WAEC) and the Joint Admission and Matriculation Board (JAMB) results as shown in tables 1.1 and 1.2 below.

Table 2.2: Cancelled Results of May/June WAEC Examination from 2000 – 2002

Year	May/June	Nov./Dec.	Total
2000	41,053	54,579	95,632
2001	52,112	61,286	113,398
2002	95,519	56,274	151,793
Total	**188,684**	**192,140**	**360,823**

Source: Guga (2009:11).

Table 2.3: Cancelled JAMB Results from 1993 – 1995

Year	Number of cancelled results
1993	21,466
1994	18,000
1995	4,119
Total	**43,585**

Source: Guga (2009:12).

As evident in Guga's findings, the forms of malpractices included impersonation, use of extraneous materials, and collusion in the examination halls, writing on laps and using pass words among others.

On the general features of modern Nigeria school system, Okpilike (2010) ,laments that it is characterized by many forms of vices in the form of student

indiscipline, unrest, cultism, lack of respect, immodesty in dressing, examination malpractice and prostitution, etcetera. Teachers too, in his findings, exhibit partiality, corruption, forms of indiscipline like lateness to school/classes, lack of preparation for class work, absenteeism, tribalism. In his opinion, the value system of the larger society which now emphasizes materialism has given rise to the syndrome of getting rich quickly in the schools. Hard work is thus forgotten because money has become the most important factor for status symbol. Thus the shift in the value system in the society has affected the school itself. He too affirms that most of the schools have no moral standards especially when it comes to examination. He found out that ministry of education officials, supervisors and invigilators, law enforcement agents either by omission or commission connive with students and school authorities while pretending to be against such vices in the school system.

In the light of the vices that have engulfed the citadels of learning, Wilson (2011), had cause to wonder if teachers 'dare' to teach values in today's society which is shifting faster than the desert sands. He also notes that today's children are not just stealing, they are selling drugs, robbing people, involved in prostitution, raping and killing one another. He has cause to ask if there are not a set of values, no matter the political or religious or tribal views that transcend.

As a result of the ravaging effects of cultism in institution of learning, Guga (2009), reports that various conferences were held such as the 1996 National Conference on the eradication of secrete cults in educational institutions that took place in Hill station Hotel, Jos; and that secret cults in Nigerian tertiary institution then were not fewer than thirty-six. It is Guga's (20093) conclusion that these examples of escalating diverse corrupt behaviours indicate some level of failure in implementing good values and attitudes in schools and colleges.

One of the Vice Chancellors of Nigerian Universities was reported by Alao (2004), as observing that the nation's institution of higher learning which are meant to turn out intellectuals that would be the nation's pride and future leaders have ended up as citadels for breeding vices such as exam malpractices, armed robbery, sexual pervasion, cult practices, rebellion, immorality and indecent dressing, pseudo-religious corruption, unethical job practices and disrespect for constituted authorities, a situation that he fears puts the future of the country on the precipice. Information from the media shows that many students and lecturers have been killed or maimed due to cult activities. The reported Vice Chancellor cited the instances of some lecturers, a head of department and the dean of a Faculty of pharmacy who were murdered in a certain University in the country.

The press reports that many segments of the Nigerian society have agonized over the fate of her youths, the leaders of tomorrow. Without exception, the lamentation is observed to come even in churches, mosques, and government circles, institutions of learning and even in families over the decay in the moral, social and spiritual values of youths. In fact the vices which characterize the way of life of youths appear to be on the increase according to Alao (2004). A patriotic group with the name "Campus Transformation Network" (CTRANET) expressed its concern about what it called unethical practices among lecturers and school administrators. The body notes that there is an increase in cases of sexual harassment, academic fraud, admission racketeering, victimization among other vices. Worrisome too is the attitude of some female students on campuses who dress indecently which contribute to cases of sexual harassment and rape on campuses.

Nwamuo (1999) identifies the absence of the teaching of moral values in Nigerian colleges as the cause of much antisocial behaviour of students. He notes that

there has been a decline in discipline in the parts of teachers. According to him, it is difficult to reconcile the expected realities of the teaching of moral values and ethics with the present practices in Nigerian schools. Nigerian citizens have rightly expected that the schools should teach the ideal ethics as advanced in the 1969 national curriculum conference. The conference did recommend the inculcation of morals in the individual and the society as one of its objectives. This recommendations is endorsed in section 1, paragraph 5(2) of Federal Republic of Nigeria National Policy on Education (2009).

It is against this background that "Act right Initiative" campaign is being organized with the following objectives:

> *"To create awareness of the prevailing moral decadence and their attendant consequences; to raise the standard of morality on the campuses; to regain the high ground of spiritual values and standard of morality among students and staff; to restore the dignity of labour and academic excellence". (Guardian Newspaper, Wed. March 3, 2004:12).*

If culture is a way of life of a people; education as the process of enculturation; curriculum as the planned and unplanned learning experiences offered to learners under the guidance of the school; learning as a relatively permanent change in behaviour/cognitive structures as a result of experiences made available by teachers in respect of deliberately planned aim and objectives, and if what comes out are the vices noted above in respect of the affective domain then there is need for a search light on the institutions and their practitioners. This is against the backdrop that no one is born with values; they are acquired through experiences both at home, school and the wider society. This study is restricted to the schools where students spend more time. If all is

well from teacher training institutions, the vices observed above would not have developed, let alone seen to threaten our existence as a nation.

2.14 The Relevance of Krathwohl's (1964) Behaviour Objectives And Bloom's (1955) Affective Domain To Value Issues In Instructional Programmes In The Social Studies Curriculum

When an educational program is planned in the social studies curriculum, the teachers involved in the process are seeking to help learners or students to change in certain ways with particular reference to some designated value - dispositions that are considered desirable. These changes are bound to involve the student or learner not only in an acquisition of knowledge but also in a development of thinking and other types of skills, a formation of reasonable and acceptable attitudes, an understanding and exploration of feeling and a development of values. These changes, to Okam (2002), represent objectives of instruction.

Banks and Clegg in Okam (2002), stress that one of the newer trends in the teaching of social studies is the need to specify instructional objectives and goals in clear, precise terms. This development is based on the assumption that the clear and more precise a teacher's objectives are, the more effective will be the instruction and the more likely that student learning will occur (Lovat, 2005). This approach endorses the need for specifying objectives in terms of students' performance or behaviours that are readily observable and measurable, and that can be easily evaluated by a criterion measure of acceptable performance.

The writing of instructional objectives in behavioural terms makes the basic purpose of instructions in the social studies very specific. Exact specifications help to delimit the scope of available content and also require the curriculum designers and

teachers to make explicit decisions about what to include and what to exclude (Bronlund in Kazi, 2004). This trend also makes the learning process and its outcome open to review so that both objectives are modified if outcomes are not achieved. The greatest value derivable in stating statements of objectives in instructions in the social studies curriculum is that it contains the elements needed for evaluation of the learning outcomes in the initial definition of the task (Banks and Clegy in Okam, 2002).

A development of instructional objectives in the social studies curriculum is usually considered at four levels, namely: knowledge, skills, values and attitudes (Kazi, 2004; Adeyoyin, 1985; Okam, 1998). Within each of these levels, a number of more specific behaviours and content can be identified as being particularly germane to social studies education.

It is important to emphasize that the valuing - component of instructional objectives in social studies education has been given prominence by Krathwohl (1964) ,and his colleagues in their delimitation and definition of the celebrated "Major Categories in the Affective Domain of Educational Objectives" Indeed, the five major categories associated with instructional objectives and behavioural terms, as defined by Krathwohl and his colleagues, have serious bearings on many aspects of the value - orientations functions of social studies education. Students are expected to achieve some kinds of mastery in terms of knowledge of what these value - orientation functions of social studies education have in stock for their effective growth as a result of exposure to them during classroom operations (Okam and Ahmed, 2011).

In other words, a classroom exposure of students and learners alike to the value - orientation functions of social studies education is expected to exert some kinds of positive impact on their value-dispositions for the possibility of enabling them function effectively as productive individuals within the framework of society. It is important to

underscore that the various instructional categories of the "Affective domain of the Taxonomy of Educational Objectives as developed by Krathwohl and his colleagues generally represent and reflect issues which are largely intrinsic to many elements associated with the socio-civic function of social studies education (Allen and Friedman, 2010).

In essence, Krathwohl (1964), and his colleagues identified five levels instruction goals in the “Affective domain of the Taxonomy of Educational objectives”. The first and the lowest level which is cantered on "Receiving" deals with awareness in terms of issues, problems, phenomena or stimuli; the remaining four levels, and these are of vital relevance to this investigation, are respectively concerned with a variety of "values - orientations" and values; dispositions", "attitudinal dimensions" including "affective skills" which are built into many aspects of learner-behaviour and essentially derive and emanate from classroom transactions between teachers and the taught. These levels include "Responding", "Valuing", "Organization" and "Characterization by a Value or Value-Complex" (Kazi, 2004).

Built into the "Affective Domain" is an assumption that the categories of instructional objectives intrinsic to the levels reflected above are cumulative and hierarchical. For example, one must "receive" in order to "respond; "valuing" requires both "responding" and "receiving". Each of the higher-levels of the instructional categories of the "Affective Domain" progresses similarly by including all the other instructional categories below it. This hierarchical notion is based on the increasing degree of complexity and sophistication of the affective process involved as well as their cumulative character (Okam, 2002). Banks and Clegg in Kazi (2004), warn that although these instructional categories are often described as being at higher levels, one should not infer that one process is better or of greater worth than some other.

According to them, there prevails a balanced emphasis on these processes and that students be given the opportunity to develop them as early as possible. Banks and Clegg in Kazi (2004), strongly subscribe to the view that the operational definition of each of the major instructional categories of Krathwohl's "affective domain of the Taxonomy of Educational Objectives" can be used in describing different levels of value-orientations and dispositions, attitudinal dimensions and manifestations including affective skills and other behaviours with particular reference to the socio-civic functions of social studies programs.

Thus a "Receiving-Level" instructional category requires a student's willingness to attend to issues, problems or phenomena in a teaching-learning situation. This category is essentially concerned with getting or holding and directing a student's attention. Most importantly, a student is expected to exhibit an awareness of the existence of an issue, a problem, an aspiration or a situation. Thus, a student is required to demonstrate sensitively to human needs, value-issues and social problems (Lovat, 2005).

A "Responding-level" instructional category requires a student to participate actively in an event or issues such as class discussion, projects and assignments. The student is required to demonstrate his interest in the said issue or event. Okam (2002) ,expatiates further that the student is expected to show concern for the following: completing assigned homework; obeying school rules and regulations; participating in classroom lessons and enjoying helping others.

In a “Valuing-Level” instructional category, a student is required to demonstrate his concern for the worth or value he attaches to a particular issue, problem, object, objective, phenomenon or behaviour. Krathwohl in Kazi (2004), explains that the idea behind "valuing" is based on an internationalization of a set of specified values, but

clues to these values are expressed in the student's overt behaviour. He further elaborates that learning outcomes in this instructional category are concerned with behaviour that is consistent and stable enough to make the value clearly identifiable. Okam (2002), advances that the instructional objectives that are usually associated with "attitudes" and "appreciation" would fall into this component of “Affective domain”. More specifically, Banks and Clegg in Okam (2002), offer some illustrations of general instructional objectives and behavioural terms which might be demanded of the student as a result of his dispositions which essentially might emanate from exposure to instructions that possess values orientation and dimensions. These general instructional objectives include the following “demonstrating a desire to improve group skills”, “assumes responsibility for the effective functioning of a group”, “exhibiting a belief in the democratic process”; appreciation of the role of social studies in everyday life”; a “demonstration of concern for the welfare of others”; displaying problem-solving attitude”; “showing concern and commitment for social improvement”.

The "Organization-level" instructional category requires the student not only to be concerned with bringing together different values, resolving conflicts arising from these values and attempting to demonstrate a building of an internally consistent value-system. In this situation, Krathwohl in Okam (2002), explains that emphasis is hinged on the problem of comparing, relating and synthesizing' values. He further expatiates that learning outcomes associated with this line of thought are essentially concerned with a conceptualization of a value or with an organization of a value system. He also subscribes to the idea that the instructional objectives relating to a development of a philosophy of life would fall into this instructional category. Again, Banks and Clegg in Kazi (2004), offer examples of actions illustrating general instructional objectives and expectations, a knowledge of which might be demanded of a learner following an

exposure to classroom transactions with his teacher. These instructional objectives include the following "a recognition of the responsibility of each individual for improving human relations amongst a group of people"; "a development of a vocational plan that satisfies a need for both economic security and social services"; "a recognition of the role of systematic planning in problem-solving"; "accepting and understanding his own strengths and limitations, "formulating a life plan in harmony with his abilities, interests and beliefs" (Krathwohl, *et al.* in OKam, 2002).

At the "Characterization by a Value or Value-Complex Level" of the "Affective Domain", an individual or student is expected to possess a value system that has so controlled his behaviour for a significantly long time such that he has been enabled to develop a characteristic life style (Kazi, 2004). At this stage, an individual's behaviour is expected to be persuasive, consistent and predictable. In other words, according to Krathwohl in Kazi (2004), the individual acquires a behaviour pattern, which becomes typical or characteristic of himself. Okam (2002), considers that the instructional objectives, which relate to an individual's general patterns of adjustment (whether emotional, personal or social), would fall into this category. Krathwohl in Kazi (2004), reflects that some actions illustrating general instructional objectives and expectations a knowledge of which might be demanded of a learner following an exposure to classroom transactions with his teacher with reference to this component of the "Affective Domain" include the following; "displaying safety consciousness", "demonstrating self-reliance in working independently", "practicing co-operation in group activities;" using objective approach in problem-solving"; "demonstrating industry, punctuality and self-discipline"; and "maintaining good health habits".

The instructional relevance of the major categories in Krathwohl "Affective Domain" has emerged to occupy a prominent place with reference to teaching-learning

situations in social studies programmes (Ndubisi, 1981; Okam, 2002; Kazi, 2004 and Lovat, 2005). It is, therefore seriously considered that instructions in the social studies should popularize and propagate the general instructional and behavioural objectives which give significance to Krathwohl's "Major Categories in the Affective Domain of the Taxonomy of Educational objectives". Social Studies, as a discipline derives a good deal of sustenance and nourishment from the tenets that give meaningful substance to the "Affective Domain" as a curriculum structure (Okam, 2012). In the pedagogy of social studies, we cannot afford to relegate the tenets of the "Affective domain" to the background if we desire to employ the curriculum underpinnings of the subject area for a positive development of the values-orientations and values dispositions of students exposed to it during teacher-learner transactions in the classroom. In other words, if we divorced tenets of the "Affective Domain" from instructions in social studies, we put into jeopardy a survival of the discipline as a subject area.

2.15 Some Implications of the Teacher's Role Regarding the Legitimacy of Social Studies Education With Reference to Values - Dispositions and Values-Orientations

Okam (2012), stresses that pedagogy in social studies has to demonstrate a serious concern for a building and expansion of knowledge since values-issues and objectives which stem from our thinking and behavioural patterns must be based on a firm cognitive footing. This development is important if problems arising from our value-structures can be effectively addressed and solved or countered as a result of purposeful transactions which could originate in teaching - learning settings. There is a profound need for instructions in social studies to be taken seriously if certain designated values - objectives are to be achieved by way of our classroom- settings. Thus instructions in social studies must continue to provide a framework within which

knowledge is derived interactively from the social sciences and many other areas of disciplined thought in order to fulfil and execute the values-functions imposed on it from society as a thriving curriculum artefact. Okam (2012) suggests that these considerations have far-reaching implications for classroom - work in the social studies particularly if the subject area is to be used for propagating cognitive structures that would cater for the values-needs of young learners in terms of educating and transforming them into becoming social assets. Okam (2012) endorses certain tasks which the social studies teacher must overcome if he has to employ the social studies curriculum in order to achieve the foregoing feat. These tasks are briefly summarized below.

Firstly, the social studies teacher has to demonstrate a sound degree of professional competence and a working knowledge of the epistemology and ontology of social studies education. He has to be aware of the social skills he wants to demonstrate in teaching the subject in order to contribute significantly in enabling students imbibe the values-objectives which are expected to assist them acquire positive dispositions so as to function effectively as prospective citizens of Nigeria. Thus, the teacher has to come to terms with Adaralegbe's (1980), injunction that classroom pedagogy in social studies be designed to achieve the following:

> *Inculcating the right type of virtues and attitudes for the survival of individuals and society; the training of the mind in the building of valuable concepts, generalizations and understandings of the world; the acquisition of appropriate skills, abilities and equipment for the individual to live in his society; and the acquisition of a relevant and balanced knowledge of facts about local and world phenomena (*Kazi, 2004:70).

Secondly, the social studies teacher has to recognize that if schools are to function effectively as propagators of the virtues and norms built into the values - component of his subject area he is bound to explore and appropriate lessons from

other agents of values-education such as the family, the mass media, peer and pressure groups in inculcating social virtues and norms into the minds of learners.

Thirdly, the social studies teacher has to closely relate the content of his subject to the values, the basic needs and lives of his students and himself. In this situation, Okam (2012) suggests that the subject matter of social studies have to be significantly relevant in the teaching-learning process both emotionally and intellectually. This circumstance, according to Okam (2012), might involve the teacher in shifting from a purveyance of strict logically organized Subjected-matter of the social sciences to problems, which affect values and values-acquisition in a democracy such as Nigeria.

Fourthly, the social studies teacher has to exhibit in practical terms those norms and attributes of the values-orientation of social studies education which might mark him out as an object of identification and whose desirable qualities and characteristics are to be copied and imitated by students. Okam (2012), maintains that a practical demonstration by students of those norms and attributes which derive from the value-dimension and value-orientations of social studies education which they learn and copy from their teachers could go a long way in increasing their level of awareness regarding what it takes to be committed to strong value-disposition.

Fifthly, if the social studies teacher is to create a lasting impact in the minds of his students, according to Okam (2012), the values and norms he subscribes to are expected to enable him exhibit a high degree of responsibility and accountability not only amongst these learners but also in the minds of the various individuals and groups he encounters within the framework of the larger society.

A teacher's commitment to the norms and virtues characteristic of the value-dimensions. and value-orientations of social studies education, according to Okam (2012), implies that a major purpose of the subject is geared at helping students to

think. Mkpa (1992) considers it vital that the social studies teacher must provide opportunities for students to observe, describe, classify conceptualize, interpret, differentiate, define, compare and contrast for the purpose of arriving at an objective conclusion about issues or problems which bear on values and its components during teaching-learning situation. This development, according to Okam (2012), implies, among other things, that the teacher has to expose students to simple but reasonable social science research tools. Thus the teacher has to involve himself and the students in the formulation of research questions and hypotheses as to how value-issues and value-problems could be resolved; or how objectives associated with value-issues and value-problems might be achieved. He has to device means of helping students evaluate the research question and or hypothesis in the light of the value-problems or value-issue investigated and in the light of data that have been gathered and analyzed. Okam (2012) further subscribes to the view that the effectiveness of the action taken by the social studies teacher could lead to the formulation of value generalizations, predictions about values, explanations about values on the part of students. On the other hand, this action could equally lead, according to Okam (2012), to an acquisition of knowledge including values, beliefs, interests and skills and it could also bring about a modification or an improvement in value dispositions and behaviours on the part of both students and teachers.

Fraenkel in Kazi (2004), warns that the social studies teacher has an uphill task in determining the extent certain characteristics which have bearing on the value - dimensions of the subject have gained firm footing in the minds of students. These tasks, according to Fraenkel in Kazi (2004), presuppose that the teacher of modern programs in social studies education must devise more comprehensive and systematic schemes for collecting evidence of a student's progress and growth in his value -

dispositions and value-orientations, Fraenkel in Kazi (2004) cautions that a development and growth of some of the most important objectives reflected in the minds of learners are rarely appraised. Fraenkel in Kazi (2004) further explains that the traits in-built in these objectives are also intrinsically linked to instructions in the social studies and are largely of a non-cognitive character. These objectives are therefore very difficult to pin down and specify precisely. Fraenkel in Kazi (2004) endorses that the teacher has to attempt derivation of assessment techniques, however imperfect, if he is to determine whether growth is taking place in the learner. Thus Fraenkel in Kazi (2004) further reveals that there is a general agreement amongst authorities that the traits associated with many aspects of the values - dimension and values-orientation of social studies education represent internal conditions amongst learners the existences of which can only be detected by inference. Thus, on the bases of observed behaviour, we infer that a certain value disposition or feeling is present in the student.

Okam (2012), emerges with the view that effective management of classroom programs in social studies education demands that it is mainly through a proper education process can one be sure whether such values-oriented objectives as 'an appreciation of the essential dignity of man', 'a sense of compassion for the less fortunate', 'a willingness to accept necessary changes within a system of law and order', and 'altitudes favourable to social, physical, cultural and economic development' have been translated behaviourally in the minds of students. Thus Tyler (1971), Wheeler (1987), and Ughamadu (1992), endorse that it is only when behavioural objectives of a value or affective character are manifested in students during teaching-learning situations in social studies education can the subject area be achieving a foremost goal - an entrenchment of the traits in - built into the value-dimension and or value - orientation of social studies education into the minds of learners and students alike.

It has become very vital for the professional teacher of social studies education to seriously accommodate the view that current evaluation procedures in his subject area has to be concerned with assessing pupils' progress and growth not only cognitively but also affectively (Adeyoyin, 1985; Mezieobi, 1993; Okobiah, 1985; Obemeata, 1983; Okobia, 1985; Adesina and Adeyemi, 2007). The 'affective stance' in social studies education encompasses most of its value-dimension and or value-orientation. Evaluation in social studies education, according to Okam (2012), has become far more all embracing and multidimensional than hitherto. Thus, as evaluation of instructional objectives of the affective dimension in social studies education derives essentially from inferences made by the professional teacher, as reflected earlier in this review, it must be based on as much evidence as possible. Thus Fraenkel in Kazi (2004) reveals that the more the assessment of evaluation data that can be gathered on pupils or learners, the more reliable any inferences based on them are likely to be. Inferences based on the results of only a single device, or even several devices administered within a fairly close period of time, according to Fraenkel in Kazi (2004), may be misleading since students' values and attitudes may change quite rapidly. Engle (1972) suggests, a variety of different kinds of data need to be frequently collected, analyzed and checked against personal observation and actual performance in order to assess accurately changes in student value-disposition and the like.

2.16 Empirical Studies

Ndunda (2012) carried out a study to establish the adequacy of: teachers' competency on curriculum implementation; physical facilities on curriculum implementation and resources in curriculum implementation. The study adopted a descriptive survey research which involved selecting a sample from the population and

on that basis inferences were made about the population from which it was drawn. The population was 800 units and the sample size was 80 participants, the study used a questionnaire for data collection. The specific descriptive statistics used included mean scores and percentages frequencies. Results indicated that teachers' competency affects curriculum implementation. The correlation between teachers' competency and curriculum implementation was also found to be positive. Results indicated that poor physical facilities lead to low curriculum implementation. Findings show that correlation between curriculum implementation and physical facilities is positive significant. Results indicated that lack of resources especially from the government leads to slow curriculum implementation.

It was concluded that teachers' competency in various aspects was found to be inadequate. Physical facility was found to significantly influence curriculum implementation. Resources were found to be one of the basic factors that affect curriculum implementation. He then recommended education financing needs to be given priority as the access to better school facilities may improve the working and learning environment for both teachers and students. In as much as his study pinches on many aspect of this study, it did not include method of teaching and evaluation.

Jekayinfa (2012) carried out a study into the views of Nigerian teachers on the adequacy of social studies curriculum contents at the college of education level. The views of 47 teachers comprising of 18 males and 29 females in 8 Nigerian Colleges of Education were investigated. Twenty-two (22) teacher respondents were from state Colleges of Education, while 25 teachers were from the Federal Colleges of Education in Nigeria. Responses to a two-section questionnaire revealed that most of the teachers in both Federal and State Colleges of Education were of the opinion that the contents of the social studies curriculum were not adequate towards attaining the set out objectives.

The results of the t-test analysis showed that teachers' views were not significantly influenced by years of teaching experience, academic qualification and the types of colleges. But gender has a significant influence on the views of teachers. The study concluded with the suggestion that the contents of the NCE social studies curriculum should be properly modified and taught by qualified social studies teachers so as to achieve the important objectives of social studies education which is to ensure the survival and growth of pupils as individuals in their society and of the total society of man.

The study fails to highlight the requirements for adequacy against which the views of the teachers were to be checked and recommendations made. Methods used in teaching and evaluation were not considered in the study to determine curriculum content. It is also silent on the training requirements for training social studies teachers that will bring about a turn-around to making the subject realize reason for its outing in colleges of education.

The researcher acknowledged the fact that his study did not extend into knowing the reasons why teachers felt that the contents of the social studies curriculum were not adequate or not. He recommended for further research into aspects of the curriculum to be modified, removed or expanded. This study is related to the present study in that it considered one very important aspect of curriculum implementation and evaluation that this study is concerned with. It has proved from the viewpoints of teachers that all is not well with the content of the social studies curriculum for the attainment of its lofty goals. It however differed from this study as it cannot consider other variables in curriculum requirements other than content.

Adeyemi (2012) examined the use of storytelling in the effective teaching of traditional values at a junior secondary school in Botswana. The national values of

Botswana were briefly presented and specially linked with an aspect of hard work in producing the effective citizen. The story of a lazy student was used to elicit questions and answers from a form one social studies class. An analysis of the students' qualitative responses indicated progressive low to high order responses. This is interpreted to mean that storytelling is a powerful tool in the teaching-learning process. A number of conclusions were made which included: the enhancement of learning through story telling; the use of storytelling to elicit high order thinking; and the use of small groups for the acquisition of knowledge and decision making. Based on the findings and conclusions, it was recommended that teachers should adapt their methods of teaching to specific teaching / learning situation; that storytelling should be emphasized as a technique of teaching in the syllabuses or the curriculum. This study has clearly unveiled one specific strategy that teachers could use to effect the acquisition of a societal value – hard work. This serves as the eye opener to the analysis at hand in this study. It however did not beam it's search lights on other indices of implementation.

Deveci and Dal (2008) had a study with the principal aim to determine primary school teachers' opinion on the efficacy of social studies program in values gain. Conducted through survey model, the study involved semi- structured interviews with 25 primary school teachers working with 4^{th} and 5^{th} graders. Data analyzed through descriptive analysis techniques, teachers held the opinion that students could not convert values they learn at school into behaviours. Participants mainly state that social studies programme is efficient in terms of values gain. Furthermore, teachers believe that support from families and the environment was of crucial importance for the teach-ability of values within the social studies programme. He found out that teachers mostly utilized various activities such as stories, drama and case studies in order to gain

values to students. Participants complaint that values taught at school could not be maintained in the long run due to lack of reinforcement at home.

Restricting the problem of the efficacy of social studies programme in values gain to lack of reinforcement at home is inadequate. It did not explore the aspect of whether teachers themselves live what they teach and evaluate students' changes using the other forms of evaluation like observation and anecdotal records. The study is however related to the present study in that it dares to find out reasons why values taught are not seen in the lives of the taught. It has located a reason outside the confines of the school while this study is to locate those within the school.

Bello (2011) carried out a study to investigate secondary school students' acceptance of some socio-centric values like honesty, cooperativeness and justice, and egocentric values like dishonesty, uncooperativeness and injustice and conflicts between the two groups of values. A study population of 171 (88 males and 83 females) students were randomly selected from four (4) senior secondary schools in Zaria metropolis as the sample for the study of socio-centric and ego-centric values (dishonesty, uncooperativeness and injustice) and conflicts between the two groups of values. 171 (made up of 88 males and 83 females) students were randomly selected from four senior secondary schools in Zaria metropolis as the sample for the study. Socio-centric and ego-centric values scale (SEVS) designed by the researcher was used for the data collection. Three research questions were raised and answered using descriptive statistics (percentages). Results revealed that the respondents had a higher percentage of acceptances of the socio-centric values than the ego-centric values. However, a comparison of the male's and female's responses showed that the male respondents had higher percentages of acceptance of both the socio-centric and ego-centric values and also had higher conflicts in the measured values than the females

respondents. Based on these findings, more studies on value conflicts among adolescent and youth especially experimental studies with techniques of healthy values development was recommended.

Her study is similar to the present study since it goes to show the degree of acceptance of societal values that are taught to learners. It however, differed in the sense that it was concerned with only students' acceptance of values. No attention was paid to the various causes for the ways students choose to behave the way they do. Causes like peer group influence, poor role models and the like were not examined.

Mayanchi (2011) carried out a study on the causes of moral decadence and its effects on the behaviour of adolescent students in senior secondary schools in Zamfara state. Three research hypotheses were formulated to establish the causes of moral decadence. Literatures that were relevant to the study were properly reviewed. The research design used was the descriptive survey type. The population of the study was made up of adolescent students in senior secondary schools in Zamfara state, teachers and parents of the students. Random sampling techniques were used to select the schools where respondents were drawn from. The sample consisted of 379 respondents. The research instrument used was adopted from Idowu (2002). The instrument was administered and the results showed that there was no significant difference in the mean opinions of the respondents for the entire hypothesis formulated through the use of t-test for hypothesises 1 and 2, and ANOVA for hypothesises 3. The findings revealed that most of the respondents agreed that unfriendly home environment, lack of concern by parents among other things form part of the causes of moral decadence among adolescent students of senior secondary schools in Sokoto and Zamfara states. Based on these findings, it was recommended that parents should be good disciplinarians, the government should supply adequate facilities to create room for

effective teaching and learning process and students should be encouraged to join youth clubs/societies meant for character training.

This study is similar to the present study since it looked at the opinion of stakeholders in the education industry to locate the cause(s) for the unattainability of the objectives of social studies in the lives of youths. This study is equally on a search for factors responsible for the unattainability of objectives in respects of social studies education through the opinion of student-teachers and teachers. However, there is a little difference because Mayanchi's search-light reveals causes from the home-front while this study focuses on the school front.

Just as this researcher, Kowino, Agak, Obiero, and Ong'unya (2011) were worried by previous research and documental evidence obtainable in popular media that Kenyan students' moral standing and general conduct in the wider society does not reflect acquisition and practice of values learnt through the teaching of Christian Religion Education (CRE) at the form four level. They were concerned at the downward trend the moral wellbeing of the youth. This led them to assume that either the teaching of CRE was defective or the Kenyan education system as a whole does not contain relevant elements that could enable students acquire relevant moral skills. Another possibility to them could be located in the existence of a discrepancy between the CRE program objectives and the instructional practices meant to achieve them. From the literature that they reviewed, it was evident that the nature of this discrepancy had not yet been established for effective intervention strategies to be put in place. Hence they carried out a study to determine possible reason for the assumed discrepancy between the stated objections of teaching CRE in Kenyan secondary schools and current moral standings that does not reflect acquisition of moral skills. Specifically, their study determined whether the methods of instruction employed by

the teachers of CRE in Kisumu east district secondary schools enabled students to identify and acquire morals in societal context. Four instruments were used in collecting data; a graphic observation rating scale; a learner's test; an in-depth interview schedule and documents analysis guides. Their study population comprised 3225 students and 48 teachers out of the population, 16 teachers and 343 learners were selected using stratified random sampling technique. Their obtained results suggested that teachers rarely used the valuing methods in inculcating moral skills in their students. Another notable finding was that while the CRE syllabuses contained relevant elements that could assist students acquire moral skills, it was the implementation of the skills through the teaching methods adopted that was likely responsible for limited valuing skill acquisition.

In one of their recommendations that this researcher agrees with is that during teacher training emphasis on use of personality trait as a pedagogical tool should be made. And that men and women of solid character should be the ones charged with the responsibility of moral education as this will enable the learner to imbibe positive character as observed from the teachers. This opinion reinforces an earlier stance for teachers of social studies to be good role models. This study provided a lot of in-roads into this study and most of its strategies were used.

Kadiri (2004) studied the effects of interactive Teaching Techniques and strategies on Junior Secondary School Students achievement in social studies. The study focused on 240 Js III students sampled from four selected education zones of Kano state. Using pre-test post-test group research design, the study found that irrespective of gender, location, school type, interactive teaching techniques could raise the level of student's performance in social studies. The study is related to the present study in that it considered one very important aspect of curriculum implementation that

this study was concerned with; the teaching methods. It has proved the fact that the methods teachers used, affected/influenced the level of students understanding. It, however, differed from this study in that it did not look at other variables of curriculum implementation such as resources, time, and teachers. It also did not examine what was operational in the school, which was what this study was basically concerned with.

2.17 Summary of the Review of Literature

The studies reviewed were relevant to the present study. This was largely because this study was broad based, looking at social studies curriculum implementation at the college of education level. Generally, the works had revealed that: teacher quality and number; physical facilities; methods of teaching and wise use of curricular materials enhance effective implementation. Many authors- foreign and indigenous did not consider adherence to prescribed standards and use of appropriate evaluation strategies in effective implementation of a curriculum.

A holistic approach on the indices of curriculum implementation that subsumes; teacher readiness in respect of qualifications and number; environmental provisions and practices had not been considered by the previous authors. The problems of social studies implementation in colleges of education in Nigeria had not been studied by the existing authors. This study, however took interest in such issues as the quality/number of teachers; environmental provisions and practices in social studies curriculum implementation that other studies did not address.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter represents the actual plan, structure and strategy adopted in carrying out the research. Specifically, this section contains a description of the design of the study, the population of the study, sample size and sampling procedure, instruments for data collection, including validation and reliability techniques, methods of data collection and data analysis procedure.

3.2 The Research Design

This study adopted the descriptive survey research design. The study envisaged collecting and analyzing data from respondents considered to be representatives of the entire group. This technique is associated with descriptive research design which according to Nworgu (2006) is a method of using a subset of an entire population as sample. In addition, the survey method permits the use of instruments to collect data from a large number of respondents. According to Nwanna (1990), survey descriptive design attempts to describe all parameters of subjects' perception and opinion. Ekeh (2001) further stressed the suitability of descriptive survey design when the target population is scattered over a wide range of location. This method was therefore considered appropriate for the study because of its reliance to collect data from students and staff of Colleges of Education who are spread over the central geo-political zone of Nigeria.

3.3 Population of the Study

The population for this study comprised of all NCE three (3) Social Studies students and teachers of social studies in the sixteen (16) Colleges of Education in the North central geopolitical zone of Nigeria, numbering 2600 students; 102 teachers; 8

provosts; and one NCCE official (Director of Academic Programmes). It was expected that these final year students had a better understanding of the issues raised and would give more valid responses to the questionnaire for the study.

The institutions designated for the study included all the Colleges of Education, operational in the central geo-political zone and where social studies was taught. The institutions involved are reflected in Table 3.1 below;

Table 3. 1: Population of Study

S/No	Colleges	State	No. of SOS Student-teacher	SOS Teachers
1	Federal College of Education Pankshin	Plateau	300	9
2	College of Education Gindiri	Plateau	300	7
3	College of Education Akwanga	Nasarawa	250	8
4	College of Education Katsina Ala	Benue	200	9
5	Federal College of Education Kontagora	Niger	250	8
6	College of Education Minna	Niger	160	6
7	City College of Education Mararaba Abuja	FCT	250	7
8	Unity College of Education Aukpa-Adoka	Benue	200	5
9	Angel Crown College of Education Abuja	FCT	221	6
10	Apa College of Education Aido	Benue	40	5
11	Calvin Foundation College of Education, Naka	Benue	200	7
12	Hill College of Education Gwanje, Akwanga	Nasarawa	50	5
13	Al Hikma College of Education Ankpa	Kogi	50	5
14	College of Education Ilorin	Kwara	41	5
15	Federal College Education Okene	Kogo	40	5
16	College of Education Offa	Kwara	29	5
Total			**2600**	**102**

Source: National Commission for Colleges of Education, Abuja (2014).

3.4 Sample, and Sampling Techniques

The sample was selected in stages so as to get a reasonable and appropriate sample size. The first stage was to cluster the Colleges of Education into ownership (government (Table 3.2) and private (Table 3.3). The next was using the "hand drawn method" of simple random sampling to select four (4) private owned Colleges of Education and four (4) governments owned Colleges of Education from the zone. A total of eight (8) Colleges of Education were used for the study. A purposive random

sampling method was used to select 100 NCE III students from each of the 8 sampled Colleges of Education.

Total sampled students that was used for the study was eight hundred (800) out of 2600 students. Five (5) Social Studies teachers were purposively sampled from each selected College of Education to bring the total teachers sampled to 40 out of 102 social studies teachers. Thus, sampled students were 800 out of a target population of 2600 while teachers were 40 out of 102 with all the Social Studies teachers having equal chances of being selected. The figure of 800 (about 30% of the target population) satisfies Adetoro's (1986) suggested 20% (sample) for up to population of 1000; 10% (sample) for a population of up to 5000 members and 5% (sample) for a population of up to 10,000 members which ensured enough representativeness of the entire target population.

Table 3. 2: Government owned Colleges of Education

S/No.	Colleges	State
1.	Federal College of Education Pankshin	Plateau
2	College of Education Gindiri	Plateau
3	College of Education Akwanga	Nasarawa
4	College of Education Ilorin	Kwara
5	Federal College of Education Okene	Kogi
6	College of Education Katsina Ala	Benue
7	Federal College of Education Kontagora	Niger
8	College of Education Minna	Niger

Table 3.3 Private owned Colleges of Education

S/No.	Colleges	State
1	City College of Education Mararaba Abuja	FCT
2	Unity College of Education Aukpa-Adoka	Benue
3	Angel Crown College of Education Abuja	FCT
4	Apa College of Education Aido	Benue
5	Calvin Foundation College of Education	Benue
6	Hill College of Education Gwanje, Akwanga	Nasarawa
7.	Al Hikma Colelge of Education Ankpa	Kogi
8.	College of Education Offa	Kwara

3.5 Instruments for Data Collection

For the purpose of gathering data as responses from the sampled respondents in this study, a self-designed questionnaire titled "Assessing Implementation of Social Studies Curriculum (AISSC)" was used. The instrument was fashioned on the modified 4-scale likert-type of assessments, which allows respondents freedom to select the option that best agrees with their acceptance or rejection with reference to the various items involved. An employment of the likert technique in fashioning out the instruments for the study is consistent with the view of Thorndike and Hegen in Kazi (2004) who contend that almost any concept or topic can be studied using the "likert scale technique", of "strongly agree" (4), "agree" (3) "disagree" (2) and "strongly disagree" (1).

The research instrument was designed to elicit dispositions of the respondents with reference to the issues raised in the study. The instruments largely derived from the following:

a. Teachers' qualification and number in relation to implementing social studies curriculum in Colleges of Education;
b. Adequacy of physical facilities for the implementation of social studies curriculum in colleges of education;
c. Adequacy of instructional materials for the implementation of social studies curriculum in colleges of education;
d. Establishing compliance to standards in implementation of social studies curriculum in colleges of education;.
e. Pedagogical strategies in the implementation of social studies curriculum in colleges of education;

f. Evaluation strategies employed in assessing learning outcomes in the implementation of social studies curriculum in colleges of education.

The idea behind the issues raised above was to determine the extent to which the objectives of teaching social studies in colleges of education are attained by such variables that are associated with instruction in Social Studies education as:

1. Teacher qualification and number to teach social studies
2. Available facilities.
3. Availability and use of instructional materials
4. Compliance with minimum standards for implementation.
5. Teaching method employed.
6. Evaluation strategies used to establish achievements.

In more specific terms, the various items of the three instruments of questionnaires, observation guides, checklists and interview focused on the following;

a. Establishing whether teachers were qualified and adequate in teaching social studies.
b. Assessing availability of physical facilities for teaching and learning social studies curriculum.
c. Establishing whether appropriate instructional materials were available for the implementation of the Social Studies curriculum in Colleges of Education.
d. Assessing compliances to standards for implementation of social studies curriculum.
e. Establish whether the right methods and strategies were used in teaching for the acquisition of set out objectives.
f. Ascertaining the use of appropriate evaluation strategies in the acquisition of social studies objectives for colleges of education;

The instruments contained six sections: the first section "A" titled "demographic section" comprised respondents' personal data such as name of institution, ownership of COE, sex, level of study, age, qualification, subject specialization; years of teaching experiences.

Section "B" titled adequacy of physical facilities. This section sought for responses on the availability of physical facilities for proper implementation of social studies curriculum within the colleges. Section "C" titled adequacy of instructional materials to achieve objectives". Section "D" titled "Adherence to prescribed standards for social studies implementation in Colleges of Education". This section elicited responses on the state of compliance by the colleges to the minimum standards required for the implementation of social studies.

Section "E" titled "Pedagogical strategies used by teachers in implementing social studies curriculum in Colleges of Education". This section sought for data on the suitability of methods used in teaching for the acquisition of social studies objectives.

Section "F" titled "Relevance of evaluation strategies". This section sought for data in respect to establishing the suitability of evaluation strategies used in confirming learning outcomes with respect to objectives of social studies in Colleges of Education.

A second instrument used was the Archival Approach to obtain information on past examination questions by teachers of social studies from Colleges or Examination Officers or Directors of Academic Planning. Samples of these examination questions were informative on how teachers of Social Studies evaluate the acquisition of social studies objectives to determine their relevance to objectives of teaching social studies.

A third instrument was researcher's observation of sampled teaching/learning encounters in each of the Colleges Sampled to further confirm some respondents' responses on the questionnaires. Special attention was paid to lesson plans;

instructional materials; use of interactions or lecture method in respect of topic, class arrangements; relevance of method to topic etcetera. Another observation guide centered on provosts' administrative machinery for effective implementation or otherwise. A fourth instrument was an interaction with the director of academic programmes of the NCCE.

3.5.1 Validity of Instruments

In order to make sure that the final copy of the questionnaire was valid for the study, the researcher employed the services of some Postgraduate students in the Department of Social studies Education during the construction of the questionnaire. Based on the input of the students, a draft of the questionnaire was submitted to the supervisors for validation. On the basis of their expert inputs, two sets of structured questionnaire for students and teachers were constructed to measure the extent of appropriate implementation of social studies curriculum in college of education in the north central geopolitical zones of Nigeria.

3.5.2 Pilot Study

A pilot study was conducted to confirm whether or not there were aspects of the instruments that needed to be addressed and also to determine the reliability estimate (coefficients) of the instruments. The pilot study involved Federal College of Education, Kontagora (government) and College of Education Offa (private). A total of 50 NCE 3 students and 10 teacher-educators (social studies) were randomly selected from these Colleges. The two colleges were not part of the sampled Colleges of Education for the main study, but share similar characteristics in all regards. The result of the pilot 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.

3.6 Reliability of Instrument

The data thus collected from the pilot study were statistically analysed for purpose of reliability co-efficient. The Cronbach reliability coefficient was used for both teachers and students questionnaire. The Cronbach reliability statistics were used because the study was a survey research. Consequently, reliability co-efficient of alpha level of .921 was obtained for the teachers' and students' questionnaires. This reliability coefficient was considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability which according to Spiegel M (1992). *and Stevens, J (1996);* an instrument is considered reliable if it's reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirmed the instruments were highly reliable.

3.7 Procedure for Data Collection

Having obtained permission, an introductory letter from the Head of Educational Foundations and curriculum department was served each College Head of Social Studies Department as a formal introduction. The 840 copies of questionnaires were administered to the targeted population in the selected Colleges of Education. The researcher with the assistance of three trained assistants distributed the questionnaires to the Colleges of Education. The researcher went back after one week to receive the filled questionnaires. A total of four weeks was dedicated for the administration and collection of the questionnaires.

3.8 Methods of Data Analysis

The data collected was analyzed using frequencies/percentages for the bio data variables. The mean, frequencies and standard deviations were used to respond to the research questions.

Hypotheses I to VI were tested with one sample t-test to enable the establishment of the difference of the variables that are independent on the implementation of the Social studies curriculum. The comparison is based on observed mean with a fixed mean.

All hypotheses were tested at 0.05 alpha level of significance in order to retain or reject the null hypotheses.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Introduction

In this chapter, the data collected from eight Colleges of Education towards the assessment of the implementation of the Nigeria Certificate in Education (NCE) social studies curriculum in North Central Geo-Political Zone of Nigeria was statistically analysed. The analysis of the data was discussed in line with the research objectives and questions. The responses to each of the items were presented in tables of frequencies and percentages. The chapter begins with the analysis of the respondents' socio-demographic characteristics. Where an item was found to be a common issue between the students and the teachers, the two groups were presented together. The study is not a comparative one but for comprehension a comparative approach is used in the analysis of such variable. The hypotheses of the study were tested, with a discussion presented at the end of the chapter.

4.2 Descriptive analysis of the socio-demographic characteristics

A total of eight hundred and eight respondents made up of 768 students and 40 teachers were selected from private and public Colleges of Education in North Central Geo-Political Zone of Nigeria involved in the study. The socio-demographic characteristics selected along the expressed opinions on the investigated variables that were common to both groups were sex and age. Other variables like qualification, years of experience on the job were only solicited from the teachers while level of study was peculiar to only students. Each of these variables is tabulated together for the two groups where it was found to be common in frequencies and percentages otherwise each of the group was presented where such variable was associated with only a group respectively.

Table 4.2.1: Classification of the respondents by ownership of institution

Ownership of college	Teachers Response		Students Response	
	Frequency	Percent	Frequency	Percent
Government	20	50.0	395	51.4
Private	20	50.0	373	48.6
Total	40	100.0	768	100.0

The table revealed that equal number of teachers was sampled from the private and public Colleges of Education involved in the study. For the students 395 or 51.4% were from Public or Government colleges while 373 or 48.6% were from Private Colleges of Education. This distribution shows that the colleges of Education in the Zone were fairly represented in the study.

Table 4.2.2: Classification of the respondents by gender

Sex	Teachers Response		Students Response	
	Frequency	Percent	Frequency	Percent
Male	24	60.0	408	53.1
Female	16	40.0	360	46.9
Total	40	100.0	768	100.0

Table 4.2.2 above shows the classification of the respondents by their gender. Of the total number of teachers involved in the study, 24 or 60.0% were male while 16 or 40.0% were female. Among the students, 408 or 53.1% were male while 360 or 46.9% were female. This distribution is proportionate to the actual gender representation obtained in the Colleges of Education involved in the teaching and learning of Social Studies.

Table 4.2.3: Classification of the respondents by their age ranges

Age	Teachers Response		Students Response	
	Frequency	Percent	Frequency	Percent
20 – 25 Years			428	55.7
26 - 30 Years	10	25.0	192	25.0
31 - 35 Years	7	17.5	41	5.3
36 - 40 Years	2	5.0	37	4.8
41 Years and above	21	52.5	70	9.1
Total	40	100.0	768	100.0

Table 4.2.3 above shows the classification of the respondents by their age ranges. None of the teachers was below 26 years as indicated in the table. Of the total number (40) of teachers, 10 or 25.0% of the teachers were between 26 and 30 years while 7 or 17.5% were between 31 and 35 years. Teachers who were between 36 and 40 years were 2 or 5.0% while 21 or 52.5% were above 40 years. Among the students, 428 or 55.7% were between 20 and 25 years while 192 or 25.0% were between 26 and 30 years. Students who were between 31 and 35 years were 41 or 5.3% of the total number while 37 or 4.8% of the students were between 36 and 40 years. Students who were above 41 years were only 70 or 9.1% of the total number (768) involved in the study.

Table 4.2.4: Classification of the teachers by their highest educational qualifications

Teachers Qualification	Frequency	Percent
B ED	9	23.5
B A	5	11.5
M ED	20	50.0
Ph D	4	10.0
Others	2	5.0
Total	40	100.0

Table 4.2.4 above shows the classifications of the teachers by their highest educational qualifications. The table revealed that 4 or 10.0% of the (40) teachers had doctorate degrees while 20 or 50.0% had Master degrees. Those with B.ED degree

were 9 or 23.5% while 3 or 7.5% had B.A degrees. There were 7 of the teachers who had unspecified qualification not directly associated with the teaching and learning of social studies. By these qualifications, the teachers could be said to have the necessary information with the implementation of the social studies curriculum in the institutions.

Table 4.2.5: Classification of the teachers by their subject of specialization

Subject Specialization	Frequency	Percent
Social Studies	33	82.5
Sociology	3	6.5
Mathematics	2	5.0
Primary Science	2	5.0
Total	40	100.0

Table 4.2.5 above shows the teachers by their subjects of specialization. The table revealed that 33 or 82.5% of the 40 teachers were specialists in Social Studies Education. But 3 or 6.5% of the teachers were in Sociology while 2 or 2.5% each were in Mathematics and Primary science. From the distribution, it could be generalized that most (82.5%) of the teachers specialised in Social Studies Education and should therefore be in position to give valid information on the implementation of the curriculum in the institutions.

Table 4.2.6: Classification of the teachers by their years of teaching experiences

Table 4.2.6 shows the classifications of the teachers by their years of teaching experiences.

Years of Teaching Experience	Frequency	Percent
1 – 10 years	22	55.0
11 – 20 years	7	17.5
21 – 30 years	6	15.0
31 years and above	5	12.5
Total	40	100.0

The table revealed that 22 or 55.0% of the teachers had between 1 and 10 years of teaching experience on the job, while 7 or 17.5% had been on the job for between 11

and 20 years. Teachers with between 21 and 30 years of experience in the study were 6 or 15.0% of the total, and 5 or 12.5% had above 30 years of teaching experience. This distribution means that the teachers had enough experience with respect to the implementation of the social studies' curriculum in the institutions to give valid information required for this assessment.

Table 4.2.7: Classification of the respondents by their religious affiliations

Religion	Teachers Response		Students Response	
	Frequency	Percent	Frequency	Percent
Islam	19	47.5	249	32.4
Christianity	21	52.5	519	67.6
Total	40	100.0	768	100.0

Table 4.2.7 shows the classification of the teachers and students by their religious affiliations. The table shows that 19 or 47.5% of the Teachers were of the Islamic faith while 21 or 52.5% belongs to the Christian faith. Students who were of the Islamic affiliation were 249 or 32.4% of the total, while 519 or 67.6% were of the Christian faith. Thus all the major religions in the Nigerian society could be said to be represented in the sample.

4.3 Solutions to research questions

Among the specific objective of the study is the determination of the number and quality of teachers available for the implementation of social studies curriculum in the Colleges of Education covered in this study. This objective was investigated with the following research question;

Research question one: How adequate are the quality and number of social studies teachers for implementing social studies curriculum in Colleges of Education in North Central Geo-Political Zone of Nigeria?

The aim was to establish the quality and adequacy of social studies teachers in Colleges of Education in the North Central Geo-Political Zone of Nigeria. The consideration here involved number of teachers available for the implementation of the curriculum in the colleges, the number of students in relation to teachers (teachers-students' ratio) and their respective professional qualifications. Table 4.3.1 shows the respective numbers for the private and public colleges involved in the study. However, only the total for all the Colleges were used since the study is not a comparative study.

Table 4.3.1a: Quality of teachers available for the implementation of the Social studies curriculum in the colleges of Education

Quality and Adequacy of teachers	Private	Public	Total
Teachers with PhD in Social Studies	1	2	3
Teachers with PhD in any of the social sciences and at least NCE (social studies) or PGDE	0	1	1
Teachers with PhD without education	0	0	0
Teachers with Masters in Social Studies Education	3	4	7
Teachers with Masters in any of the social sciences and at least NCE (social studies) or PGDE	4	6	10
Teachers with Masters outside social sciences and education	2	1	3
Teachers with First Degree in Social Studies Education	3	4	7
Teachers with First Degree in any of the social sciences and at least NCE (social studies) or PGDE	3	2	7
Teachers with First Degree outside the Social Sciences and Education	3	1	4

The table above shows that out of the 40 teachers sampled, 33 of the teachers had the basic (First degree with at least NCE Social Studies or PGDE) qualifications for the teaching of the course in the colleges to have the necessary qualification required for the teaching and effective implementation of the curriculum in the colleges while seven (7) of the teachers involved in the teaching of the course were actually not having the required qualification for teaching and implementing the curriculum in the colleges. From these observations, it could not be said that the colleges had adequate number and qualified teachers required for the effective implementation of the social studies curriculum in the colleges. It is also evident that there are more qualified teachers in the public colleges than the private ones.

Table 4.3.2b: Number and adequacy of teachers available for the implementation of the Social studies curriculum in the colleges of Education

Number and Adequacy of teachers	Private	Public	Total
Number of teachers	20	20	40
Number of students	373	395	768
Teacher – student ratio	1:19	1:20	1:39

In the overall, 40 teachers were found to have been specially designated for the teaching of Social Studies in the eight Colleges of Education involved in the study. The total number of social studies students obtained in the Colleges was 768 and the Teachers/students ratio was 1: 39. This is higher than the recommended ratio of 1:25 teacher-students recommended by the NCCE in the minimum conditions. By this, room has been created for poor implementation. The ratio of teacher/students is higher in public colleges.

Research question Two: How adequate are the physical facilities in Colleges of Education in the North Central Geo-Political Zone for implementing the social studies curriculum?

The specific objective here is the determination of the adequacy of physical facilities for the implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political Zone of Nigeria. The individual opinions of the two groups (Teachers and Students) on the items are presented in frequencies and percentages in Appendix M. The combined opinion of the respondents on the items is tabulated in frequencies and percentages along the four point modified Likert scale in Table 4.3.2.

Table 4.3.2: Opinion of the respondents on the adequacy of physical facilities for the implementation of the social studies curriculum in the colleges

Adequacy of physical facilities		SA		A		D		SD		mean
1	Enough large classrooms for teaching, learning and examination	13	1.6	147	18.2	386	47.8	262	32.4	1.89
2	Classrooms are adequately furnished for the comfort of students and teachers.	21	2.6	114	14.1	307	38.0	366	45.3	1.74
3	Sufficient offices that are furnished for staff	22	2.7	76	9.4	218	27.0	492	60.9	1.54
4	A spacious social studies workshop room with sitting capacity for at least 50 students.	14	1.7	113	14.0	304	37.6	377	46.7	1.71
5	Sufficient and functional buses for excursion / field trips	21	2.6	115	14.2	303	37.5	369	45.7	1.74
6	A functional and well-furnished counseling office	22	2.7	122	15.1	318	39.4	346	42.8	1.78
7	Well stocked and spacious departmental, school and college libraries.	16	2.0	149	18.4	356	44.1	287	35.5	1.87
8	Staff and boardroom for meetings.	19	2.4	100	12.4	269	33.3	420	52.0	1.65
9	Enough and well-kept toilets for staff and students	16	2.0	125	15.5	330	40.8	337	41.7	1.78
10	Adequate and comfortable hostel accommodation for students	16	2.0	82	10.1	228	28.2	482	59.7	1.54
11	A functional health facility for students and staff	27	3.3	139	17.2	297	36.8	345	42.7	1.81
12	A functional weather station	19	2.4	166	20.5	393	48.6	230	28.5	1.97

NB: All mean scores were less than decision mean of 2.50. The overall (Calculated) mean is 1.75

From the distribution of the respondents' opinions in the table, it is clear that there were no adequate physical facilities such as large classrooms for teaching and

learning of the subject in the colleges. This is clearly demonstrated in most of the items in the table with the high percentages of disagreement by the respondents. In the first item for example, 386 or 47.8% and 262 or 32.4% of the respondents disagreed and strongly disagreed respectively with the opinion that there were large classrooms for the teaching and learning of the subject in the colleges. Only 13 or 1.6 and 147 or 18.2% of the total respondents strongly agreed and agreed respectively that there were large classrooms that were enough for the teaching and learning of the course in the colleges. In like manner, 307 or 38.0% and 366 or 45.3% disagreed and strongly disagreed with the suggestion that the available classrooms were adequately furnished for the comfort of students and teachers.

The respondents did not agree that there were sufficient offices that were furnished for staff and that there were spacious social studies workshops and rooms with sitting capacity for at least 50 students in the colleges. From the expressed opinions of the respondents in the table, the colleges lack functional and well-furnished counseling office, well stocked and spacious departmental, school and college libraries as well as staff and boardroom for meetings that could enhance effective implementation of the curriculum in the colleges.

The inadequacies extended to provision of functional vehicles for excursion and field trips which the respondents did not agree were available in the schools as far as the effective implementation of the social studies curriculum is concerned. The gross inadequacy is extended to provision of essential facilities like good toilet system, adequate and comfortable hostel accommodation for students and functional health facility for students and staff of the colleges and, functional weather stations in the colleges. The preponderance of this inadequacy across all the colleges is explained in the fact that in all the items, the percentages of disagree and strongly disagreed were all

above 60% of the total respondents. This is a clear indication that there was a consensus among all the staff and students of the colleges involved in the study.

Research question three: To what extent are instructional materials in Colleges of Education adequate for teaching and learning of social studies in the North Central Geo-Political Zone?

The purpose of this objective is to assess the availability and adequacy of instructional materials for teaching of the social studies curriculum in the Colleges of Education in North Central Geo-Political Zone of Nigeria. The instructional materials whose adequacy was examined for the effective implementation of the curriculum in the colleges are rated by the respondents in Table 4.3.3.

Table 4.3.3: Opinion of the respondents on the adequacy of instructional materials for the implementation of the social studies curriculum in the colleges

Adequacy of instructional material		SA		A		D		SD		Mean
1	Adequate portable and fixed chalkboards in halls and classrooms	298	36.9	351	43.4	138	17.1	21	2.6	1.85
2	Projectors	15	1.9	117	14.5	299	37.0	377	46.7	1.72
3	Functional television sets	16	2.0	129	16.0	318	39.4	345	42.7	1.77
4	Functional radios	21	2.6	134	16.6	332	41.1	321	39.7	1.82
5	Functional video machines / tapes	15	1.9	131	16.2	305	37.7	357	44.2	1.76
6	functional photocopiers	17	2.1	106	13.1	262	32.4	423	52.4	1.65
7	functional typewriters	16	2.0	137	17.0	380	47.0	275	34.0	1.87
8	functional computers	23	2.8	118	14.6	317	39.2	350	43.3	1.77
9	Models and mock-ups	22	2.7	130	16.1	318	39.4	338	41.8	1.80
10	Maps	25	3.1	107	13.2	254	31.4	422	52.2	1.67
11	Charts	20	2.5	122	15.1	327	40.5	339	42.0	1.78
12	Flannel boards	22	2.7	124	15.3	329	40.7	333	41.2	1.80
13	Magnetic boards	26	3.2	172	21.3	423	52.4	187	23.1	2.05
14	Constant source of light	23	2.8	128	15.8	321	39.7	336	41.6	1.80
15	Functional camera	16	2.0	164	20.3	418	51.7	210	26.0	1.98
16	Film strips	26	3.2	151	18.7	364	45.0	267	33.0	1.92
17	Slides	28	3.5	92	11.4	238	29.5	450	55.7	1.63

NB: All mean scores were less than decision mean of 2.50. The overall (Calculated) mean is 1.80

From the distributions in the table, the respondents were of the opinion that the instructional materials were grossly inadequate in the colleges for the effective implementation of the social studies' curriculum. The only item or instructional

material the respondents agreed could be considered is portable and fixed chalkboards in halls and classrooms. In the table, 298 or 36.9% and 351 or 43.4% strongly agreed and agreed respectively that the chalkboards in halls and classrooms were adequately provided in the colleges.

Other instructional materials like projectors, television sets, radios, video machines / tapes, photocopiers, computers and models and mock-ups were not seen by the respondents as adequate for the effective implementation of the curriculum in the colleges. Other items in the table that were not considered to be adequate for the effective implementation of the curriculum in the colleges were .Maps, Magnetic boards, constant source of light and functional cameras among others. With these inadequacies, it could not be said that there were enough instructional materials for the effective implementation of the Social Studies curriculum in the colleges. Mean scores are less than decision mean of 2.5.

Research question four: To what extent do Colleges of Education in the North Central Geo-Political Zone adhere to prescribed standards for the social studies curriculum implementation?

The objective here was to examine the extent to which Colleges of Education in the zone observed the prescribed standards for implementing social studies curriculum. In this perspective, certain provisions in terms of human and material resources were expected to be provided by the colleges for the effective implementation of social studies curriculum in the colleges. In Table 4.3.4 the opinion of the respondents on the extent to which these standard provisions were adhered to in the colleges for the implementation of the curriculum were presented.

Table 4.3.4: Opinion of the respondents on the adherence to the standard provisions of human and materials resources for the implementation of the social studies curriculum in the colleges

Adherence to standards		SA		A		D		SD		Mean
1	Technical staff (workshop assistant - NCE Social studies qualification)	21	2.6	144	17.8	343	42.5	300	37.1	1.86
2	Departmental secretary	329	40.7	315	39.0	40	5.0	124	15.3	1.86
3	Departmental messenger / cleaner	443	54.8	184	22.8	67	8.3	114	14.1	1.82
4	Computer operators	107	13.2	84	10.4	190	23.5	427	52.8	1.84
5	3 large classrooms and above with furniture	84	10.4	125	15.5	266	32.9	333	41.2	2.08
6	Social studies workshop with sitting capacity for at least 50 students with furniture	29	3.6	185	22.9	419	51.9	175	21.7	2.07
7	Each senior staff has a comfortably furnished office to himself.	42	5.2	171	21.2	395	48.9	200	24.8	1.93
8	Office for support staff (typist, clerks)	76	9.4	117	14.5	288	35.6	327	40.5	1.97
9	Relevant equipment e.g. typewrites, cyclostyling machine etc	107	13.2	98	12.1	269	33.3	334	41.3	1.84
10	Enough books to cover all the areas of the subject in the ration of one student to ten books.	42	5.2	115	14.2	324	40.1	327	40.5	1.94
11	Equipment like projectors; film strips, slides, video machine; camera, TV set, world globe.	87	10.8	112	13.9	278	34.4	331	41.0	1.94
12	Materials such as atlases, wall maps, textbooks journals, painting materials, news prints, newspapers and computer sets.	25	3.1	116	14.4	271	33.5	396	49.0	1.72
13	NERDC National Curriculum for Junior Secondary School social studies (photocopies)	27	3.3	156	19.3	387	47.9	238	29.5	1.97
14	A functional weather station.	26	3.2	161	19.9	382	47.3	239	29.6	1.97
15	Comply WITH distribution of minimum credits required for graduation of every candidate.	366	45.3	269	33.3	23	2.8	150	18.6	1.91
16	Actually teach and evaluate content of the curriculum in the affective, psychomotor and cognitive domains.	458	56.7	216	26.7	100	12.4	34	4.2	1.64

NB decision mean 2.50. Calculate mean is 1.90

From the expressed opinions of the respondents in the table, the impression is that the colleges did not have the adequate human and materials resources for the

effective implementation of the Social Studies curriculum in the schools. For example, from the first item in the table, the respondents did not agree that the colleges had adequate Technical staff or workshop assistant with NCE Social studies qualification. Though there is overwhelming evidence from the expressed opinion that the colleges had Departmental secretaries, messenger and cleaners for the Social Studies departments but they were of the opinion that there were no adequate Computer operators in the respective departments. This would mean that as far as human resources was concerned, the colleges did not have adequate supportive staff for effective implementation of the curriculum.

Apart from human resources, there was also the dearth of facilities and equipment that could be considered vital for the effective implementation of the curriculum in the colleges. Among such facilities and equipment were workshop with sitting capacity for at least 50 students with furniture, furnished offices for senior staff, offices for support staff like typist and clerks, relevant equipment like typewrites, cyclostyling machine and computers for administrative purposes and adequate books to cover all the areas of the subject in the ratio of one student to ten books.

Equipment like projectors; film strips, slides, video machine; camera, television sets, materials such as atlases, wall maps, textbooks journals, painting materials, news prints, newspapers and computer systems, world globe and photocopiers or copies of the NERDC National Curriculum for Junior Secondary School social studies were in short supply. From the observations of the different opinions expressed by the respondents on adherence to standard by the colleges for the effective implementation of the curriculum, it could be said that the standard required in terms of human and materials resources were not actually achieved. Most of the mean scores are less than the decision mean of 2.5.

Research question five: What are the dominant pedagogical strategies used by teachers of social studies in Colleges of Education in the North Central Geo-Political Zone?

To find out the pedagogical strategies used by teachers in implementing the social studies curriculum in the Colleges of Education, a number of items were listed on which the respondents expressed their views. The opinions of the respondents are tabulated in frequencies and percentages for the respective items in Table 4.3.5.

Table 4.3.5: Opinions of the respondents on the dominant pedagogical strategies used by teachers for the implementation of the social studies curriculum in the colleges

Pedagogical strategies		SA		A		D		SD		Mean
1	Lectures	358	44.3	289	35.8	133	16.5	28	3.5	2.85
2	Story telling	288	35.6	359	44.4	140	17.3	21	2.6	3.13
3	Role Modeling	363	44.9	293	36.3	133	16.5	19	2.4	2.81
4	Observation/ anecdotal records	386	47.8	268	33.2	133	16.5	21	2.6	2.56
5	Dictation	516	63.9	189	23.4	84	10.4	19	2.4	2.64
6	Punishment / rewards.	123	15.2	534	66.1	119	14.7	32	4	2.90
7	Films	87	10.8	177	21.9	519	64.2	25	3.1	2.86
8	Resource persons	139	17.2	91	11.3	546	67.6	32	4	2.76
9	Assignment	188	23.3	466	57.7	110	13.6	44	5.4	2.86
10	Project	118	14.6	533	66	120	14.9	37	4.6	3.02
11	Problem solving	173	21.4	569	70.4	46	5.7	20	2.5	2.65
12	Independent study	205	25.4	497	61.5	56	6.9	50	6.2	2.70
13	Field trip	219	27.1	58	7.2	498	61.6	33	4.1	2.71
14	Debate	242	30	45	5.6	35	4.3	486	60.1	2.89
15	Questioning	332	41.1	374	46.3	68	8.4	34	4.2	2.82
16	Tutorial	282	34.9	454	56.2	46	5.7	26	3.2	2.24
17	Dramatization	35	4.3	387	47.9	362	44.8	24	3	2.30
18	Discussion	231	28.6	379	46.9	113	14	85	10.5	2.66
19	Inquiry method	250	30.9	408	50.5	109	13.5	41	5.1	2.47
20	Play lets	308	38.1	24	3.0	453	56.1	23	2.8	2.57
21	Simulations	379	46.9	339	42	51	6.3	39	4.8	2.98

NB Decision mean is 2.5, Calculated mean 2.73

From the opinions of the respondents in the table, the pedagogical items were effectively utilized by the teachers in the implementation of the curriculum with some few exceptions. For example, the respondents agreed that lectures, story-telling; role modeling, observation/ anecdotal records, dictation, punishment/rewards were effectively used in the teaching and learning of the course in the colleges. Other

pedagogical strategies which the respondents agreed were used by the teachers included assignment, project, problem solving, independent study, questioning, discussion, play lets and simulations.

But the respondents did not agree that tutorials, dramatization and inquiry methods were effectively used by the teachers in the implementation of the curriculum in the colleges. This would mean that pedagogical strategies not being used could be associated with the inadequacies observed in the colleges. Tutorials, for example have to do with adequacy of qualified staff, offices, classroom and manageable students population which as observed, the colleges did not really possess. In the overall observation therefore, it could be said that the required pedagogical strategies for the effective implementation of the curriculum in the colleges were fully utilized by the teachers for the teaching and learning of the course mostly in the traditional manner as evident from mean scores that are greater than decision mean score of 2.5 but deficient against the like of tutorial, dramatization and inquiring methods (Method required by NCCE).

Research question six: How appropriate are the evaluation strategies used by teachers of social studies in colleges of education in the North Central Geo-Political Zone for ensuring the achievement of social studies curriculum objectives?

This corresponds to the last specific objective of the study which aims at determining the adequacy and appropriateness of the evaluation strategies used by teachers in implementing the social studies curriculum in Colleges of Education. The opinions of the respondents on the relevance and adequacy of the evaluation strategies for the implementation are scored in frequencies and percentages in Table 4.3.6.

Table 4.3.6: Opinion of the respondents on the appropriateness of evaluation strategies for the implementation of the social studies curriculum in the colleges

Relevance/adequacy of evaluation strategies	SA		A		D		SD		Mean
1. Essay question mostly	31	3.8	63	7.8	448	55.4	266	32.9	1.83
2. Objective questions mostly	416	51.5	310	38.4	21	2.6	61	7.5	1.74
3. Observation and anecdotal record for determining affective learning outcome always.	28	3.5	85	10.5	497	61.5	198	24.5	1.93
4. Engage student in class discussions to determine affective learning	31	3.8	108	13.4	231	28.6	438	54.2	1.67
5. Adequate time made available to stress affective learning outcomes	18	2.2	73	9	148	18.3	569	70.4	1.43
6. Aptitude tests	207	25.6	486	60.1	18	2.2	97	12	1.56
7. Dress code strictly observed	18	2.2	186	23	409	50.6	195	24.1	2.03
8. Check ability to solve societal problems	18	2.2	205	25.4	452	55.9	133	16.5	2.13
9. Interview	11	1.4	85	10.5	177	21.9	535	66.2	1.47
10. Socio metric scales	11	1.4	194	24	422	52.2	181	22.4	2.04
11. Rating scales	11	1.4	139	17.2	304	37.6	354	43.8	1.76
12. Questionnaires	151	18.7	562	69.6	24	3	71	8.8	1.45
13. Check lists	24	3	162	20	355	43.9	267	33	1.93
14. Case studies	65	8	149	18.4	329	40.7	265	32.8	2.02
15. Inventories and self-reports	186	23	53	6.6	111	13.7	458	56.7	1.96
16. Evaluation strategies correspond with objectives of social studies in Colleges of Education.	168	20.8	58	7.2	123	15.2	459	56.8	1.92
17. Affective learning outcomes are emphasized	132	16.3	108	13.4	234	29	334	41.3	2.05

Decision mean 2.5, calculated mean 1.82

From the table, the respondents did not agree that the evaluation strategies correspond with the objectives of social studies or that affective learning outcomes were emphasized in the teaching and learning of the course in the Colleges of Education. The implication here is that the evaluation strategies used by teachers of social studies in the colleges could not be considered adequate and appropriate for the effectiveness of the curriculum implementation. This conclusion is justified considering all of the mean scores to be less than 2.5.

4.4 Test of hypotheses

The hypotheses formulated to determine the significance of the investigated variables on the implementation of the social studies curriculum in the colleges were tested in this section. They consisted of six null hypotheses tested along the objectives and research questions. The hypotheses tested were as follows:

Hypotheses I: There is no significant difference between the observed quality and number of social studies teachers and standard required for the effective implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria.

This hypothesis was tested by comparing the observed quality and numbers of social studies teachers and standard required for the effective implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria. The significance of the number available was tested independently from the available quality in terms of their professional qualifications. The T-test analysis was used by comparing the observed quality and standard required. A summary of the test for the quality is presented in Table 4.4.1a while the test for the number of the available teachers for the effective implementation of the social studies curriculum in the Colleges is presented in Table 4.4.1b.

Table 4.4.1a: One sample t-test on the difference between the observed quality of social studies teachers and standard required for the effective implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria

Variables	N	Mean	Std. Deviation	Std. Error	t-value	t-critical	Df	P-value
Teachers qualified	33	2.21	.12512	.1231	11.191	2.021	39	0.000
Standard required	40	2.50	0.00	0.00				

From the result of analysis presented above, it shows that the probability value is less than 0.05 at 5% level of significance. The t-value is 11.191 and the t-critical is 1.976 at degree of freedom 39 using two tailed significant level. The rule of thumb guiding the acceptability of a particular hypothesis in t-test is that when the t-value is

greater than t-critical, the null hypothesis is rejected. On the other hand if the t-critical value is greater than the t-value, the null hypothesis is accepted. Therefore, since the first condition is certified as the t-value is greater than t-critical, the null hypothesis that "there is no significant difference between the observed quality of social studies teachers and standard required for the effective implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria" is therefore rejected. The test revealed deficiency in teacher quality for effective implementation of the social studies curriculum in the colleges.

Table 4.4.1b: One sample t-test on the difference between the observed number of social studies teachers and standard required for the effective implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria.

Variables	N	Mean	Std. Deviation	Std. Error	t-value	t-critical	Df	P-value
Teacher – students ratio	39	2.21	.20631	.0641	10.190	2.021	38	0.000
Standard required	25	2.50	0.00	0.00				

From the above result of analysis presented, it shows that the probability value is less than 0.05 at 5% level of significance. The t-value is 10.190 and the t-critical is 2.021 at degree of freedom 38 using two tailed significant level. The rule of thumb guiding the acceptability of a particular hypothesis in t-test is that when the t-value is greater than t-critical, the null hypothesis rejected. On the other hand if the t-critical value is greater than the t-value, the null hypothesis is accepted. Since the the t-value is greater than t-critical, the null hypothesis that "there is no significant difference between the observed number of social studies teachers and standard required for the effective implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria" is therefore rejected. The test revealed

significant difference between number of teachers on ground and expected number for effective implementation of the curriculum in the colleges.

Hypotheses II: There is no significant difference between available number of physical facilities and the standard required for the effective implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria.

The mean scores on the expressed opinions on the availability and adequacy of physical facilities for the implementation of the social studies curriculum in the colleges examined in Table 4.3.1 were used for this hypothesis. The hypothesis was tested with the one sample t-test because of the need to establish the significance of the opinion of the respondents on the availability and adequacy of physical facilities by comparing the observed mean opinion and fixed mean which would indicate whether the respondents considered the variables significantly available and adequate or not. The fixed mean score used for the hypothesis is 2.5 which would indicate agreement of significance. A lower mean score would mean that the respondents did not agree that the physical facilities were not significantly available and adequate for the effective implementation of the curriculum. The result of the test is summarized in Table 4.4.2.

Table 4.4.2: One sample t-test on the difference between available number of physical facilities and the standard required for the effective implementation of the social studies curriculum in Colleges

Variables	N	Mean	Std. Deviation	Std. Error	t-value	t-critical	Df	P-value
Physical facilities	808	2.05	.83611	.02941	15.290	1.96	807	0.000
Test Mean	808	2.50	0.00	0.00				

From the result of the analysis presented above, it shows that the probability value is less than 0.05 at 5% level of significance. The t-value value is 15.290 and the t-critical is 1.96 at degree of freedom 807 using two tailed significant level. The rule of thumb guiding the acceptability of a particular hypothesis in t-test is that when the t-value is greater than t-critical, the null hypothesis is rejected. On the other hand if the t-critical value is greater than the t-value, the null hypothesis is accepted. Since the t-

value is greater than t-critical, the null hypothesis that "there is no significant difference between the available number of physical facilities and the standard required for the effective implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria" is therefore rejected. The test revealed that the available physical facilities in the colleges were not considered adequate for the effective implementation of the curriculum.

Hypotheses III: There is no significant difference between the available instructional material and standard required for the implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria.

The test of this hypothesis was based on the mean scores of the respondents in Table 4.3.2, on the availability and adequacy of instructional materials for the implementation of the social studies curriculum in the Colleges was examined. To test the hypothesis, the one sample t-test procedure was used because of the need to establish the significance of the opinion of the respondents by comparing the observed mean opinion and fixed mean of 2.5 which would indicate whether the respondents considered the variables significantly available and adequate or not. The result of the one sample t-test is shown in Table 4.4.3.

Table 4.4.3: One sample t-test on the differences between the available instructional material and standard required for the implementation of the social studies curriculum in Colleges

Variables	N	Mean	Std. Deviation	Std. Error	t-value	t-critical	df	P-value
Instructional materials	808	2.01	.73243	.02577	19.020	1.96	807	0.000
Test Mean	808	2.50	0.00	0.00				

From the above result of analysis presented, it shows that the probability value is less than 0.05 at 5% level of significance. The t-value value is 19.020 and the t-critical is 1.96 at degree of freedom 807 using two tailed significant level. The rule of thumb guiding the acceptability of a particular hypothesis in t-test is that when the t-value is greater than t-critical, the null hypothesis stands rejected. On the other hand if the t-critical value is greater than the t-value, the null hypothesis is accepted. Since the first condition is certified as the t-value is greater than the t-critical, the null hypothesis which states that "there is no significant difference between the available instructional material and standard required for the implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria" is therefore rejected. Also the test revealed that the available instructional materials in the colleges were considered inadequate for the effective implementation of the curriculum.

Hypotheses IV: There is no significant difference between the state of adherence to standards and the standards required for the implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria.

This hypothesis was tested with the scores in Table 4.3.4 where the use of adherence to standard resources required for the effective implementation of the social studies curriculum in the Colleges was examined. The result of the one sample t-test used for the test is summarized in Table 4.4.4.

Table 4.4.4: One sample t-test on the difference between the state of adherence to standards and the standards required for the implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria

Variables	N	Mean	Std. Deviation	Std. Error	t-value	t-critical	DF	P-value
Standard requirement	808	2.03	0.915	0.032	14.634	1.96	807	0.000
Test Mean	808	2.50	0.000	0.000				

From the above result analysis presented, it shows that the probability value is less than 0.05 at 5% level of significance. The t-value value is 14.634 and the t-critical is 1.96 at degree of freedom 807 using two tailed significant level. The rule of thumb guiding the acceptability of a particular hypothesis in t-test is that when the t-value is greater than t-critical, we are to reject the null hypothesis. On the other hand if the t-critical value is greater than the t-value, the null hypothesis stands accepted. Therefore, since the first condition is certified as the t-value is greater than the t-critical, the null hypothesis "there is no difference between the state of adherence to standards and the standards required for the implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria" is therefore rejected. In other words, they were of the opinion that their colleges' non-adherence to the standard provision of resources negatively and significantly influenced the effective implementation of the curriculum in the colleges.

Hypotheses V: There is no significant difference between the dominant pedagogical strategies used by teachers and the standard required for the implementation of the social studies curriculum in Colleges of Education in North-Central Geo-Political zone of Nigeria

Pedagogical strategies used by teachers for the implementation of social studies curriculum in the Colleges was examined in Table 4.3.5. To test the significant difference of this variable on the effectiveness of the curriculum implementation, the one sample t-test was used to compare the observed mean score of the respondents with

a fixed mean (2.50) which will indicate whether the variable is significantly used or not for the implementation. The result of the one sample t-test used for the hypothesis is summarized in Table 4.4.5.

Table 4.4.5: One sample t-test on the difference between the dominant pedagogical strategies used by teachers and the standard required for the implementation of the social studies curriculum in Colleges of Education in North-Central Geo-Political zone of Nigeria

Variables	N	Mean	Std. Deviation	Std. Error	t-value	t-critical	df	P-value
Pedagogy	808	3.02	1.029	0.037	27.626	1.96	807	0.000
Test Mean	808	2.50	0.000	0.000				

From the above result of analysis presented, it shows that the probability value is less than 0.05 at 5% level of significance. The t-value value is 27.626 and the t-critical is 1.96 at degree of freedom 807 using two tailed significant level. The rule of thumb guiding the acceptability of a particular hypothesis in t-test states that when the t-value is greater than t-critical, the null hypothesis is rejected. On the other hand if the t-critical value is greater than the t-value, the null hypothesis is accepted. Since the t-value is greater than the t-critical, the null hypothesis "there is no difference between the dominant pedagogical strategies uses by teachers and the standard required for the implementation of the social studies curriculum in Colleges of Education in North-Central Geo-Political zone of Nigeria" is therefore rejected. The implication here is that there is a difference between the pedagogical strategies used by teachers and the ones required for the effective implementation of the social studies curriculum in the Colleges.

Hypotheses VI: There is no significant difference between the evaluation strategies and standard required for the effective implementation of the social studies curriculum in Colleges of Education in North-Central Geo-Political zone of Nigeria.

To test this hypothesis, the aggregate mean score for items in Table 4.3.6 where the use of the evaluation strategies for the implementation of the social studies curriculum in the Colleges was subjected to a one sample t-test to determine its significance. Table 4.4.6 shows a summary of the result.

Table 4.4.6: One sample t-test on the difference between the evaluation strategies and standard required for the effective implementation of the social studies curriculum in Colleges of Education in North-Central Geo-Political zone of Nigeria

Variables	N	Mean	Std. Deviation	Std. Error	t-value	t-critical	df	P-value
Evaluation Strategies	808	2.01	.74990	.02638	18.683	1.96	807	0.000
Test Mean	808	2.50	0.000	0.000				

From the result of analysis presented above, it shows that the probability value is less than 0.05 at 5% level of significance. The t-value value is 18.683 and the t-critical is 1.96 at degree of freedom 807 using two tailed significant level. The rule of thumb guiding the acceptability of a particular hypothesis in t-test is used to accept or reject the null hypothesis. Since the t-value is greater than the t-critical the null hypothesis that "there is no significant difference between the evaluation strategies and standard required for the effective implementation of the social studies curriculum in Colleges of Education in North-Central Geo-Political zone of Nigeria" is thus rejected.

4.5 Major Findings

1) Teachers' quality (t-value 11.191 is more than t-critical 1.976) and number (t-value value 10.190 is more than t-critical 2.021) were inadequate for effective implementation of the social studies curriculum in colleges of education in the zone. The inadequacies of qualified teachers usually not made known during accreditation, physical facilities, instructional materials, non-adherence to required human and material provision and inappropriate evaluation procedures by teachers coupled with supervisory and monitoring inadequacies on the part of provosts and NCCE negatively influence the effective implementation of social studies curriculum in colleges of education in the North Central geographical zone of Nigeria
2) Physical facilities necessary for the implementation of social studies were significantly inadequate in the zone (t-value value 15.290 is more than t-critical 1.96). This, in addition to class sizes mars the use of tutorial classes.
3) Required instructional materials for effective implementation were significantly inadequate (t-value 19.020 is more than t-critical 1.96) or where available were not effectively used by teachers.
4) Most of the colleges in the zone did not comply with minimum requirements for the implementation of the curriculum (t-value value 14.634 is greater than t-critical 1.96) due to poor funding or misplaced priorities by College administrators. Most actions and inactions of the provosts did not augur well for successful implementation of the curriculum. Admission was given without due considerations to human and material resources; inadequate supervision of staff and misplaced priorities in the schemes of things were observed.

5) Application of appropriate pedagogical strategies by teachers in colleges in the zone were significantly inadequate (t-value value 27.626 is greater than t-critical 1.96). The interactive method recommended by NCCE and NTI was not used due to factors like class size and lack of facilities.
6) Evaluation procedures used by teachers for establishing learning outcomes in students in the three domains were not significantly appropriate (t-value value 27.626 is greater than t-critical 1.96). Most emphasis was given to cognitive outcomes.

4.6 Discussions

A number of hypotheses were tested; observations and interaction with NCCE official were made in this study towards establishing the difference of some selected variables on the effective implementation of the social studies curriculum in the colleges of Education in North Central Geo-Political Zone of Nigeria. In all, six hypotheses were tested. In the test of the first hypothesis, the adequacy and quality of the teachers responsible for the implementation of the curriculum in the colleges were tested by comparing the available number and quality of teachers with the standard required. The result of the test revealed that the obtained number of teachers in the colleges were significantly lower in adequacy and quality than the required standard. A number of them were not having the minimum teaching qualifications while some did not major in social studies education. The researcher observed that college administrators felt just anybody with degree could teach social studies. Most of them could not explain how they would teach and evaluate affective outcomes by serving as models, use of observation and anecdotal records. Thus marks were not considered for affective and psychomotor learning outcomes. The null hypothesis was therefore rejected that there is a significant difference between the observed quality and numbers

of social study teachers and the standard required for the effective implementation of the social studies curriculum in colleges of education in North Central geo-political zone of Nigeria. This finding is consistent with Olorundare (2003:91), Guga (2009:58), who asserted that the training, qualification, characteristics and productivity of the classroom teacher is vital to the realization or non – realization of educational objectives and Bello (2007) who reported that despite the importance attached to comprehensiveness of the continuous assessment system currently in operation in the educational system of this country, the affective aspects still suffered most because teachers were not adequately trained in the measurement of affective domain. This finding also buttresses that of Akinbote (2007), that majority of teachers were not good materials for teacher education and that only few of them really had the genuine desire to become teachers. sssssThe interview conducted for teachers by the researcher revealed quite a number of complaints by teachers, such as time shortage; over population and inadequacy in syllabus like marks allocation for learning outcomes in the affective domain in particular. All these to them make implementation difficult.

As to the number of teachers for the effective implementation of the social studies curriculum in the colleges, a comparison of the available number of teachers was made against the one required given the teacher – students ratio of 1:25. The result of the last revealed that the obtained number of teachers in the colleges were significantly lower in adequacy than the required number. The least teacher-student ratio observed by the researcher was 1:40. The teachers interviewed complained that admissions were done without due regards to human and material resources. They said college managements were more interested in the fees to be paid by students and not the quality of teaching and learning outcomes. On this aspect, an NCCE official blamed teachers for not expressing the truth during accreditation and monitoring visits. The

official noted that most provosts gave the commission wrong statistics of teachers and students. This practice to the official was among the reasons why objective of teaching a subject like social studies could only be possible with a manageable student population of 1: 25 and that is why they spelt it out in the minimum standard. The provosts said they had to increase admission due to dwindling funding from governments and proprietors. That they had to survive in the face of challenges of short falls in subvention. No wonder that one of the provosts decried at a convocation of poor quality of students who could not read or write (Akinbote, 2007). This finding confirmed ESSPIN/UKAID (2009)'s observation in Kwara state that the increase in numbers was directly related to student fees compensating for the levels of government funding.

In hypothesis two, which stated that there is no significant difference between available physical facilities and the standard required for the effective implementation of the social study curriculum in colleges of education in North Central geo-political zone of Nigeria was tested using one sample t-test analysis. The null hypothesis was rejected. The test revealed that the available physical facilities were not considered adequate for the teaching and learning of social studies in the colleges. The result showed to be significant but negative in the sense that the physical facilities were not significantly adequate for the effective teaching and learning of the subject proportional to the number of learners. This finding further confirms that of Ndunda (2014) and Ndemba (2014), who found out that physical facility significantly influence curriculum implementation. The findings also agree with Emoh and Ogaboh (2011), when they assert that inadequate classroom, software, workshops impede the implementation of curriculum in Nigeria. So also was the finding of Guga (2009) that workshops and equipments in laboratories, libraries, and classrooms have effects on curriculum

implementation. The researcher observed that the recommended 3 hours tutorial classes could not hold partly due to lack of class space in most of the colleges visited. Some few colleges however had enough physical facilities. The general dearth of these facilities reduced the congruent teaching-learning environment. The provosts complain of funds for capital projects.

The differences between the available instructional materials and the standard required for the implementation of the curriculum was tested in hypothesis three. The null hypothesis that there is no difference between the available instructional materials and the standard required for the implementation of the curriculum in colleges of education in North central geo-political zone of Nigeria was rejected. The results revealed that the available instructional materials for the teaching and learning of the subject in the colleges were not significantly adequate and therefore significantly affect the implementation of the curriculum negatively due to dearth of the materials for effective application in the implementation. From the related data, it was observed that some of the instructional materials were grossly inadequate for the teaching and learning of the subject. These findings agreed with the report of Amadi and Obiefuna (2005) and Mezieobi (2003) who opined that curriculum implementation is the actual engagement of learners with planned learning opportunities. It further confirms the observation of Safolahan (1987:54) that the procurement and use of instructional materials influence the success of curriculum implementation.

The researcher observed a general lukewarm attitude to the use of instructional materials that were even available. This he noted was partly due to the lack of motivation and patriotism on the part of management and teachers. Nobody wanted to go the extra mile to concretise learning and be exemplary for the student-teachers to imbibe a culture of creating an interactive teaching-learning environment. No wonder,

most of the student-teachers used more of the lecture method during teaching practice, forgetting that social studies is more of a problem solving subject if resources are utilised. In some cases, light was not available to operate the machines. For some, the class arrangements with fixed tables and chairs coupled with class sizes marred the use of instructional materials. In some cases, managements of the colleges did not release funds for the procurements of some simple instructional materials that could facilitate students' personality transformation like soul-touching films. Since some of these instructional materials like video cameras were not put to use by teachers, their operators were said to be using them elsewhere or in offices to entertain themselves.

In the test of hypothesis four, the adherence to the provision of human and materials resources in association with the standard stipulations was tested. The result of the test which was conducted with the one sample t-test procedure revealed that the respondents were of the opinion that the provision of the human and material resources was not maintained in line with the standard stipulation for the effective implementation of the curriculum. The null hypothesis was therefore rejected. The findings from the related data revealed that the non-adherence to the standard had negative consequences for the effective implementation of the curriculum in the colleges.

Although official of the NCCE says during accreditation and monitoring visits, it would verify colleges' compliance to all requirements for all subjects to ensure adequate development of knowledge, skills and attitudes in the student-teachers, an NCCE official observed that some colleges always outsmart the commission through window dressing exhibitions. Immediately the accreditation exercise is over the states of non compliance take over despite the presence of Internal Quality Assurance units in the colleges.

Hypothesis five tested the significance of dominant pedagogical strategies used by the teachers for the teaching and learning of the subject and the standard required for the effective implementation of the curriculum in the colleges. The test revealed that the respondents were of the opinion that the pedagogical strategies applied by the teachers in the implementation of the curriculum could not be considered adequate for the teaching and learning of the subject in the colleges. The null hypothesis was rejected. This finding supports those of, Mezieobi (2003) and Joroge (2014) who blame teachers for over flogging the lecture method and neglect those that affect learning in other domains of affective and psychomotor.

The researcher observed that over population coupled with shortage of time ginger most of the teachers to adopt the lecture method most of the time as opposed to the all demanding interactive and problem solving techniques. The dearth of classroom and instructional materials too were observed to contribute to the popularity of the lecture method amongst the lecturers observed in the zone. Provosts too were not seen to be going round the classes to ensure that teachers were employing the appropriate pedagogies in their colleges. They were seen to be more concerned with office work. NCCE (2012) affirms that there must be a shift from methodology that promotes rote learning and mastery of content to constructivists ones that help learners to construct their knowledge using activity-based learner centred approaches. Affective learning aspects that are more caught from the lifestyles of teachers were observed to be taught by mouth.

In the test of hypothesis six, the appropriateness of the evaluation strategies for the implementation of the curriculum was tested. From the result obtained, the respondents did not agree that the strategies adopted by the teachers could be considered appropriate for the effective implementation of the curriculum in the

colleges. The null hypothesis was therefore rejected. The implication here is that much is required from the teachers in terms of evaluation strategies for the effective implementation of the curriculum in the colleges. While NCCE posed that assessments in Colleges of Education 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, researcher observed that most colleges relied mostly on the knowledge level and to a little extent on skills acquisitions and none on formation of attitudes. Most of the teachers complaint of population and time to employ the aspects that address skills acquisition and attitudes. Marks were therefore not allocated to abilities to practically solve societal problems and character that are the concern of a subject like social studies. The finding agrees with Olaofe (2005) who observed that teacher-education curriculum across all the levels in Nigeria have largely ignored many attributes including methods or techniques and strategies of teaching code of ethics and moral values. The finding is in line with Odunayo and Olujuwon (2010) who sadly noted that the aims and objectives of social studies are not achieved based on their observation on the conducts of the products of the school system. They concluded that the values and behaviours taught to students are not imbibed or made use of. The finding here is also consistent with Otelaja (2012), who reported that the current social studies curricular is classroom based without giving the students opportunities to practice what they learnt in the classroom nor bringing societal problem to be solved by brainstorming in the classroom. The finding also agrees with Kizlik (2012), who noted that the social studies curriculum in the colleges is a mile wide and an inch deep; so much has to be covered in a year that there is literarily no time to go into much depth in anything and that in

many cases learning is judged to have taken place because students correctly answer the requisite number of questions on multiple choice tests.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study titled assessment of the implementation of social studies curriculum in colleges of education in North Central Geo-Political Zone of Nigeria has six (6) set of objectives as follows:

1 establish the quality and number of social studies teachers in Colleges of Education in North Central Geo-Political Zone of Nigeria;

2 determine the adequacy of physical facilities for the implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political Zone of Nigeria;

3 assess the adequacy of instructional materials for teaching of the social studies curriculum in Colleges of Education in North Central Geo-Political Zone of Nigeria;

4 examine the extent at which Colleges of Education in the zone adhere to prescribed standards for implementing the social studies curriculum in Colleges of Education in North Central Geo-Political Zone of Nigeria;

5 find out the dominant pedagogical strategies used by teachers in implementing the social studies curriculum in Colleges of Education In North Central Geo-Political Zone of Nigeria; and

6 determine the appropriateness of the evaluation strategies used by teachers in implementing the social studies curriculum in Colleges of Education in North-Central Geo-Political Zone of Nigeria.

It also had six research Questions. These are:

1 .how adequate is the quality and number of social studies teachers for implementing social studies curriculum in colleges of Education in North Central Geo-Political Zone of Nigeria?

2. how adequate are the physical facilities in Colleges of Education in the North Central Geo-Political Zone of Nigeria?

3. to what extent are instructional materials in Colleges of Education adequate for teaching and learning of social studies in the North Central Geo-Political Zone of Nigeria?

4. to what extent do Colleges in North Central Geo-Political Zone of Nigeria adhere to prescribed standards for social studies curriculum implementation?

5, how relevant are the dominant pedagogical strategies used by teachers of social studies in Colleges of Education in the North Central Geo-Political Zone of Nigeria?

6. how appropriate are the evaluation strategies used by teachers of social studies in Colleges of Education in North Central Geo-Political Zone for ensuring the achievement of social studies curriculum objectives?

Six corresponding hypotheses were postulated as:

Ho1: There is no significant difference between the observed quality and numbers of social studies teachers and standard required for the effective implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria.

H_{02}: There is no significant difference between available physical facilities and the standard required for the effective implementation of the social studies

curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria.

H_{03}: There is no significant difference between the available instructional materials and standard required for the implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria.

H_{04}: There is no significant difference between the state of adherence to standards and the standards required for the implementation of the social studies curriculum in Colleges of Education in North Central Geo-Political zone of Nigeria.

H_{05}: There is no significant difference between the dominant pedagogical strategies used by teachers and the standard required for the implementation of the social studies curriculum in Colleges of Education in North-Central Geo-Political zone of Nigeria.

H_{06}: There is no significant difference between the evaluation strategies and standard required for the effective implementation of the social studies curriculum in Colleges of Education in North-Central Geo-Political zone of Nigeria.

A survey research design was adopted for this study. The population of the study consisted of 2600 students, 102 teachers, 8 Provosts and an NCCE official. A sample of 768 students, and 40 teachers of social studies-making a total of 808 respondents was drawn from the population. Instruments comprised of questionnaire, observation and checklist of inventories cum interactions with an NCCE official. Two types of questionnaire were used. The first was basically an inventory of the number of

teachers, facilities and equipment and number of students in the department of social studies of the colleges. The second was a structured questionnaire, designed by the researcher. The questionnaire was partitioned into six sections. The seven sections consisted of the demographic characteristics of the respondents who were students and teachers of the colleges of education in the zone. In the remaining six sections, the availability of physical facilities, instructional materials, adherence to the required material resources provision, pedagogical strategies, and relevance of the evaluation procedures for implementing the curriculum in the colleges were examined. The validated questionnaire was pilot tested and then administered through stratified sampling procedure to 768 students and 40 teachers of social studies in eight Colleges of Education in North Central Geo-Political Zone of Nigeria. In all, 808 respondents were involved in the study. Data collected was analyzed using frequencies, percentages, mean, standard deviation and one sample t-test. All of the six null hypotheses were rejected as they were found to be negatively significant.

The findings of the study were that;

1. There are not enough professionally trained social studies teachers for the implementation of the social studies curriculum in Colleges of Education of North Central Geo-Political Zone of Nigeria
2. The available physical facilities for the effective implementation of social studies curriculum in the colleges of Education are grossly inadequate for the teaching and learning of the subject in the colleges.
3. The instructional materials for the teaching and learning of social studies in the colleges of Education in North Central Geo-Political Zone of Nigeria are not adequate.

4. The Colleges of Education in North Central Geo-Political Zone of Nigeria do not adhere to the required human and materials resources for the effective implementation of social studies curriculum. Provosts and internal quality assurance units do not effectively carry-out their supervisory and motivational roles in ensuring that implementation are to specification. The National Commission for Colleges of Education (NCCE) has series of bottleneck in its monitoring and accreditation of course offerings in the colleges of education.
5. The applications of pedagogical strategies for the implementation of the curriculum in the Colleges of Education in North Central Geo-Political Zone of Nigeria are partly adequate.
6. Teachers of social studies do not adequately use appropriate evaluation strategies for the effective implementation of social studies curriculum in colleges of Education of North Central Geo-Political Zone of Nigeria.

It was observed that most of the colleges were understaffed, and the few available ones have an un bearing work load that has no room for qualitative teaching and evaluations. Provosts were not helping matters by enhancing activities of the internal quality assurance units and personal commitments with supervisions. Monitoring and supervising roles of the NCCE too are crippled by the insincere postures usually exhibited during accreditation visits by managements and staff of the colleges. These and many other negative displays by curriculum implementers jeopardize their roles as good models for a curriculum that addresses more of personality developments for good citizenships.

5.2 Implication of findings

One of the major problems of social studies implementation is that the products or learners do not exhibit what they were supposed to have learnt from the subject. This study has shown that one of the reasons behind this ineffectiveness of the implementation is associated with the inadequacies encountered in the teaching and learning of the subject by the teachers and learners and environmental inadequacies. Among others, the findings of this study have opened up avenues by which deficiencies in the teaching and learning of social studies and environmental provisions could be addressed by teachers and stakeholders of Colleges of Education towards the creation of better citizens and society. For the educationist, it could help to guide on the review of the curriculum towards better approach to implementation.

5.3 Conclusions

Based on the findings of this study, it can be concluded that the discrepancy between objectives of social studies education in Colleges of Education and behavioral disposition of students of same could be attributed to an implementation out of specifications. One is therefore not surprised at the general public out-cries that follow the implementation without success in terms of inculcating the attributes of good citizenship among the youths in Colleges of Education. All that the implementation efforts do is producing teacher-trainees who are rich in knowledge of social studies concepts and facts, but deficient in expected social values, attitudes and behaviors that characterize socially responsible citizens. From all indications, stake holders have not done all it takes to judiciously implement the curriculum according to specifications that will yield the desired results. Consequently the societal problems that Nigeria faces will for long continue to look at it in the face. Until the key players in the

implementation exhibit honesty and selfless service towards a better Nigeria, the implementation process will forever not yield the desired results.

5.4 Recommendations

Based on the findings of this study, the researcher would want to recommend as follows:

1. There is an urgent need for the recruitment of professional teachers of social studies for the effective implementation of the curriculum in the colleges of education in North Central Geo-Political Zone of Nigeria;
2. Funding should be increased to enable the expansion and construction of physical facilities for the teaching and learning of social studies in the colleges of education within the zone;
3. There is a need for adequate provision of relevant instructional materials for the teaching and learning of the course in the colleges;
4. The stakeholders of the Colleges should ensure that they adhere to the required standard in terms of human and materials requirements for the effective teaching of social studies. Provosts and internal quality assurance units within the colleges need to sit-up to their responsibilities of supervision and coordination of both human and material resources for the attainment of set goals; and the evaluation procedures in the colleges should be re-invigorated to encompass effective strategies that will enhance teaching and learning of the subject in the colleges.
5. The national commission for colleges of education will have to device means of beating the bottlenecks in its bit to monitor the provision and implementation of the social studies curriculum in colleges of education.

6. The teachers should be encouraged to make more application of the recommended pedagogical strategies in the implementation of the curriculum;

5.5 Suggestions for Future Research

a) This study was conducted in North Central Geo-Political Zone of Nigeria. The study could be replicated in other geo-political zones of the country.

b) A research into how to design curriculum for affective learning and evaluation in social studies education is necessary.

c) A research into how teachers are trained to effectively teach and evaluate learning outcomes in the affective domain is necessary.

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APPENDIX I

TEACHERS' DISPOSITION REGARDING THE EXTEND TO WHICH SOCIAL STUDIES CURRICULUM OBJECTIVES ARE ACHIEVED IN COLLEGES OF EDUCATION IN NIGERIA

The following is a list of statements, issues and suggestions about what experts perceive regarding the way social studies curriculum is being implemented in colleges of education in Nigeria. They are divided into six sections.

Read each of the items of the Instrument carefully and then decide on what it demonstrates or reveals regarding the way you feel, observe and belief about the teaching and learning of the curriculum content of social studies education.

If a statement describes MOST SATISFACTORY the way you feel about teaching and learning of the curriculum content of social studies education check Box 4 (STRONGLY AGREE).

If a statement describes SATISFACTORY the way you feel about the teaching and learning of the curriculum content of social studies education check Box 3 (AGREE).

If a statement describes as UNSATIFACTORY the way you feel about the teaching and learning of the curriculum content of social studies education check Box 2 (DISAGREE).

If a statement describes as MOST UNSATISFACTORY the way you feel about the teaching and. learning of the curriculum content of social studies education check Box 1 (STRONGLY DISAGREE).

Please check only one box per statement; provide responses to all the items of the instrument. Your responses are for research purpose only and will not be disclosed to anybody.

QUESTIONNAIRE FOR TEACHERS OF SOCIAL STUDIES IN COLLEGES OF EDUCATION

This questionnaire is meant to generate information for a research work. The accuracy of the information will enable us draw relevant and meaningful conclusions that will be used to improve the teaching and learning of social studies education. I therefore implore you to be as accurate and as honest as humanly possible. I value your contribution to the success of this research.

Thanks as you patiently read through and respond to each item as required.

Yours faithfully,

Researcher

SECTION A; DEMOGRAPHIC SECTION

Instruction: Please write or tick as appropriate

1. Name of college _____

   Ownership of college:

   a. Government [ ] b. Private [ ]

2. Sex: a. Male [ ] b. Female [ ]
3. Age:_____
4. Qualification: a. B.Ed (Social Studies). [ ] b. B.A. (Social Studies) [ ] c. M.Ed. (Social studies) [ ] d. Ph.D. (Social Studies) [ ] e. Others_____
5. Subject of specialization_____
6. Years of teaching experience_____
7. Religion: a. Islam [ ] b. Christianity [ ] c. Others _____

SECTION B

AVAILABILITY AND ADEQUACY OF PHYSICAL FACILITIES

S/N	Items	Responses			
	For the effective implementation of the social studies curriculum our college has the following physical facilities in place:	Strongly agree	Agree	Disagree	Strongly disagree
1.	Enough large classrooms for teaching, learning and examination				
2.	Classrooms are adequately furnished for the comfort of students and teachers.				
3.	Sufficient offices that are furnished for staff				
4.	A spacious social studies workshop room with sitting capacity for at least 50 students.				
5.	Sufficient and functional buses for excursion / field trips				
6.	A functional and well furnished counseling office				
7.	Well stocked and spacious departmental, school and college libraries.				
8.	Staff and boardroom for meetings.				
9.	Enough and well kept toilets for staff and students				
10.	Adequate and comfortable hostel accommodation for students				
11.	A functional health facility for students and staff				
12.	A functional weather station				

SECTION C

AVAILABILITY AND ADEQUACY OF INSTRUCTIONAL MATERIALS

S/N	Items	Responses			
	The following instructional materials are available for teaching and learning social studies in the college:	Strongly agree	Agree	Disagree	Strongly disagree
1.	Adequate portable and fixed chalkboards in halls and classrooms				
2.	Projectors				
3.	Functional television sets				
4.	Functional radios				
5.	Functional video machines / tapes				
6.	functional photocopiers				
7.	functional typewriters				
8.	functional computers				
9.	models and mock-ups				
10.	maps				
11.	charts				
12	flannel boards				
13.	magnetic boards				
14.	constant source of light				
15	functional camera				
16	film strips				
17	slides				

SECTION D

ADHERENCE TO PRESCRIBED STANDARDS FOR SOCIAL STUDIES CURRICULUM IMPLEMENTATION IN COLLEGES OF EDUCATION

S/N	Items	Strongly agree	Agree	Disagree	Strongly agree
	Our social studies department has the following:				
A.	**Support staff**				
1.	Technical staff (workshop assistant – NCE Social studies qualification)				
2.	Departmental secretary				
3.	Departmental messenger / cleaner				
4.	Computer operators				
B.	**Facilities**				
5.	3 large classrooms and above with furniture				
6.	Social studies workshop with sitting capacity for at least 50 students with furniture				
7.	Each senior staff has a comfortably furnished office to himself.				
8.	Office for support staff (typist, clerks)				
9.	Relevant equipment e.g. typewrites, cyclostyling machine etc				
10.	Enough books to cover all the areas of the subject in the ration of one student to ten books.				
11.	Equipment like projectors; film strips, slides, video machine; camera, tv set, world globe.				
12	Materials such as atlases, wall maps, textbooks journals, painting materials, news prints, newspapers and computer sets.				
13.	NERDC National Curriculum for Junior Secondary School social studies (photocopies)				
14.	A functional weather station.				
15	Comply with distribution of minimum credits required for graduation of every candidate.				
16	Actually teach and evaluate content of the curriculum in the affective, psychomotor and cognitive domains.				

SECTION E

PEDAGOGICAL STRATEGIES USED BY TEACHERS IN IMPLEMENTING SOCIAL STUDIES CURRICULUM IN COLLEGES OF EDUCATION

S/N	Items	Responses			
	Teachers in the course of implementing the social studies curriculum employ the following pedagogical strategies :	Strongly agree	Agree	Disagree	Strongly disagree
1.	Lectures				
2.	Story telling				
3.	Role Modelling				
4.	Observation/ anecdotal records				
5.	Dictation				
6.	Punishment / rewards.				
7.	Films				
8.	Resource persons				
9.	Assignment				
10.	Project				
11.	Problem solving				
12	Independent study				
13.	Field trip				
14.	Debate				
15.	Questioning				
16.	Tutorial				
17.	Dramatization				
18.	Discussion				
19.	Inquiry method				
20	Play lets				
21	Simulations				

SECTION F

RELEVANCE AND ADEQUACY OF EVALUATION STRATEGIES

S/N	Items	Responses			
	Teachers use the following evaluation strategies to assess learning outcomes in students of social studies curriculum implementation:	Strongly agree	Agree	Disagree	Strongly disagree
1.	Essay question mostly				
2.	Objective questions mostly				
3.	Observation and anecdotal record for determining affective learning outcome always.				
4.	Engage student in class discussions to determine affective learning				
5.	Adequate time made available to stress affective learning outcomes				
6.	Aptitude tests				
7.	Dress code strictly observed				
8.	Check ability to solve societal problems				
9.	Interview				
10.	Socio metric scales				
11.	Rating scales				
12	Questionnaires				
13.	Check lists				
14.	Case studies				
15	Inventories and self reports				
16.	Evaluation strategies correspond with objectives of social studies in Colleges of Education.				
17.	Affective learning outcomes are emphasized				

APPENDIX II

QUESTIONNAIRE FOR STUDENTS OF SOCIAL STUDIES IN COLLEGES OF EDUCATION

This questionnaire is meant to generate information for a research work. The accuracy of the information will enable us draw relevant and meaningful conclusions that will be used to improve the teaching and learning of social studies. I therefore implore you to be as accurate and as honest as humanly possible. I value your contribution to the success of this research.

Thanks as you patiently read through and respond to each item as required.

Yours faithfully,

Researcher

SECTION A: DEMOGRAPHIC SECTION

Instruction: Please write or tick as appropriate

1. Name of college _____ ownership of college (private/government) _____
2. Sex: a. Mal [ ] b. Female [ ]
3. Age:_____
4. Religion: a. Islam [ ] b. Christianity [ ] c. Others _____
5. Class_____

STUDENTS' DISPOSITIONS REGARDING THEIR TEACHERS' CLASSROOM ACTIVITIES IN IMPLEMENTING THE SOCIAL STUDIES CURRICULUM IN COLLEGES OF EDUCATION IN NORTH CENTRAL GEOPOLITICAL ZONES OF NIGERIA

Instructions

The following is a list of statements, issues and suggestions about what experts perceive should constitute Teachers' classroom implementation of social studies curriculum. The meaning and implications of the various items of this instrument are expected to influence or be reflected in the teaching and learning of social studies. In each case, the statement requires student-teachers to provide self-rating or self-assessment of their teacher's classroom activities in connection with implementing social studies education.

The statements are divided into six sections. Read each of them very carefully and then decide whether it is similar to the way you feel about the competence of your College's activities regarding the teaching of social studies.

If a statement describes MOST SATISFACTORILY your College's competence in teaching social studies education, check Box 4 (STRONGLY AGREE).

If a statement describes SATISFACTORILY your College's competence in teaching social studies education, check Box 3 (AGREE).

If a statement describes as UNSATISFACTORY your College's competence in teaching social studies education check Box 2 (DISAGREE).

If a statement describes as MOST UNSATISFACTORY your College's competence in teaching social studies education check Box 1 (STRONGLY DISAGREE).

Please check only one Box per statement; provide responses to all the items of the instrument. Your responses are for research purpose only and will not be disclosed to anybody.

SECTION B

AVAILABILITY AND ADEQUACY OF PHYSICAL FACILITIES

S/N	Items	Responses			
	For the effective implementation of the social studies curriculum our college has the following physical facilities in place:	Strongly agree	Agree	Disagree	Strongly disagree
1.	Enough large classrooms for teaching, learning and examination				
2.	Classrooms are adequately furnished for the comfort of students and teachers.				
3.	Sufficient offices that are furnished for staff				
4.	A spacious social studies workshop room with sitting capacity for at least 50 students.				
5.	Sufficient and functional buses for excursion / field trips				
6.	A functional and well furnished counselling office				
7.	Well stocked and spacious departmental, school and college libraries.				
8.	Staff and boardroom for meetings.				
9.	Enough and well kept toilets for staff and students				
10.	Adequate and comfortable hostel accommodation for students				
11.	A functional health facility for students and staff				
12.	A functional weather station				

SECTION C

AVAILABILITY AND ADEQUACY OF INSTRUCTIONAL MATERIALS

S/N	Items	Responses			
	The following instructional materials are available for teaching and learning social studies in the college:	Strongly agree	Agree	Disagree	Strongly disagree
1.	Adequate portable and fixed chalkboards in halls and classrooms				
2.	Projectors				
3.	Functional television sets				
4.	Functional radios				
5.	Functional video machines / tapes				
6.	functional photocopiers				
7.	functional typewriters				
8.	functional computers				
9.	models and mock-ups				
10.	maps				
11.	charts				
12	flannel boards				
13.	magnetic boards				
14.	constant source of light				
15	functional camera				
16	film strips				
17	slides				

SECTION D

Adherence to prescribed standards for social studies curriculum implementation in Colleges of Education

S/N	Items	Strongly agree	Agree	Disagree	Strongly agree
	Our social studies department has the following:				
A.	**Support staff**				
1.	Technical staff (workshop assistant – NCE Social studies qualification)				
2.	Departmental secretary				
3.	Departmental messenger / cleaner				
4.	Computer operators				
B.	**Facilities**				
5.	3 large classrooms and above with furniture				
6.	Social studies workshop with sitting capacity for at least 50 students with furniture				
7.	Each senior staff has a comfortably furnished office to himself.				
8.	Office for support staff (typist, clerks)				
9.	Relevant equipment e.g. typewrites, cyclostyling machine etc				
10.	Enough books to cover all the areas of the subject in the ration of one student to ten books.				
11.	Equipment like projectors; film strips, slides, video machine; camera, tv set, world globe.				
12	Materials such as atlases, wall maps, textbooks journals, painting materials, news prints, newspapers and computer sets.				
13.	NERDC National Curriculum for Junior Secondary School social studies (photocopies)				
14.	A functional weather station.				
15	Comply with distribution minimum credits required for graduation of every candidate.				
16	Actually teach and evaluate content of the curriculum in the affective psychomotor and cognitive domain.				

SECTION E

Pedagogical strategies used by teachers in implementing social studies curriculum in colleges of education

S/N	Items	Responses			
	Teachers in the course of implementing the social studies curriculum employ the following pedagogical strategies :	Strongly agree	Agree	Disagree	Strongly disagree
1.	Lectures				
2.	Story telling				
3.	Role Modelling				
4.	Observation/ anecdotal records				
5.	Dictation				
6.	Punishment / rewards.				
7.	Films				
8.	Resources person				
9.	Assignment				
10.	Project				
11.	Problem solving				
12	Independent study				
13.	Field trip				
14.	Debate				
15.	Questioning				
16.	Tutorial				
17.	Dramatization				
18.	Discussion				
19.	Inquiry method				
20	Play lets				
21	Simulations				

SECTION F

RELEVANCE AND ADEQUACY OF EVALUATION STRATEGIES

TEACHERS' AND STUDENTS' QUESTIONNAIRE

S/N	Items	Responses			
	Teachers use the following evaluation strategies to assess learning outcomes in students of social studies curriculum implementation:	Strongly agree	Agree	Disagree	Strongly disagree
1.	Essay question mostly				
2.	Objective questions mostly				
3.	Observation and anecdotal record for determining affective learning outcome always.				
4.	Engage student in class discussions to determine affective learning				
5.	Adequate time made available to stress affective learning outcomes				
6.	Aptitude tests				
7.	Dress code strictly observed				
8.	Check ability to solve societal problems				
9.	Interview				
10.	Socio metric scales				
11.	Rating scales				
12	Questionnaires				
13.	Check lists				
14.	Case studies				
15	Inventories and self reports				
16.	Evaluation strategies correspond with objectives of social studies in Colleges of Education.				
17.	Affective learning outcomes are emphasized				

APPENDIX III

CHECKLIST ON INVENTORY

SECTION B

Check list on Quality and number of Social Studies teachers for Implementing Social Studies Curriculum in Colleges of Education.

Name of the College_____ Public □ Private □

S/N	Items	Number
1.	Number of teachers	
2.	Number of students	
3.	Teacher – student ratio	
4.	Teacher with PhD in Social Studies	
5.	Teachers with PhD in any of the social sciences and at least NCE (social studies) or PGDE	
6.	Teachers with PhD without education	
7.	Teachers with Masters in Social Study Education	
8.	Teachers with Masters in any of the social sciences and at least NCE (social studies) or PGDE	
9.	Teachers with Masters outside social sciences and education	
10.	Teachers with First Degree in Social Studies Education	
11.	Teachers with First Degree in any of the social sciences and at least NCE (social studies) or PGDE	
12	Teachers with First Degree outside the Social Sciences and Education	

SECTION C

Checklist on availability and adequacy of physical facilities

S.No.	Item	Available	Number
1.	Large classroom		
2.	Medium size		
3.	Small classroom		
4.	Examination halls		
5.	Offices for staff		
6.	Workshop rooms		
7.	Functional buses		
8.	Counselling office		
9.	Books and libraries		
10.	Staff board rooms		
11.	Toilet for staffs and students		
12.	Health Facility		
13.	Hostel accommodation for students		
14.	Weather stations		

SECTION D

Checklist on availability and adequacy of instructional materials

Name of College_____

S.No	Items	Available	Number
1.	Adequate portable and fixed chalkboards in halls and classrooms		
2.	Projectors		
3.	Functional television sets		
4.	Functional radios		
5.	Functional video machines / tapes		
6.	functional photocopiers		
7.	functional typewriters		
8.	functional computers		
9.	models and mock-ups		
10.	maps		
11.	charts		
12	flannel boards		
13.	magnetic boards		
14.	constant source of light		
15	functional camera		
16	film strips		
17	slides		

SECTION E

Adherence to prescribed standards for social studies curriculum implementation in Colleges of Education

Check list on Compliance, **Name of College_____**

S/N	Items	Available	Number	Not available
A.	**Support staff**			
1.	Technical staff (workshop assistant – NCE Social studies qualification)			
2.	Departmental secretary			
3.	Departmental messenger / cleaner			
4.	Computer operators			
B.	**Facilities**			
5.	3 large classrooms and above with furniture			
6.	Social studies workshop with sitting capacity for at least 50 students with furniture			
7.	Each senior staff has a comfortably furnished office to himself.			
8.	There is office for support staff (typist, clerks)			
9.	There are relevant equipment e.g. typewrites, cyclostyling machine etc			
10.	Enough books to cover all the areas of the subject in the ration of one student to ten books.			
11.	There are equipment like projectors; film strips, slides, video machine; camera, tv set, world globe.			
12	There are materials such as atlases, wall maps, textbooks journals, painting materials, news prints, newspapers and computer sets.			
13.	NERDC National Curriculum for Junior Secondary School social studies (photocopies)			
14.	Have a functional weather station.			
15	Comply with distribution minimum credits required for graduation of every candidate.			
16	Actually teach and evaluate content of the curriculum			

SECTION F

TEACHING OBSERVATION GUIDE

Teacher:_____Name of College_____

Subject:_____ Topic_____

S.No	Items	Excellent	Good	Satisfactory	Poor
1.	Teaching preparation				
2.	Punctuality				
3.	Use of instructional materials				
4.	Role models				
5.	Teacher – centered				
6.	Learners – centred				
7.	Attainment of objectives of teaching social studies				

SECTION G

CHECK LIST ON EVALUATION

Teacher:_____Name of College_____

S.No	Items	Mostly used	Rarely used	Never used
1.	Use of essays			
2.	Use of objectives			
3.	Use of observations and anecdotal records			
4.	Use of practical problem solving			
5.	Emphasis on cognitive learning outcomes			
6.	Emphasis on psychomotor learning outcomes			
7.	Emphasis on affective learning outcomes.			

SECTION H

RESEARCHER'S INTERACTION GUIDE WITH TEACHERS

1. Are you conversant with the objectives of social studies education in colleges of education in Nigeria.
2. Do you teach bearing these objectives in mind?
3. Do you feel competent in implementing the course content of social studies in college of education?
4. Do you feel you were properly trained to teach for cognitive, affective, and psychomotor learning outcome in the students of social studies?
5. Is the course requirement in social studies education at the NCE level simple or difficult to teach?
6. Are you aware of the officially recommended methods of teaching social studies in COEs?
7. Do you use these officially recommended methods to teach and evaluate learning outcomes? If not why?
8. Do you have job satisfaction in teaching SOS in COE?
9. Does the curriculum provision correspond with the objectives of SOS education in COEs in Nigeria?
10. Do you feel your graduates of SOS are worthy in both learning and character? If not what are the impediments?

APPENDIX IV

LETTER OF INTRODUCTION TO ADMINISTER QUESTIONNAIRE

Faculty of Education,
Department Educational Foundation and Curriculum,
Ahmadu Bello University,
Zaria.
Date _____

The Provost,

_____

_____

Dear Sir,

Request for Administering Questionnaire in Colleges of Education

The above refers for your necessary action.

I am currently a Ph.D Curriculum and Instruction research student at the Ahmadu Bello University, Zaria. I am engaged in a research titled "*Assessments of the implementation of the Nigeria Certificate in Education (NCE) social studies curriculum in Colleges of Education in Nigeria.*" By the title of this study, one major objective becomes apparent, namely;

a) To obtain from the student-teachers themselves their own dispositions regarding the way social studies curriculum is implemented in colleges of education in Nigeria
b) Assessment of the extent to which objectives of teaching social studies are achieved.

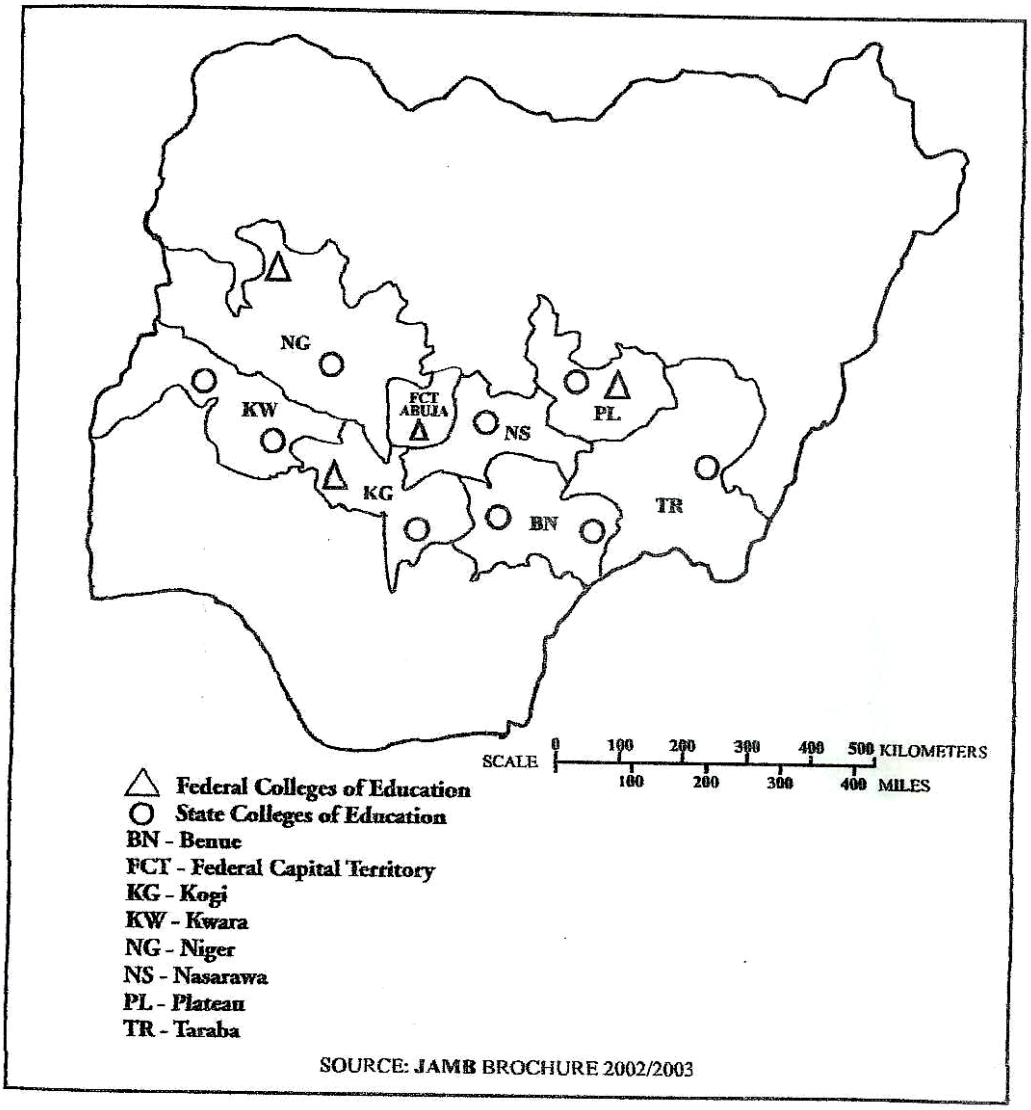
It cannot be exaggerated that the success or failure of the entire project greatly hangs on the cooperation which you give to the request I have asked. It will be highly appreciated if approval is granted to this request and treated with utmost dispatch.

Yours sincerely,

FWANG'LE, SAMUEL M.D.
Ph. D/Educ./8662/09-10

APPENDIX V

LOCATION OF COLLEGES OF EDUCATION IN THE NORTH CENTRAL ZONE OF NIGERIA



APPENDIX VI

Frequencies and percentage scores by teachers and students in the investigated variables

		Strongly Agree		Agree		Disagree		Strongly Disagree		Total
		F	%	F	%	F	%	F	%	
1	Enough large classrooms for teaching, learning and examination	12	1.6	142	18.5	362	47.1	252	32.8	768
2	Classrooms are adequately furnished for the comfort of students and teachers.	20	2.6	111	14.5	288	37.5	349	45.4	768
3	Sufficient offices that are furnished for staff	21	2.7	71	9.2	203	26.4	473	61.6	768
4	A spacious social studies workshop room with sitting capacity for at least 50 students.	13	1.7	110	14.3	281	36.6	364	47.4	768
5	Sufficient and functional buses for excursion / field trips	20	2.6	112	14.6	289	37.6	347	45.2	768
6	A functional and well furnished counseling office	21	2.7	116	15.1	298	38.8	333	43.4	768
7	Well stocked and spacious departmental, school and college libraries.	13	1.7	136	17.7	339	44.1	280	36.5	768
8	Staff and boardroom for meetings.	14	1.8	97	12.6	253	32.9	404	52.6	768
9	Enough and well kept toilets for staff and students	15	2.0	122	15.9	307	40.0	324	42.2	768
10	Adequate and comfortable hostel accommodation for students	16	2.1	82	10.7	209	27.2	461	60.0	768
11	A functional health facility for students and staff	17	2.2	117	15.2	295	38.4	339	44.1	768
12	A functional weather station	13	1.7	151	19.7	381	49.6	223	29.0	768

		Strongly Agree		Agree		Disagree		Strongly Disagree		Total
		F	%	F	%	F	%	F	%	
1	Adequate portable and fixed chalkboards in halls and classrooms	20	2.6	132	17.2	328	42.7	288	37.5	768
2	Projectors	14	1.8	113	14.7	281	36.6	360	46.9	768
3	Functional television sets	14	1.8	117	15.2	299	38.9	338	44.0	768
4	Functional radios	19	2.5	119	15.5	315	41.0	315	41.0	768
5	Functional video machines / tapes	14	1.8	119	15.5	287	37.4	348	45.3	768
6	functional photocopiers	16	2.1	98	12.8	239	31.1	415	54.0	768
7	functional typewriters	15	2.0	136	17.7	361	47.0	256	33.3	768
8	functional computers	22	2.9	114	14.8	299	38.9	333	43.4	768
9	models and mock-ups	21	2.7	121	15.8	298	38.8	328	42.7	768
10	Maps	24	3.1	94	12.2	240	31.3	410	53.4	768
11	Charts	19	2.5	113	14.7	303	39.5	333	43.4	768
12	flannel boards	20	2.6	119	15.5	311	40.5	318	41.4	768
13	magnetic boards	21	2.7	161	21.0	406	52.9	180	23.4	768
14	constant source of light	22	2.9	117	15.2	306	39.8	323	42.1	768
15	functional camera	15	2.0	159	20.7	389	50.7	205	26.7	768
16	film strips	17	2.2	136	17.7	350	45.6	265	34.5	768
17	Slides	22	2.9	88	11.5	217	28.3	441	57.4	768

		Strongly Agree		Agree		Disagree		Strongly Disagree		Total
		F	%	F	%	F	%	F	%	
1	Technical staff (workshop assistant - NCE Social studies qualification)	20	2.6	134	17.4	321	41.8	293	38.2	768
2	Departmental secretary	39	5.1	121	15.8	310	40.4	298	38.8	768
3	Departmental messenger / cleaner	114	14.8	65	8.5	162	21.1	427	55.6	768
4	Computer operators	103	13.4	65	8.5	179	23.3	421	54.8	768
5	3 large classrooms and above with furniture	84	10.9	97	12.6	256	33.3	331	43.1	768
6	Social studies workshop with sitting capacity for at least 50 students with furniture	18	2.3	163	21.2	414	53.9	173	22.5	768
7	Each senior staff has a comfortably furnished office to himself.	37	4.8	151	19.7	382	49.7	198	25.8	768
8	Office for support staff (typist, clerks)	75	9.8	103	13.4	267	34.8	323	42.1	768
9	Relevant equipment e.g. typewrites, cyclostyling machine etc	106	13.8	91	11.8	245	31.9	326	42.4	768
10	Enough books to cover all the areas of the subject in the ration of one student to ten books.	42	5.5	111	14.5	292	38.0	323	42.1	768
11	Equipment like projectors; film strips, slides, video machine; camera, tv set, world globe.	87	11.3	96	12.5	254	33.1	331	43.1	768
12	Materials such as atlases, wall maps, textbooks journals, painting materials, news prints, newspapers and computer sets.	23	3.0	100	13.0	255	33.2	390	50.8	768
13	NERDC National Curriculum for Junior Secondary School social studies (photocopies)	14	1.8	144	18.8	376	49.0	234	30.5	768
14	A functional weather station.	15	2.0	144	18.8	377	49.1	232	30.2	768
15	Comply with distribution of minimum credits required for graduation of every candidate.	16	2.1	132	17.2	354	46.1	266	34.6	768
16	Actually teach and evaluate content of the curriculum in the affective, psychomotor and cognitive domains.	23	3.0	84	10.9	205	26.7	456	59.4	768

		Strongly Agree		Agree		Disagree		Strongly Disagree		
		F	%	F	%	F	%	F	%	Total
1	Lectures	21	2.7	114	14.8	279	36.3	354	46.1	768
2	Story telling	15	2.0	135	17.6	340	44.3	278	36.2	768
3	Role Modeling	16	2.1	114	14.8	279	36.3	359	46.7	768
4	Observation/ anecdotal records	19	2.5	103	13.4	263	34.2	383	49.9	768
5	Dictation	15	2.0	68	8.9	173	22.5	512	66.7	768
6	Punishment / rewards.	27	3.5	100	13.0	524	68.2	117	15.2	768
7	Films	21	2.7	156	20.3	507	66.0	84	10.9	768
8	Resource persons	31	4.0	84	10.9	522	68.0	131	17.1	768
9	Assignment	37	4.8	101	13.2	447	58.2	183	23.8	768
10	Project	33	4.3	110	14.3	515	67.1	110	14.3	768
11	Problem solving	16	2.1	39	5.1	549	71.5	164	21.4	768
12	Independent study	48	6.3	47	6.1	484	63.0	189	24.6	768
13	Field trip	31	4.0	53	6.9	478	62.2	206	26.8	768
14	Debate	33	4.3	39	5.1	471	61.3	225	29.3	768
15	Questioning	21	2.7	48	6.3	369	48.0	330	43.0	768
16	Tutorial	21	2.7	27	3.5	447	58.2	273	35.5	768
17	Dramatization	22	2.9	32	4.2	366	47.7	348	45.3	768
18	Discussion	80	10.4	106	13.8	367	47.8	215	28.0	768
19	Inquiry method	37	4.8	101	13.2	390	50.8	240	31.3	768
20	Play lets	21	2.7	17	2.2	436	56.8	294	38.3	768
21	Simulations	36	4.7	38	4.9	322	41.9	372	48.4	768

		Strongly Agree		Agree		Disagree		Strongly Disagree		
		F	%	F	%	F	%	F	%	Total
1	Essay question mostly	31	4.0	44	5.7	448	58.3	245	31.9	768
2	Objective questions mostly	21	2.7	38	4.9	416	54.2	293	38.2	768
3	Observation and anecdotal record for determining affective learning outcome always.	27	3.5	71	9.2	497	64.7	173	22.5	768
4	Engage student in class discussions to determine affective learning	26	3.4	92	12.0	231	30.1	419	54.6	768
5	Adequate time made available to stress affective learning outcomes	16	2.1	59	7.7	148	19.3	545	71.0	768
6	Aptitude tests	16	2.1	81	10.5	207	27.0	464	60.4	768
7	Dress code strictly observed	16	2.1	160	20.8	409	53.3	183	23.8	768
8	Check ability to solve societal problems	16	2.1	174	22.7	452	58.9	126	16.4	768
9	Interview	11	1.4	70	9.1	177	23.0	510	66.4	768
10	Socio metric scales	11	1.4	164	21.4	422	54.9	171	22.3	768
11	Rating scales	11	1.4	114	14.8	304	39.6	339	44.1	768
12	Questionnaires	22	2.9	59	7.7	151	19.7	536	69.8	768
13	Check lists	21	2.7	139	18.1	355	46.2	253	32.9	768
14	Case studies	58	7.6	127	16.5	329	42.8	254	33.1	768
15	Inventories and self reports	163	21.2	42	5.5	111	14.5	452	58.9	768
16	Evaluation strategies correspond with objectives of social studies in Colleges of Education.	147	19.1	47	6.1	123	16.0	451	58.7	768
17	Affective learning outcomes are emphasized	116	15.1	89	11.6	234	30.5	329	42.8	768

		Strongly Agree		Agree		Disagree		Strongly Disagree		Total
		F	%	F	%	F	%	F	%	
1	Enough large classrooms for teaching, learning and examination	1	2.5	5	12.5	24	60.0	10	25.0	40
2	Classrooms are adequately furnished for the comfort of students and teachers.	1	2.5	3	7.5	19	47.5	17	42.5	40
3	Sufficient offices that are furnished for staff	1	2.5	5	12.5	15	37.5	19	47.5	40
4	A spacious social studies workshop room with sitting capacity for at least 50 students.	1	2.5	3	7.5	23	57.5	13	32.5	40
5	Sufficient and functional buses for excursion / field trips	1	2.5	3	7.5	14	35.0	22	55.0	40
6	A functional and well furnished counseling office	1	2.5	6	15.0	20	50.0	13	32.5	40
7	Well stocked and spacious departmental, school and college libraries.	3	7.5	13	32.5	17	42.5	7	17.5	40
8	Staff and boardroom for meetings.	5	12.5	3	7.5	16	40.0	16	40.0	40
9	Enough and well kept toilets for staff and students	1	2.5	3	7.5	23	57.5	13	32.5	40
10	Adequate and comfortable hostel accommodation for students	0	0.0	0	0.0	19	47.5	21	52.5	40
11	A functional health facility for students and staff	10	25.0	22	55.0	2	5.0	6	15.0	40
12	A functional weather station	6	15.0	15	37.5	12	30.0	7	17.5	40

		Strongly Agree		Agree		Disagree		Strongly Disagree		Total
		F	%	F	%	F	%	F	%	
1	Adequate portable and fixed chalkboards in halls and classrooms	1	2.5	6	15.0	23	57.5	10	25.0	40
2	Projectors	1	2.5	4	10.0	18	45.0	17	42.5	40
3	Functional television sets	2	5.0	12	30.0	19	47.5	7	17.5	40
4	Functional radios	2	5.0	15	37.5	17	42.5	6	15.0	40
5	Functional video machines / tapes	1	2.5	12	30.0	18	45.0	9	22.5	40
6	functional photocopiers	1	2.5	8	20.0	23	57.5	8	20.0	40
7	functional typewriters	1	2.5	1	2.5	19	47.5	19	47.5	40
8	functional computers	1	2.5	4	10.0	18	45.0	17	42.5	40
9	models and mock-ups	1	2.5	9	22.5	20	50.0	10	25.0	40
10	Maps	1	2.5	13	32.5	14	35.0	12	30.0	40
11	Charts	1	2.5	9	22.5	24	60.0	6	15.0	40
12	flannel boards	2	5.0	5	12.5	18	45.0	15	37.5	40
13	magnetic boards	5	12.5	11	27.5	17	42.5	7	17.5	40
14	constant source of light	1	2.5	11	27.5	15	37.5	13	32.5	40
15	functional camera	1	2.5	5	12.5	29	72.5	5	12.5	40
16	film strips	9	22.5	15	37.5	14	35.0	2	5.0	40
17	Slides	6	15.0	4	10.0	21	52.5	9	22.5	40

		Strongly Agree		Agree		Disagree		Strongly Disagree		Total
		F	%	F	%	F	%	F	%	
1	Technical staff (workshop assistant - NCE Social studies qualification)	1	2.5	10	25.0	22	55.0	7	17.5	40
2	Departmental secretary	1	2.5	3	7.5	19	47.5	17	42.5	40
3	Departmental messenger / cleaner	0	0.0	2	5.0	22	55.0	16	40.0	40
4	Computer operators	4	10.0	19	47.5	11	27.5	6	15.0	40
5	3 large classrooms and above with furniture	0	0.0	28	70.0	10	25.0	2	5.0	40
6	Social studies workshop with sitting capacity for at least 50 students with furniture	11	27.5	22	55.0	5	12.5	2	5.0	40
7	Each senior staff has a comfortably furnished office to himself.	5	12.5	20	50.0	13	32.5	2	5.0	40
8	Office for support staff (typist, clerks)	1	2.5	14	35.0	21	52.5	4	10.0	40
9	Relevant equipment e.g. typewrites, cyclostyling machine etc	1	2.5	7	17.5	24	60.0	8	20.0	40
10	Enough books to cover all the areas of the subject in the ration of one student to ten books.	0	0.0	4	10.0	32	80.0	4	10.0	40
11	Equipment like projectors; film strips, slides, video machine; camera, tv set, world globe.	0	0.0	16	40.0	24	60.0	0	0.0	40
12	Materials such as atlases, wall maps, textbooks journals, painting materials, news prints, newspapers and computer sets.	2	5.0	16	40.0	16	40.0	6	15.0	40
13	NERDC National Curriculum for Junior Secondary School social studies (photocopies)	13	32.5	12	30.0	11	27.5	4	10.0	40
14	A functional weather station.	11	27.5	17	42.5	5	12.5	7	17.5	40
15	Comply with distribution of minimum credits required for graduation of every candidate.	7	17.5	18	45.0	12	30.0	3	7.5	40
16	Actually teach and evaluate content of the curriculum in the affective, psychomotor and cognitive domains.	11	27.5	16	40.0	11	27.5	2	5.0	40

		Strongly Agree		Agree		Disagree		Strongly Disagree		
		F	%	F	%	F	%	F	%	Total
1	Lectures	7	17.5	19	47.5	10	25.0	4	10.0	40
2	Story telling	6	15.0	5	12.5	19	47.5	10	25.0	40
3	Role Modeling	3	7.5	19	47.5	14	35.0	4	10.0	40
4	Observation/ anecdotal records	2	5.0	30	75.0	5	12.5	3	7.5	40
5	Dictation	4	10.0	16	40.0	16	40.0	4	10.0	40
6	Punishment / rewards.	5	12.5	19	47.5	10	25.0	6	15.0	40
7	Films	4	10.0	21	52.5	12	30.0	3	7.5	40
8	Resource persons	1	2.5	7	17.5	24	60.0	8	20.0	40
9	Assignment	7	17.5	9	22.5	19	47.5	5	12.5	40
10	Project	4	10.0	10	25.0	18	45.0	8	20.0	40
11	Problem solving	4	10.0	7	17.5	20	50.0	9	22.5	40
12	Independent study	2	5.0	9	22.5	13	32.5	16	40.0	40
13	Field trip	2	5.0	5	12.5	20	50.0	13	32.5	40
14	Debate	2	5.0	6	15.0	15	37.5	17	42.5	40
15	Questioning	13	32.5	20	50.0	5	12.5	2	5.0	40
16	Tutorial	5	12.5	19	47.5	7	17.5	9	22.5	40
17	Dramatization	2	5.0	3	7.5	21	52.5	14	35.0	40
18	Discussion	5	12.5	7	17.5	12	30.0	16	40.0	40
19	Inquiry method	4	10.0	8	20.0	18	45.0	10	25.0	40
20	Play lets	2	5.0	7	17.5	17	42.5	14	35.0	40
21	Simulations	3	7.5	13	32.5	17	42.5	7	17.5	40

		Strongly Agree		Agree		Disagree		Strongly Disagree		
		F	%	F	%	F	%	F	%	Total
1	Essay question mostly	0	0.0	19	47.5	0	0.0	21	52.5	40
2	Objective questions mostly	0	0.0	23	57.5	0	0.0	17	42.5	40
3	Observation and anecdotal record for determining affective learning outcome always.	1	2.5	14	35.0	0	0.0	25	62.5	40
4	Engage student in class discussions to determine affective learning	5	12.5	16	40.0	0	0.0	19	47.5	40
5	Adequate time made available to stress affective learning outcomes	2	5.0	14	35.0	0	0.0	24	60.0	40
6	Aptitude tests	2	5.0	16	40.0	0	0.0	22	55.0	40
7	Dress code strictly observed	2	5.0	26	65.0	0	0.0	12	30.0	40
8	Check ability to solve societal problems	2	5.0	31	77.5	0	0.0	7	17.5	40
9	Interview	0	0.0	15	37.5	0	0.0	25	62.5	40
10	Socio metric scales	0	0.0	30	75.0	0	0.0	10	25.0	40
11	Rating scales	0	0.0	25	62.5	0	0.0	15	37.5	40
12	Questionnaires	2	5.0	12	30.0	0	0.0	26	65.0	40
13	Check lists	3	7.5	23	57.5	0	0.0	14	35.0	40
14	Case studies	7	17.5	22	55.0	0	0.0	11	27.5	40
15	Inventories and self reports	23	57.5	11	27.5	0	0.0	6	15.0	40
16	Evaluation strategies correspond with objectives of social studies in Colleges of Education.	21	52.5	11	27.5	0	0.0	8	20.0	40
17	Affective learning outcomes are emphasized	16	40.0	19	47.5	0	0.0	5	12.5	40

APPENDIX VII

LIST OF ACCREDITED COLLEGES OF EDUCATION

NATIONAL COMMISSION FOR COLLEGES OF EDUCATION ABUJA

LIST OF ACCREDITED AND APROVED NCE AWARDING INSTITUTIONS IN NIGERIA AS AT JANUARY 2012

This publication shows:

1. The list of approved NCE awarding institutions in Nigeria as at January, 2012

2. The list of Colleges of Education granted approval by the Federal Ministry of Education to run degree programmes in affiliation with various universities.

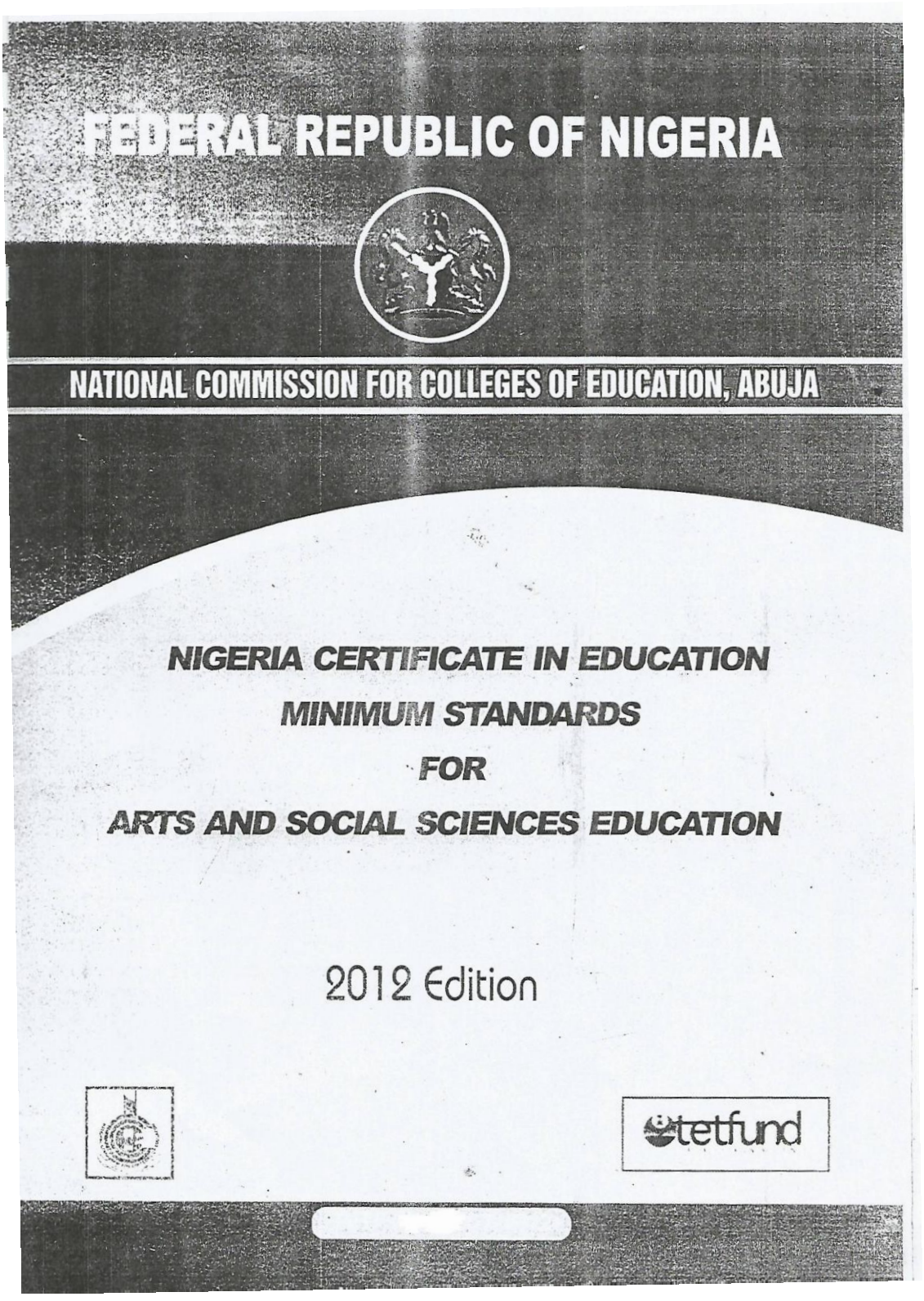
- All Federal Colleges of Education willing to run degree programmes must have approval from the Honourable Minister of Education through the office of the Executive Secretary of NCCE before entering into affiliation agreement with any university.
- Further enquiries can be obtained from the office of the Executive Secretary, National Commission for Colleges of education Abuja.

Federal Colleges of Education

S/No	Name of College	Address and Location	Year of Establishment
1	FCE Abeokuta	P.M.B. 2096, Ogun State	1976
2	FCE (T) Akoka	P.O.Box 269, Yaba, Lagos State	1964
3	FCE (T) Asaba	PMB, 1044, Asaba, Delta State	1987
4	FCE (T) Bichi	PMB, 3473, Bichi, Kano State	1987
5	FCE Eha-Amufu	PMB, 2001, Eha-Amufu, Enugu State	1981
6	FEC (T) Gombe	PMB 60, Gombe, Gombe State	1977
7	FCE (T) Gusau	PMB 1088, Gusau, Zamfara State	1986
8	FCE Kano	PMB 3045, Kano, Kano State	1967
9	FCE Katsina	PMB 2041, Katsina, Katsina State	1976
10	FCE Kontagora	PMB 39, Kontagora, Niger State	1978
11	FCE Obudu	PMB 1038, Obudu, Cross Rivers State	1982
12	FCE Okene	PMB 1026, Okene, Kogi State	1974
13	FCE (T) Omoku	PMB 11, Omoku, River State	1988
14	Adeyemi COE Ondo	PMB 520, Ondo, Ondo State	1964

APPENDIX VIII

SOCIAL STUDIES CURRICULUM



NATIONAL COMMISSION FOR COLLEGES OF EDUCATION ABUJA

LIST OF ACCREDITED AND APROVED NCE AWARDING INSTITUTIONS IN NIGERIA AS AT JANUARY 2012

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5	FCE Eha-Amufu	PMB, 2001, Eha-Amufu, Enugu State	1981
6	FEC (T) Gombe	PMB 60, Gombe, Gombe State	1977
7	FCE (T) Gusau	PMB 1088, Gusau, Zamfara State	1986
8	FCE Kano	PMB 3045, Kano, Kano State	1967
9	FCE Katsina	PMB 2041, Katsina, Katsina State	1976
10	FCE Kontagora	PMB 39, Kontagora, Niger State	1978
11	FCE Obudu	PMB 1038, Obudu, Cross Rivers State	1982
12	FCE Okene	PMB 1026, Okene, Kogi State	1974
13	FCE (T) Omoku	PMB 11, Omoku, River State	1988
14	Adeyemi COE Ondo	PMB 520, Ondo, Ondo State	1964

15	FCE (S) Oyo	PMB 1089, Oyo State	1977
16	FCE Pankshin	PMB 27, Pankshin, Plateau State	1974
17	FCE (T) Potiskum	PMB 1013, Potiskum Yobe State	1986
18	FCE (T) Umunze	PMB 189, Umunze, Anambra State	1986
19	FCE Yola	PMB 2043. Yola, Adamawa State	1974
20	FCE Zaria	PMB 1041, Zaria, Kaduna State	1962
21	Alvan Ikoku FCE Owerri	PMB 1033, Owerri, Imo State	1963

State Colleges of Education

S/No	Name of College	Address and Location	Year of Establishment
1	Akwa Ibom COE	PMB 1019, Alfaha-Nsit Etinan, Akwa Ibom State	1991
2	COE Agbor	PMB 2090, Agbor, Delta State	1979
3	COE Akwanga	PMB 05, Akwanga, Nasarawa State	1977
4	COE Ankpa	PMB 1033, Ankpa	1981
5	Adamu Augie COE, Argungu	PMB 1012, Argungu Kebbi State	1993
6	COE Arochukwu	PMB 1000, Arochukwu, Abia State	1993
7	COE Azare	PMB 44, Azare, Bauchi state	1977
8	Umar IBN Ibrahim Elkanemi COE	PMB 16, Bama Borno State	1989
9	Isa Kaita COE	PMB 49, Dutse-Ma, Katsina State,	1991
10	COE Ekiadolor	PMB 1144, Benin Edo State	1979
11	COE Gashua	PMB 02, Gashua Yobe State	1988
12	Kaduna State COE	PMB 1024, Gidan Waya, Kaduna State	1978
13	COE Gindiri	PMB 1000, Gindiri, Plateau State	1980
14	COE Gumel	PMB 1002, Gumel, Jigawa State	1976
15	COE Hong	PMB 2237, Hong, Adamawa State	1981
16	Ikere-Ekiti COE	PMB 250, Ikere Ekiti State	1977
17	COE Ila-Orangun	PMB 207, Ila-Orangun, Osun State	1979
18	COE Ilesa	PMB 5089, Ilesa Osun State	1977
19	COE Ilorin	PMB 1375, Ilorin, Kwara State	1974
20	COE Zing	PMB 1021, Jalingo, Taraba State	1977
21	COE Katsina-Ala	PMB 2008, Katsina-Ala, Benue State	1976
22	COE Kumbotso	PMB 3218, Kumbotso, Kano State	1987

23	COE (T) Lafiagi	PMB 01, Lafiagi, Kwara State	1993
24	Kashim Ibrahim COE	PMB 1469, Maiduguri, Borno State	1978
25	COE Maru	PMB 1002, Zamfara State	2001
26	COE Minna	PMB 39, Minna Niger State	1975
27	Michael Otedola College of Primary Education	PMB 1028, LOCOPED Noforija-Epe Lagos State	1995
28	COE Nsugbe	PMB 1734, Nsugbe Anambra State	1981
29	COE Oju	PMB 2035, Oju, Otukpo Benue State	1992
30	COE Oro	PMB 309, Oro, Kwara State	1981
31	Adeniran Ogunsanya COE	PMB 007, Oto-Ijanikin Lagos State	1973
32	Delta State College of Physical Education	PMB 4088, Mosogar, Sapele Delta State	2003
33	Emmanuel Alayande COE	PMB 1010, Oyo State	1980
34	COE Port-Harcourt	PMB 5047, Port-Harcourt Rivers State	1971
35	Shehu Shagari COE	PMB 2029, Sokoto State	1970
36	COE Waka-Biu	PMB 1502, Waka-Biu Borno State	1986
37	COE Warri	PMB 1251, Warri, Delta State	1990
38	FTC COE Zuba	PMB 61, Garki-Abuja	1996
39	Mohammadu Goni College of Legal and Islamic Studies (MOGOLIS)	PMB 1526, Maiduguri, Borno State	1989
40	Ebonyi State COE (T)	PMB 002, Ikwo Ebonyi State	2001
41	Enugu State COE (T)	PMB 01793, Abakaliki Rd, Enugu	2006
42	Tai Solarin College of Education	Omu-Ijebu, Ogun State	1978
43	Cross River State College of Education	Akampa, P.M.B. 1171 Calabar, (Re-established)	2008
44.	College of Edu.	PMB 003, Igueben, Edo State	

.45.	Bayelsa State College of Edu.	Okpoama, Brass-Island, PMB 74, Yenagoa, Bayelsa State	2010
46.	Yusuf Bala Usman College of Education, Daura	PMB 2201, Katsina, Katsina State	2010

Privately Owned Colleges

S/No	Name of College	Address and Location	Year of Establishment
1	Institute of Ecumenical Education (Thinkers Corner)	P.O.Box 2001, Enugu, Enugu State	1976
2	OSISA Tech. COE	PMB 1161, Enugu, Enugu State	2001
3	St. Augustine COE	PMB 1140, (Project Time) 2 Moronfolu Street, Akoka Lagos State	1971
4	African Thinkers Community of Inquiry	P.M.B. 15510, Enugu, Enugu State	2004
5	Ansar-Ud-Deen COE	6 Karimu Street, Isolo P.O.Box Oshodi Lagos State	2004
6	Delar COE Ibadan	PMB 6379, Ibadan, Oyo State	2003
7	Muftau Olanihun COE, Ibadan	Lagos-Ibadan Expressway PMB 2705, Agodi Gate, Ibadan Oyo State	2003
8	Havard Wilson COE, Aba	P.O.Box 5216, Aba, Abia State	2003
9	City College of Education Mararaba	P.O.Box 3094, Garki - Abuja	2003
10	Muhyideen COE, Ilorin	13, Idiorombo Lane, P.O.Box 370, Ilorin	2008
11	College of Education, Offa	P.O.Box 433, Osunte Rd, Offa Kwara State	2006
12	Bauchi Institute of Arabic & Islamic Studies	Bakari Duku Primary School Bauchi P.O.Box 2031, Bauchi	2005
13	Cornerstone College of Education	4-6 Odegbami Street, Off Adeniyi Jones Avenue Ikeja, Lagos, P.O. Box 50 Unilag, Lagos	2006
14	All States College of	Ero, Akure, Ondo State	2006

	Education		
15	African Church COE, Lagos, Lagos State	Adewale Adegun Avenue Karaole Estate, Off Elder J.K. Coker Road, Ifako-Ijaye P.M.B. 21112, Agege, Lagos State	2008
16	Assanusiya COE, Odeomu, Osun State	PMB 2002, Odeomu, Osun State	2005
17	Best Legacy College of Education Ogbomoso	Oke-Owode Ikirun Road, Ogbomoso, Oyo State	2007
18	Yewa Central College of Education	PMB 2014, Abeokuta, Ogun State	2003
19	Unity College of Education, Aukpa-Adoka	P. O. Box 1289, Otukpo, Benue State	2008
20	College of Education, Nsukka	PMB 2003, Nsukka, Enugu State	2008
21	Angel Crown College of Education	Gidan-Daya, FCT, Abuja	2010
22	Elder Oyama Memorial College of Education, Ofat	P.O. Box 32, Ofat, Obubra, Cross Rive State	2010
23	College of Education, Moro, Ife-North	P.O. Box 1964, Ile-Ife, Osun State	2010
42	Kinsey College of Education, Ilorin	P.O.Box 589, Ilorin, Kwara State	2010
25	Royal City College of Education, Iyesi	Iyesi, Ogun State	
26	ONIT College of Education, Abagana	P. O. Box 677, Abagana, Anambra State	2010
27	Nana Aishat Memorial College of Education, Obanisunwa	Obanisunwa, Ilorin, Kwara State	2010
28	Top-Most College of Education, Ipaja-Agbado	Ipaja-Agbado, Lagos State	2010
29	Apa College of Education, Aido	Aido, Benue State	2010
30	Calvin Foundation College of Education	Naka, Benue State	2006
31	Awori District College	Sango-Otta, Ogun State	2010

	of Edu. Sango-Otta		
32	Jibwis College of Arabic & Islamic Education, Gombe	Gombe, Gombe State	2010
33	Hill College of Education, Gwanje	P. O. Box 2399, Gwanje, Akwanga, Nasarawa State	2010
34	Institute of Arabic & Islamic Studies, Olodo	P. O. Box 3346, Olodo, Ibadan, Oyo State	2010
35	Al Hikma Collegeof Education, Ankpa	P.O. Box 48, Ankpa Kogi State	2007
36	Islamic College of Education, Potiskum	High Islamic Complex, Jos/Maiduguri Rd, Potiskum Yobe State	2011
37	Bethel College of Education, Ijare	Agbasa, Ijare, Ondo State	2012
38	Steady Flow College of Education, Ikom	Akparabong Ikom, Cross River State	2012

Other Federal Institutions Offering NCE

S/No	Name of College	Address and Location	Year of Establishment
1	National Teachers Institute (NTI)	PMB 2191, Kaduna, Kaduna State	1978
2	Nigeria Army School of Education	PMB 1410, Ilorin Kwara State	1987

List of Polytechnics Offering NCE Programmes

S/No	Name of College	Address and Location	Year of Establishment
1	Plateau State Polytechnic Barkin Ladi	PMB 02023, Barkin Ladi Plateau State	1978
2	Abubakar Tatari Ali Polytechnic	PMB. 0094, Bauchi, Bauch State	1992
3	Waziri Umaru Federal Polytechnic, Birnin Kebbi	PMB 1034, Kebbi, Kebbi State	1978
4	Kaduna Polytechnic	PMB 2021, Kaduna,	1968

		Kaduna State	
5	Hassan Usman Katsina Polytechnic	PMB 2052, Katsina, Katsina State	1973
6	Ramat Polytechnic	PMB 1070, Maiduguri, Borno State	1978
7	Mohammed Abdullahi Wase Polytechnic	PMB 3080, Kano, Kano State	1978
8	Nuhu Bamali Polytechnic	PMB 1061, Zaria	2012

LIST OF COLLEGES OF EDUCATION THAT HAVE THE APPROVAL TO RUN DEGREE PROGRAMMES

S/No	NAME OF COLLEGE
1	Adeyemi College of Education, Ondo
2	Federal College of Education, Zaria
3	Federal College of Education, Kano
4	Alvan Ikoku College of Education, Owerri
5	Rivers State College of Education, Port-Harcourt

Summary

1.	Federal College of Education	-	21
2.	Other Federal NCE awarding Inst.	-	02
3.	States College of Education	-	46
4.	Privately Owned Colleges	-	38
5.	Polytechnics Offering NCE	-	08
	Total	-	**115**

*Approved Colleges of Education running degree programmes - 5

Professor Muhammad Ibn Junaid
Executive Secretary,
(NCCE, Abuja)

FEDERAL REPUBLIC OF NIGERIA

NATIONAL COMMISSION FOR COLLEGES OF EDUCATION, ABUJA

NIGERIA CERTIFICATE IN EDUCATION
MINIMUM STANDARDS
FOR
ARTS AND SOCIAL SCIENCES EDUCATION

2012 Edition

tetfund

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SOCIAL STUDIES (SOS)

SINGLE MAJOR

11.1 PHILOSOPHY

Social Studies is a core subject from Basic 1-9 schools in Nigeria. The large number of these institutions coupled with their ever-increasing enrolments have necessitated the production of specially trained teachers who are equipped with the knowledge and special skills for implementing the Social Studies programme in these schools.

The fundamental concern of social studies is with man and his complex relationships with the world around and beyond. It is in this context that the NCE Social Studies curriculum attempts to instil in the students; the basic knowledge, desirable values, and skills for investigating, analysing and explaining these interrelationships.

The social studies programme is therefore designed with the objective of producing teachers who are both professionally committed and academically competent in its philosophy, content and methodology.

11.2 OBJECTIVES

The programme is designed to achieve the following:

i. Produce professionally and academically competent NCE Social Studies teachers for the Junior Secondary Schools.

ii. Prepare teachers who will inculcate in their pupils rational adjustment to their physical and social environment through acquisition of knowledge, attitudes, values, appreciations and skills necessary for developing social and civic responsibilities.

iii. Produce students who are capable of benefiting from further education in social studies and other related areas.

11.3 ADMISSION REQUIREMENTS

a) **General**

i) A Senior Secondary School Certificate (SSC) or G.C.E 'O' Level with passes in four subjects including English Language, which must be at credit level in the same sitting or at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer. Credit in English and mathematics are required.

ii) A Grade II Teacher's Certificate (TC II) with credit or merit in four subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and/or mathematics are required.

iii) For candidates wishing to offer courses in Vocational and Technical Education; the Federal Craft Training Certificate, RSA or City and Guild Intermediate Certificate with credit/merit in at least four subjects, are acceptable qualifications.

iv) Successful candidates in the Pre-NCE final examinations who also take and succeed in a selection examination organised by an accredited body such as JAMB.

v) It should be noted that colleges should in addition to all of the above, administer their own elimination tests and/or interviews. This is legitimate.

ii) Specific

i. In addition to the General Admission Requirements for NCE programmes, candidate with SSC wishing to read Social Studies must have a credit pass in any two of the following subjects:-

- Social Studies
- History
- Geography
- Economics
- Government
- Islamic Religious Knowledge
- Christian Religious Knowledge

Note: Candidates with TC II must have a merit/credit pass in Social Studies.

11.4 FACILITIES

a) **Space and classrooms** - At least three (3) large classrooms.
Social Studies Workshop with a sitting capacity for at least 50 students.

b) **Staff Offices** - Each Senior Staff should have a comfortably furnished office to himself. There should also be an office for support staff (Typists, Clerks) with relevant equipment e.g. Typewriters, cyclostyling machine etc.

c) **Books in the library.** There must be enough books to cover all the areas of the subject in the ratio of one student to ten books.

d) **Equipment** such as projectors, film strips; slides, video machine; camera, TV set, world Globe and materials such as atlases wall maps, text books journals, painting materials, newsprints, newspapers and computer sets should be provided.

e) **Special needs** - Functional weather stations in institutions where Geography is not offered.

f) NERDC National Curriculum for Junior Secondary School Social Studies (40 copies)

11.5 PERSONNEL

a) Academic Staff

i) Eight lecturers or staff-students ratio of 1:25 (Single Major)
ii) Fifteen lecturers or staff student ratio of 1:25 (Double Major)

ii) **Qualifications:**

a) Second class upper (2.1) degree and/or Master or Ph.D in Social Studies Education
b) Second class upper (2.1) degree; Master or Ph.D in any of the social Sciences and at least NCE (Social Studies) or PGDE.

iii) **Support Staff**

a) Technical Staff [Workshop Assistant (NCE Social Studies qualification)]
b) Departmental Secretary
c) Departmental Messenger/Cleaner
d) Computer Operators

11.6 MODE OF TEACHING

Various methodological approaches should be adopted in teaching NCE Social Studies with special emphasis on inquiry and field trip.

11.7 GRADUATION REQUIREMENT

Distribution of minimum credits required for graduation:

a Single Major

a)	Education courses	-	30 Credits
b)	General Studies courses	-	18 Credits
c)	Teaching Practice	-	6 Credits
d)	Social Studies courses	-	32 Credits
e)	Second teaching subject minimum of	-	32 Credits
	Total		118

b. Double Major

a)	Education courses	-	30 Credits
b)	General Studies courses	-	18 Credits
c)	Teaching Practice	-	6 Credits
d)	Social Studies courses	-	64 Credits
	Total		118

11.8 TEACHING PRACTICE

Every student is required to go on Teaching Practice and the credit earned recorded in EDUC 324.

11.9 PROJECT/CASE STUDIES

Every student is required to write a project/case study either Social Studies, Education or the other teaching subject, and the credits earned recorded in EDUC 323.

11.10 SUBJECT COMBINATION

Social Studies as a Single Major subject may be combined with any one of the following subjects: Islamic Studies; Christian Religious Studies, Ecumenics, Hausa, Yoruba, Igbo and other Nigerian Languages, English, Special Education, Cultural and Creative Arts, French and Arabic.

11.11 COURSE CONTENTS (SINGLE MAJOR)

COURSE CODE	COURSE TITLE	CREDITS	STATUS
	Year 1, First Semester		
SOS 111	Foundations of Social Studies	2	C
SOS 112	Man and His Social Environment	2	C
SOS 113	Man and His Physical Environment	2	C

	Year 1, Second Semester		
SOS 121	Introduction to NERDC National Curriculum for Social Studies	2	C
SOS 122	Nigeria as a Nation	1	E

SOS 123	Origin and Nature of Man	1	E
SOS 124	Man and His Economic Activities	2	E
SOS 125	Man and His Government	2	C

	Year II, First Semester		
SOS 211	Nigerian Political Life	2	C
SOS 212	Practicum For NERDC National Curriculum	2	C
SOS 213	Social Studies Research Methods and Statistics	2	C
SOS 214	Field Trip	3	C

	Year II, Second Semester		
SOS 221	Issues and Problems of National Development and Modernization	2	C
SOS 222	Citizenship Education	2	C
SOS 223	Social Services and Social Change in Nigeria	1	E
SOS 224	Law Related Education	1	E
SOS 225	Transportation and Communication	1	E

	Year III, First Semester		
	Teaching Practice	6	C
	Project	3	C

	Year III, Second Semester		
SOS 321	Population and Family Life Education	2	C
SOS 322	Nigeria External Relations	2	C
SOS 323	Social Institutions	1	E
SOS 324	Globalization	1	E

SUMMARY

NCE YEAR	COMPULSORY	ELECTIVE	TOTAL
Year One	12 Credits	3 Credits	15 Credits
Year Two	14 Credits	3 Credits	17 Credits
Year Three	4 Credits	2 Credits	6 Credits
Overall Total	**30 Credits**	**8 Credits**	**38 Credits**

Note: Students are to register for two electives only for graduation.

Minimum credits required for graduation:

Compulsory	-	30 Credits
Elective	-	02 Credits
Total:	-	**32 Credits**

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11.12 COURSE DESCRIPTION(SINGLE MAJOR)

SOS 111 Foundations of Social Studies (2 Credits) C

This course is intended to expose students to the philosophy and basic characteristics of social Studies education. At the end of the course students are expected to demonstrate awareness and appreciation of the nature of social studies

- The definition and scope of social Studies
- The philosophical background of social Studies
- a) In relation to the National Policy on Education
  b) In relation to theory of Inter-relationships in learning
- The concept of integration in Social Studies
- The relationship between Social Studies, the Social Sciences and other subjects
- Aims and objectives of Social Studies
- The relationship between Social Studies and Population, family Life, Drug and AIDS Education.

SOS 112 Man and His Social Environment (2 Credits) C

This idea of man as a social being and why he lives as group is the focus of this course. At the end of the course, students are expected to:

- Explain the basic concepts of man in the social environment
- Definition and types of man's social environment
- Why man lives in groups
- Family-types, structure, functions and changing roles
- Forms and problems of marriage: customary, religious and ordinance
- Safe age for marriage, family formation, child bearing and rearing practices
- Primary and Secondary groups - definitions, characteristics and functions
- Kinship systems in Africa
- Factors that promote living together: love, customs, morality, Folkways, mores and laws.
- Women education Family welfare
- Gender roles

SOS 113 Man and His Physical Environment (1 Credits) E

The course is designed to uplift the knowledge of students on the physical environment, how it influences and how man through his numerous activities influences the physical environment. As such, students are expected at the end of the course to:

- Apply the knowledge obtained in carrying out their daily activities
- Develop the right attitudes towards issue of environmental control and management

The concept of physical environment: Minerals and Rocks; Relief features, soils; atmosphere, weather and climate; vegetation; water bodies (ponds, streams, rivers, lakes, lagoons, seas and oceans). The influence of physical environment on man's activities and vice-versa

SOS 121 Introduction to the NERDC National Curriculum For Social Studies (2 Credits) C

The course introduces students to the NERDC National Curriculum of Social Studies for basic education 7 – 9. At the end of the course students should demonstrate their ability to develop a scheme of work and lesson plan based on the

NERDC curriculum guide.
An overview of NERDC Social Studies National Curriculum for Basic 7 – 9. Distinctions among curriculum, syllabus, scheme of work, unit plan and lesson plan; locating social studies syllabuses; preparation of lesson plans in Social Studies; distinction among teaching methods, techniques and strategies; an overview of Social Studies teaching methods; an overview of instructional resources in Social Studies ; evaluation strategies in Social Studies, Micro-teaching (meaning and approaches).

Note: The focus of this course should be on NERDC National Curriculum for Social Studies for Basic 7 - 9. Students should develop scheme of work and lesson plan using NERDC curriculum as guide.

SOS 122 **Nigeria as a Nation** **(1 Credit) E**

The students are taken through the evolution of the Nigerian National and to appraise the cultural Diversities of our nation. At the end of the course, students should be able to appreciate and demonstrate the need for national unity and integration in Nigeria.

- The concept of nation
- Nigeria as a geo-political entity
- Ethnic groups in Nigeria (number, characteristics and location)
- Population of Nigeria: size and distribution
- Integration: Concept and forms
- Efforts at national integration (national symbols, new capital city, constitutions, NYSC, Unity Schools, Federal Highways etc).
- Problems of national integration

SOS 123 **The Origin and Nature of Man** **(1 Credit) E**

This course of designed to exposed students to the origin and nature of man. At the end of the course they are expected to appreciate the uniqueness inter – dependence and university of man.

- The various explanations of the origin of man namely; religious, mythical and scientific.
- The beginning of man from Apes to homo-sapiens
- Harmonizing Forces (tool making, Language, Social Organization and Management of Man's Prolonged Childhood).
- The uniqueness of man
- The interdependence of man
- Race and Racism
- Humanity Universality

SOS 124 **Man and His Economic Activities** **(2 Credits) E**

The focus of this course is to introduce the learners to the major economic activities within the Nigerian state. At the end of the course, the learners should be able know the dynamics of economic activities and to demonstrate how they can contribute their quota to a stable economy

- Man's basic economic problems; Scarcity and choice
- Factors of production

- Meaning, nature and relationship between modernization and national development
- Dimensions of national development (economic development, political development, social development, legal development, educational development, technology and health etc).
- Problems of national development (poor data base, corruption, poor plan implementation, external manipulations and illiteracy etc).
- Factors and processes of modernization
- Aspects of modernization (population, urbanization, education, science and technology, socio-cultural political and economic).

SOS 222 **Citizenship Education** **(2 Credits) C**

The course introduces students to some concepts of citizenship education. By the end of the course, students will demonstrate positive qualities of good citizenship.

- The concept of socialization
- Types of socialization (Primary, secondary, adult)
- Agents of socialization (Family, peer group, school, mass media, church, mosque, etc)
- Processes of socialization
- Political socialization and mass mobilization (MAMSER, NOA, etc)
- Problems of socialization
- The role of Social Studies in the socialization and production of good citizens
- The concepts of citizen and citizenship education
- Types of citizenship (single and dual)
- Citizenship acquisition in Nigeria (By birth, by registration and by national naturalization)
- Renunciation and denial of citizenship
- Qualities and duties of a good citizen
- Fundamental Human Rights
- Lawful denial of fundamental human rights
- Violation and protection of Human Rights
- Ways in which human rights are violated
- Ways of protecting Human Rights

SOS 223 **Social Services in Nigeria and Social Change in Nigeria** **(1 credit) E**

This course focuses on the institutions that provide public utilities and the factors and processes of social change. At the end of the course the learner should be able to appraise the structure, functions and problems of providing social services in Nigeria. Similarly, the students should be able to make critical examination of the factors and processes of social change in Nigeria.

- Social administration and social policies defined
- Educational institutions: Structures and functions in Nigeria
- Health institutions: Structure and functions, National AIDS/STD Control Programmes in Nigeria (NASCP).
- Housing Policy
- Other services and utilities: Fire, Prison, Postal, Old age pension, Nigeria Police Force, Water Supply, Electricity, Transport, Communication.
- Attitude to public utilities
- Population pressure on social services in Nigeria

- The concept of change
- Theories of change
- Types of change
- Factors and processes of change
- Changes in Nigeria before and after 1960 in demographic, economic, socio-cultural and political system.
- Change and its effects on the individual and the family in Nigeria
-

OS 224 Law Related Education (1 Credit) E

- The course seeks to describe the element of laws, rules, regulations ordinances, edicts, decrees, norms and moves as it affect the modern society.
- This course also looks at the sources of the Nigeria law for the purpose of making the learner have an insight into who is responsible for promulgating and executing the laws of the society.
- This is done by introducing the learner to the constitutions of the Nigerian government, colonial heritage, traditions and sharing.
  - the process of law making in Nigeria
  - litigations, criminal and civil cases
  - Administration of justice; the function of the police, courts and law and prisons services.
- The course will equally take a critical look at the role of the judiciary in the implementation of the law e.g. (The hierarchy of courts, personal and independence.
- A detail study of "You and the Law".

S 225 Transport and Communication (1 Credit) E

The course seeks to expose students to various means of transportation and communication. At the end of the course, students should be able to appraise the problems and prospects of transport and communication.

- The differences between transportation and communication
- Traditional and modern means of Transportation: Advantages and problems
- Traditional and Modern means of Communication: Advantages and problems (E-mail, fax, telex, radio, internet. Practical application should be demonstrated to students.
- The role of transportation and communication on national development
- The mass media-what is mass media, their role in national development. Problems etc.
- Students should develop case studies materials on any mass media of their choice (It should form part of student C.A).

321 Population and Family Life Education (2 Credits) C

The course focuses attention on population and family life education. At the end of the course, students should be able to demonstrate positive attitudes towards family life.

- The concept of population
- The concept of family life
- The family life education
- The objective of population education
- The objective of family life education

Page

- Gender issues and family life education
- Family size and welfare
- The roles of members of the family
- The responsibility of parenthood
- Population data i.e. census and vital registration
- Population distribution in Nigeria and Africa
- The relationship between Social Studies and Population, Family Life and Aids Education.
- National Population Policy (NPP)
- Population dynamics: growth, decline and structure and their socio-economic implication.
- Methods of teaching Population/Family life Education

SOS 322 **Nigeria External Relations** **(2 Credits) C**

The course focuses on the principles of International relations and Nigeria's foreign policy. At the end of the course, students should be able to appraise the role of Nigeria in the international community.

- The concept of Internal Relation
- Nigerian foreign policies (Principles and Policies)
- Nigeria and ECOWAS (Formation, functioning and problems)
- Man in International Community
- World Tension: Causes and solutions (games, conferences and membership etc)
- Nigeria in the Common Wealth
- Nigeria in OPEC
- Nigeria in the UNO (contribution) benefit and problems)
- Nigeria in Africa Union

SOS 323 **Social Institutions** **(1 Credit) E**

The course is designed to expose students to be structure, functions and problems of different social institutions in Nigeria. At the end of the course, students should be able to proffer possible solutions to the problems affecting social institutions in Nigeria.

- The concept of social institution
- Structure and functions of different social institutions such as legal political, economic, religious, educational, health institutions etc. in Nigeria.
- Problems of social institutions in Nigeria
- Religion in Society
- Religion in Nigeria
- Religion and Morality
- Religion and Politics
- Conflict and tolerance in Nigeria

SOS 324 **Globalization** **(1 Credit) E**

This course aims at exposing students to the concepts of globalization in relation to the impact it has on the Nigerian nation. At the end of the course, students are expected to develop awareness and appreciation of the changes globalization has be on the Nigerian society.

- The concept of Globalization
- Historical antecedents (colonialism, Imperialism, Europeanization,

Westernization, Americanization, etc).
- Who is globalizing, and what is being globalized?
- Who is globalizing, and what cannot be globalized?
- Impact of globalization on the South (i.e. Developing and Underdeveloped countries, including Nigeria).
- What can Nigeria globalize? How? (i.e. Nigeria and the globalization process)

11.13 COURSE DESCRIPTION FOR DOUBLE MAJOR

SOS 111 Foundations of Social Studies (3 Credits) C

This course is intended to expose students to the philosophy and basic characteristics of social Studies education. At the end of the course students are expected to demonstrate awareness and appreciation of the nature of social studies

- The definition and scope of social Studies
- The philosophical background of social Studies
- a) In relation to the National Policy on Education
  b) In relation to theory of Inter-relationships in learning
- The concept of integration in Social Studies
- The relationship between Social Studies, the Social Sciences and other subjects
- Aims and objectives of Social Studies
- The relationship between Social Studies and Population, family Life, Drug and AIDS Education.

SOS 112 Man and His Social Environment (3 Credits) C

This idea of man as a social being and why he lives as group is the focus of this course. At the end of the course, students are expected to:

- Explain the basic concepts of man in the social environment
- Definition and types of man's social environment
- Why man lives in groups
- Family-types, structure, functions and changing roles
- Forms and problems of marriage: customary, religious and ordinance
- Safe age for marriage, family formation, child bearing and rearing practices
- Primary and Secondary groups - definitions, characteristics and functions
- Kinship systems in Africa
- Factors that promote living together: love, customs, morality, Folkways, mores and laws.
- Women education Family welfare
- Gender roles

SOS 113 Man and His Physical Environment (3 Credits) C

The course is designed to uplift the knowledge of students on the physical environment, how it influences and how man through his numerous activities influences the physical environment. As such, students are expected at the end of the course to:

- Apply the knowledge obtained in carrying out their daily activities
- Develop the right attitudes towards issue of environmental control and management
- The concept of physical environment: Minerals and Rocks; Relief features, soils; atmosphere, weather and climate; vegetation; water bodies (ponds, streams, rivers, lakes, lagoons, seas and oceans). The influence of physical

environment on man's activities and vice-versa

SOS 114 **Dynamics of Group Behaviour** (3 Credit) C

This course exposes students to the dynamics of the social life of human beings and lower animals. At the end of the course, students should be able to demonstrate the qualities peaceful and functional group life.

- Study of group life of lower animals, e.g.. ants, bees, monkeys etc.
- Some basic psychological variables; attitudes, values, roles, norms, beliefs, honesty, reference group etc.
- Group processes - conformity and defiance
- Public opinion
- Collective behaviour e.g. crowd, community development activities, riots, demonstration, mob violence etc.
- Leadership and followership communication, decision-making and assertiveness
- Effect of Community self-help Development programmes on the quality of life
- of the population.
- Funding help

SOS 121 **Introduction to the NERDC National Curriculum for Social Studies** (3Credits) C

The course introduces students to the NERDC National Curriculum of Social Studies for basic education 7 – 9. At the end of the course students should demonstrate their ability to develop a scheme of work and lesson plan based on the NERDC curriculum guide.

- An overview of NERDC Social Studies National Curriculum for Basic 1 – 9 Distinctions among curriculum, syllabus, scheme of work, unit plan and lesson plan locating social studies syllabuses; preparation of lesson plans in Social Studies distinction among teaching methods, techniques and strategies; an overview o Social Studies teaching methods; an overview of instructional resources in Social Studies ; evaluation strategies in Social Studies, Micro-teaching (meaning and approaches).

Note:The focus of this course should be on NERDC National Curriculum for Social Studies for Basic 1 - 6 and 7 - 9. Students should develop scheme of work and lesson plan using NERDC curriculum as guide.

SOS 122 **Nigeria as a Nation** (3 Credits) C

The students are taken through the evolution of the Nigerian National and to appraise the cultural Diversities of our nation. At the end of the course, student should be able to appreciate and demonstrate the need for national unity and integration in Nigeria.

- The concept of nation
- Nigeria as a geo-political entity
- Ethnic groups in Nigeria (number, characteristics and location)
- Population of Nigeria: size and distribution
- Integration: Concept and forms
- Efforts at national integration (national symbols, new capital city constitutions, NYSC, Unity Schools, Federal Highways etc).

- Problems of national integration

SOS 123 **The Origin and Nature of Man** **(3 Credit) C**

This course of designed to exposed students to the origin and nature of man. At the end of the course they are expected to appreciate the uniqueness inter – dependence and university of man.

- The various explanations of the origin of man namely; religious, mythical and scientific.
- The beginning of man from Apes to homo-sapiens
- Harmonizing Forces (tool making, Language, Social Organization and Management of Man's Prolonged Childhood).
- The uniqueness of man
- The interdependence of man
- Race and Racism
- Humanity Universality

SOS 124 **Environmental Studies** **(2 Credits) C**

- The concept of environment
- The scope of environmental studies
- Environmental hazards:
  i) Natural: soil erosion, drought, desert encroachment, ocean encroachment, flooding, storms etc;
  ii) Man generated: Air pollution, water pollution, land pollution, and despoliation
- Environmental Management in Nigeria (Laws and Policies)

SOS 125 **Law Related Education** **(2 Credits) E**

- The course seeks to describe the element of laws, rules, regulations ordinances, edicts, decrees, norms and moves as it affect the modern society.
- This course also looks at the sources of the Nigeria law for the purpose of making the learner have an insight into who is responsible for promulgating and executing the laws of the society.
- This is done by introducing the learner to the constitutions of the Nigerian government, colonial heritage, traditions and sharing.
  - the process of law making in Nigeria
  - litigations, criminal and civil cases
  - Administration of justice; the function of the police, courts and law and prisons services.
- The course will equally take a critical look at the role of the judiciary in the implementation of the law e.g. (The hierarchy of courts, personal and independence.
- A detail study of "You and the Law".

SOS 126 **Transport and Communication** **(2 Credit) E**

The course seeks to expose students to various means of transportation and communication. At the end of the course, students should be able to appraise the problems and prospects of transport and communication.

- The differences between transportation and communication
- Traditional and modern means of Transportation: Advantages and problems
- Traditional and Modern means of Communication: Advantages and problems (E-mail, fax, telex, radio, internet. Practical application should be demonstrated to students.
- The role of transportation and communication on national development

- The mass media-what is mass media, their role in national development. Problems etc.
- Students should develop case studies materials on any mass media of their choice (It should form part of student C.A).

SOS 211 **Nigerian Political Life** **(3 Credits) C**

This course aims at exposing students to the concepts of the Nigerian political life in relation to the general provisions of the Nigerain Constitution. At the end of the course students are expected to demonstrate their awareness of the rule of law and how it relates to political issues.

- Nigerian Political Life
- The concepts of nation, state and country
- Nationalist movements and political parties before independence
- Independence, the Republics and the political parties
- Military Rule in Nigeria
- Political Issues (Population size, power sharing/shift, revenue allocation, resource control etc).
- Constitutions (meaning, purposes and types)
- Constitutional developments in Nigeria since 1914
- General provision of the current Nigerian constitution (Fundamental objectives and directive principles of state policy, citizenship, fundamental human rights, Arms of Government, FCT and General supplementary provision.

SOS 212 **Practicum for National Curriculum for Basic 7 – 9** **(3 credits) C**

This course aims at exposing students to Practical application of NERDC National Curriculum for Social Studies. At the end of the course students should be able to demonstrate methods and techniques necessary for the effective teaching and learning of social studies for basic 7 – 9. Social studies.

- Methods and techniques necessary for the effective teaching of Social Studies for Basic 7 - 9. Dramatic representation, discussion, creative activities, simulation, problem solving, questioning, technique, concept mapping etc.

Note: The mode of assessment for this course should be practical application of NERDC curriculum for Social Studies Basic 7 - 9 to develop:

- Scheme of Work (In group)
- Lesson plan (Individual)
- Micro-Teaching (Presentation of two topics)

Emphasis should be more on practical than theory.

SOS 213 **Social Studies Research Methods and Statistics** **(3Credits) C**

This course aims and at exposing students to principles of research and statistical methods for effective research work in social studies.

a) <u>Research</u>
- Concept and content of research:
  Types of research
  Choice of research topic
  Purposes/objectives of research
- Review of relevant literature
- Research methodology (Research Design):
  Stating research problem

Choice of population
Sample and sampling techniques
Hypothesising
Data collection techniques:
Observation, interview, questionnaire etc.
Organisation and presentation of data and statistical representation.

b) - Appendices
- Bibliography and References

Statistic: Meaning, Types and Uses
- Descriptive statistics:
  Measures of central tendency
  Measures of variability
- Inferential statistics:
  Parametric and non-parametric

SOS 214 **Field Trip** **(3 Credits) C**

- The course will afford the students the opportunity to visit both far and near environment in terms of educative interest in Social Studies. Students will be out for one to four days of studying both physical and social phenomenon, human activities in terms of housing, occupational practices, dressing, culture etc. Students will be able to write a study-report on undertaking field exercise. And by so doing develop in learners skills of data collection, e.g. interceding, documentation and reporting.

SOS 215 **Man and His Economic Activities** **(3 Credits) C**

The focus of this course is to introduce the learners to the major economic activities within the Nigerian state. At the end of the course, the learners should be able know the dynamics of economic activities and to demonstrate how they can contribute their quota to a stable economy

- Man's basic economic problems; Scarcity and choice
- Factors of production
- Man's reactions to supply and demand of goods and services
- Production systems: primary, secondary and tertiary
- Sources of government revenue in Nigeria
- Economic problems: Inflation, unemployment, poverty and poverty alleviation programmes

SOS 221 **Issues and Problems of National Development and Modernization** **(3Credits) C**

The course is designed to expose students to basic concepts of National Development. At the end of the course, students will be able to appraise and problems of National Development.

- Nature and concepts of national development
- Meaning, nature and relationship between modernization and national development
- Dimensions of national development (economic development, political development, social development, legal development, educational development, technology and health etc).

- Problems of national development (poor data base, corruption, poor plan implementation, external manipulations and illiteracy etc).
- Factors and processes of modernization
- Aspects of modernization (population, urbanization, education, science and technology, socio-cultural political and economic).

SOS 222 **Citizenship Education** **(2Credits) C**

The course introduces students to some concepts of citizenship education. By the end of the course, students will demonstrate positive qualities of good citizenship.

- The concept of socialization
- Types of socialization (Primary, secondary, adult)
- Agents of socialization (Family, peer group, school, mass media, church, mosque, etc)
- Processes of socialization
- Political socialization and mass mobilization (MAMSER, NOA, etc)
- Problems of socialization
- The role of Social Studies in the socialization and production of good citizens
- The concepts of citizen and citizenship education
- Types of citizenship (single and dual)
- Citizenship acquisition in Nigeria (By birth, by registration and by national naturalization)
- Renunciation and denial of citizenship
- Qualities and duties of a good citizen
- Fundamental Human Rights
- Lawful denial of fundamental human rights
- Violation and protection of Human Rights
- Ways in which human rights are violated
- Ways of protecting Human Rights

SOS 223 **Social Services in Nigeria and Social Change in Nigeria** **(2Credits) C**

This course focuses on the institutions that provide public utilities and the factors and processes of social change. At the end of the course the learner should be able to appraise the structure, functions and problems of providing social services in Nigeria. Similarly, the students should be able to make critical examination of the factors and processes of social change in Nigeria.

- Social administration and social policies defined
- Educational institutions: Structures and functions in Nigeria
- Health institutions: Structure and functions, National AIDS/STD Control Programmes in Nigeria (NASCP).
- Housing Policy
- Other services and utilities: Fire, Prison, Postal, Old age pension, Nigeria Police Force, Water Supply, Electricity, Transport, Communication.
- Attitude to public utilities
- Population pressure on social services in Nigeria
- The concept of change
- Theories of change
- Types of change
- Factors and processes of change
- Changes in Nigeria before and after 1960 in demographic, economic, socio-cultural and political system.

- Change and its effects on the individual and the family in Nigeria

SOS 224 **Man and His Government** **(3 Credits) C**

This course intends to expose the learners to the rudiments of governance in human society. At the end of the course, the learners should be able to comprehend the relevance of government in the society and the need to participate.

- The concepts and role of government in society
- Power and Authority
- Traditional forms of government: family, clan, village, town empire etc
- Modern forms of government - democracy, autocracy, monarchy, and the military
- Organs of government - executive, legislative, judiciary and the press
- Tiers of government in Nigeria - Local, State and Federal emphasizing their structure and functions.

SOS 225 **Contemporary Public Issues** **(2 Credits) C**

- STD/HIV/AIDS Scourge
- Human rights
- Poverty and poverty alleviation
- Food crises
- Human trafficking
- Values education
- Safety awareness education
- Life skills, personal skills
- Drug abuse
- Peace Education
- Child abuse
- Cultism
- Religious and Ethnic conflicts etc
- corruption – The role of EFCC and ICPC etc

SOS 321 **Population and Family Life Education** **(3 Credits) C**

The course focuses attention on population and family life education. At the end of the course, students should be able to demonstrate positive attitudes towards family life.

- The concept of population
- The concept of family life
- The family life education
- The objective of population education
- The objective of family life education
- Gender issues and family life education
- Family size and welfare
- The roles of members of the family
- The responsibility of parenthood
- Population data i.e. census and vital registration
- Population distribution in Nigeria and Africa
- The relationship between Social Studies and Population, Family Life and Aids Education.
- National Population Policy (NPP)
- Population dynamics: growth, decline and structure and their socio-economic implication.

- Methods of teaching Population/Family life Education

SOS 322 **Nigeria External Relations** (3 Credits) C

The course focuses on the principles of International relations and Nigeria's forei policy. At the end of the course, students should be able to appraise the role Nigeria in the international community.

- The concept of Internal Relation
- Nigerian foreign policies (Principles and Policies)
- Nigeria and ECOWAS (Formation, functioning and problems)
- Man in International Community
- World Tension: Causes and solutions (games, conferences and membership etc)
- Nigeria in the Common Wealth
- Nigeria in OPEC
- Nigeria in the UNO (contribution) benefit and problems)
- Nigeria in Africa Union

SOS 323 **Social Institutions** (3 Credit) C

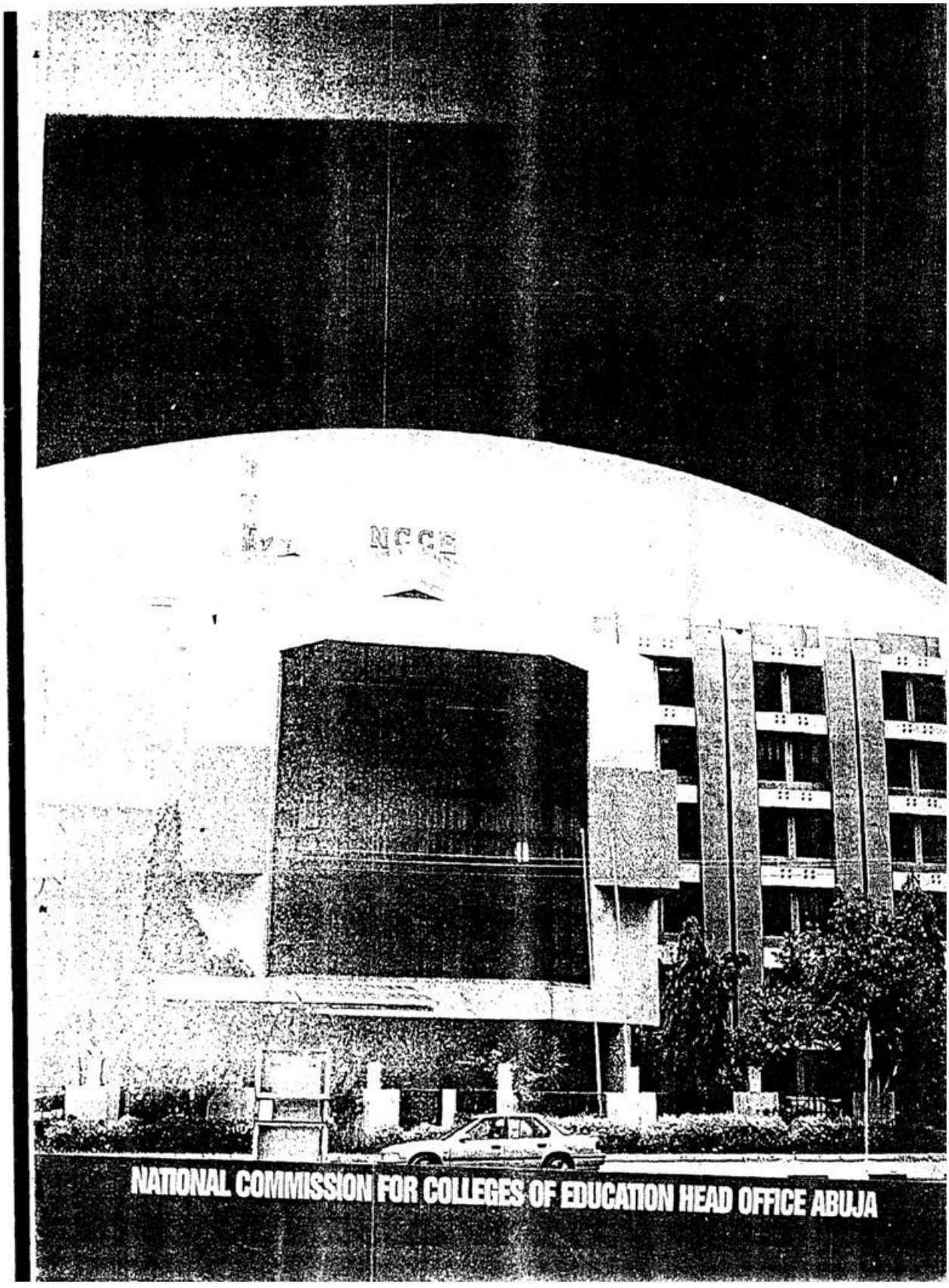
The course is designed to expose students to be structure, functions and problems different social institutions in Nigeria. At the end of the course, students should l able to proffer possible solutions to the problems affecting social institutions Nigeria.

- The concept of social institution
- Structure and functions of different social institutions such as legal politic economic, religious, educational, health institutions etc. in Nigeria.
- Problems of social institutions in Nigeria
- Religion in Society
- Religion in Nigeria
- Religion and Morality
- Religion and Politics
- Conflict and tolerance in Nigeria

SOS 324 **Globalization** (3 Credits) C

This course aims at exposing students to the concepts of globalization in relation the impact it has on the Nigerian nation. At the end of the course, students a expected to develop awareness and appreciation of the changes globalization has l on the Nigerian society.

- The concept of Globalization
- Historical antecedents (colonialism, Imperialism, Europeanizatio Westernization, Americanization, etc).
- Who is globalizing, and what is being globalized?
- Who is globalizing, and what cannot be globalized?
- Impact of globalization on the South (i.e. Developing and Underdevelop countries, including Nigeria).
- What can Nigeria globalize? How? (i.e. Nigeria and the globalization process


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