ASSESSMENT OF THE IMPLEMENTATION OF SOCIAL STUDIES CURRICULUM IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

BY

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MAY, 2015

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER DEGREE IN CURRICULUM AND INSTRUCTION, DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA
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DECLARATION

I declare that the work in this Thesis entitled, Assessment of the implementation of Social Studies Curriculum in Junior Secondary Schools in Kaduna State has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

_____ _____

Laraba B. Kantoma **Date**

CERTIFICATION

This thesis entitled ASSESSMENT OF THE IMPLEMENTATION OF SOCIAL STUDIES CURRICULUM IN JUNIOR SECONDARY SCHOOLS IN KADUNA STATE by LARABABALAKANTOMA meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to the memory of my late Husband, HonourableS.BKantoma and my children for all their support morally and financially during the programme.

ACKNOWLEDGEMENTS

First and foremost, I want to acknowledge God Almighty for seeing me through the programme with His divine mercy.

Next is my first Supervisor, Dr. (Mrs) H.O. Yusuf, who took time to critically read and correct the manuscript and gave useful suggestions that made it what it is. I sincerely thank her for that. My second Supervisor, in person of Late Dr. M.O. Dare, is also thanked profoundly for his useful contributions and advise that made this research a huge success. It is also my pleasure to thank Dr. A.A. Dada for his immense contributions in the work and the external defence. My gratitude also go to the Head of Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria, Nigeria.

The authors, whose materials and works were used in this study, deserve commendation and acknowledgement, which I did at the reference page.

Lastly, my sincere love goes to my late Husband, Hon. S.B. Kantoma, my Biological parents, my brothers and sisters, children, friends and other relatives too numerous to mention, who stood by me throughout the period of the study. May God bless you all.

ABSTRACT

This study is aimed at the Assessment of the Implementation of Social Studies Curriculum in Junior Secondary Schools in Kaduna State. The researcher made use of the survey research design with two hundred and twenty (220) social studies teachers respondents as sample size and questionnaire was used as research instrument. In the data analysis, percentage scores was used in analyzing personal data, while mean and standard deviation was used to answer the research questions. Pearson Product Moment correlation co-efficient (r) was used to test the null hypotheses (1, 2, 3, 4 and 5) at 0.05 level of significant. The research findings show that the implementation of social studies curriculum in junior secondary schools is significantly affected by the adequacy of content of social studies curriculum and awareness of teachers. In addition, there is a significant relationship that exists between qualification and experience of teachers involved in the implementation of social studies curriculum in junior secondary schools. Furthermore, it was revealed that significant relationship exists between strategies/methods used and the implementation of social studies curriculum in Junior Secondary Schools. Also, the findings reveal that the implementation of social studies curriculum in junior secondary schools level is significantly affected by availability of instructional materials adequacy. The study also reveals that significant relationship exists between learning environment and its adequacy in social studies and its implementation in junior secondary school level. Also, teachers with high working experience are larger in number compared to teachers with low working experience. Finally, the research work recommended among others that there should be general awareness on the importance of social studies as an agent of positive change in the society; employ qualified and trained social studies teachers to implement the curriculum;send social studies teachers to in-service courses and sponsor them for workshops and seminars. Also, social studies teachers should endeavor to give frequent assignment or homework that will encourage critical and reflective thinking for self-discovery of knowledge and also teachers should be encouraged to engage in comparative learning to improve the implementation of social studies curriculum in junior secondary school level.

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OPERATIONAL DEFINITION OF TERMS

The following terms have been operationally defined in the context of their usage in this study.

Curriculum: This is a planned educational programme that the learner undergoes in the school in order to attain a certain goal (certificate).

Resources: These are items such as pictures, newspapers, magazine, textbooks, charts, board etc. used by teachers to accomplish the method of teaching.

Social Studies Curriculum: Packages offered to the learners in an effort to promote positive learning and acquisition of useful skills.

LIST OF ABBREVIATIONS

CESAC:	Comparative Education Study and Adaptation Centre
CP:	Centre Periphery
JSS:	Junior Secondary School
PCM :	Proliferation of Centre Models
PS:	Problem Solving
RDD:	Research, Development and Diffusion
SCM:	Shifting Centre Models
SI:	Social Interaction
SSTIS:	Social Studies Teachers Instructional Strategies.
UNESCO:	United Nations Educational Scientific and Cultural Organization
UNICEF:	United Nations International Children Education Fund
UPE:	Universal Primary Education
WAEC:	West African Examination Council
N.C.E:	Nigeria Certificate in Education
B.ED:	Bachelor of Education Degree.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Social Studies has social, political, economic and technological relevance to national development. This is because its content is organized around social and environmental issues affecting man's existence, and his capability to manage, and preserve the environment for sustainable development (Mezieobi, Akpochafo and Mezieobi, 2010). Following the decision of the Federal Government of Nigeria to use education to empower the people and achieve the objectives of poverty eradication, job creation and wealth generation, it becomes imperative that the conventional methods of teaching social studies where are passive need be changed (Onuoha, 2011).

Vision 2010 is indeed an ambitious programme. It is a political proclamation of the Nigerian Government. The expectation is that by the year 2020, Nigeria will be counted among the top twenty (20) economies of the world alongside America, Japan, Russia and other super power of the world (Igbokwe, 2010). But to the researcher's view, how is the educational policy and its curriculum of social studies working towards achieving this vision of Nigeria becoming the top twenty (20) the world economies. Achieving the objectives of vision 20:2020 in JSS in Nigeria can only be realized through qualitative social studies instruction that is highly directed at radical socio-economic, political and scientific transformation of the nation. The innovation should aim at functional manpower who are imbued with positive values, attitudes and skills, which can further contribute to the development of Nigeria's economy, resource management and reconstruction of its physical environment to facilitate sustainable development, which is ideal for harmonious social living, interdependence and pace.

No nation can develop to its fullest and keep pace with modern societal trends in science and technology without effective and efficient education. Education is a basic force for the socio-economic and political transformation of the society (Imogie, 2011:2). The transformation agenda of vision 20:2020 is feasible in Nigeria through social studies at the junior secondary school if the content of social studies curriculum is effectively implemented. Social studies teachers' classroom instructional effectiveness is instrumental to the effective implementation of the social studies curriculum in junior secondary schools. The Federal Republic of Nigeria (2004) National Policy on Education noted that the quality of effective teaching is depended on the capability of trained social studies teachers and ability to stimulate learning to an appreciable extent. According to Ossai (2011) the method adopted by social studies teachers is a strong factor that can affect learners' level of achievement.

The researcher further maintained that method of instruction is a vehicle or strategy for teacher-learner communication, and that the neglect of adequate instructional strategies is a pedagogical competency deficiency. Accounting for the weaknesses in the effective instructional implementation of social studies curriculum in Nigerian secondary schools, Adeyemi (1989), Mkpa (1989) and Enem (2005) observed that integrated social studies curriculum in junior secondary school suffers from instructional neglect which is largely attributed to teachers inability to come to grip with the peculiar pedagogical demands of the subject.

It is the dynamism in teaching and learning of social studies that set the stage for the realization of the reformative objective of Vision 20:2020, because learners are trained to acquire positive skills, attitudes and values to reform their country's economy.

Delannoy (2000) remarked that the teacher is a key player in educational aspiration of nations, but this is depended highly on the quality of their knowledge of the subject matter, ability to initiate learning experiences, integrate knowledge and demonstrate leadership and capability to resolve complex situations in the teaching learning process. The functional social studies teacher will channel social studies content instruction to meaningfully equip the learners with requisite potentials to become effective players in the realization of the goals of development. Linking social studies education as a potential factor for national economic growth and transformation in Nigeria.Inogie (2010) remarked that education is the means through which the society perpetuates and develops itself culturally, socially and economically.

Teachers' instructional methods facilitate the teaching and learning of social studies. Mezieobi (1994) identified three methods that should be applied in the effective teaching of social studies as expository or class teaching methods, problem solving method and activity method. Social Studies instruction to young learners requires practical learning activities or exposure to issues endemic to the learning environment. The Social Studies teacher in order to achieve maximal teaching and learning of Social Studies in the classroom has to employ techniques that will exercise learner interest. Against this background, Akinyali, Bolarin, Daniyonu and Ayodele (1997:37) remark "… students transfer values of their experiences to solve social problems can only be achieved through innovative and modern open and direct experience learning strategies of inquiry, discussion and clarification of their attitudes and values".

Arisi and Kpangban (1997) emphasized that variety of instructional strategies in teaching social studies in junior secondary school was to make the individual differences

of the young learners. Udo (1999) further added that the teaching of Social Studies require multiple teaching methods in the Social Studies content, stress dynamic innovative societal issues which are affected by changes in attitudes, values and knowledge procedures. The social studies teacher is expected to adopt various instructional approaches, illustrations and explanations, such that the learner is maximally involved in the teaching learning environment.

In addition, Obaegbalem (2004) expressed that the application of relevant methods equip the teacher with the requisite knowledge and skills to excuse the teaching of social studies more effectively and Stenhouse (1975) explained that teaching is not mere classroom instructional presentation but the capability of using instructional method to promote high learning. Stenhouse reiterates that the use of methods is an important aspect of social studies curriculum implementation. Social studies is an emerging discipline in Nigeria, which has emphasized the use of innovative teaching strategies in order to strengthen the effective implementation of the social studies curriculum towards achieving vision 20:2020. To buttress the foregoing discussion, Okam (1994) said that social studies represents one of those curricula arrangement which capitalized largely on the use of method sustained to the reasons for its existence as an important subject. In corroborating the proceeding view further, Ogbonna (1997:63) noted "a social studies teacher should possess a range of teaching strategies because different styles or patterns of teaching behaviours are used for different educational purposes hence every teacher (of studies) should use more than one way of teaching.

1.2 Statement of the Problem

Social Studies education is a discipline that is meant to develop in the learners positive attitudes, knowledge, skills, values and disposition for the enhancement and development of their own society. To ensure effective implementation of the curriculum of social studies in junior secondary schools is to make use of diverse strategies or methods in order to make learners active, reflective thinkers and problem solvers. However, the major concern for worry is that the prescribed innovative pedagogies for active participation of the learners in critical and reflective thinking, self development, self discovering, creativity amongst others are scarcely used by teachers who are enveloped in the application of traditional method of instruction which encourage learners passivity in the classroom. Yet, we emphasize learning to be learner centred where they are all fully involved in the teaching learning process.

Social studies education programmes are not being constantly evaluated in order to ensure its effectiveness and whether the objectives of the programme are being achieved. Feedback mechanism with regard to ensuring whether the stated objectives are being attained or not is only possible through evaluation. Thus, evaluation is an integral part of all educational programmes. Unfortunately, instances like lack of effective evaluation in the area of textbooks, instructional materials, teachers, methods as well as inconsistencies of policies affecting social studies, is what characterized the programme in Nigeria in general perspective and Kaduna State in particular at the Junior Secondary School level.

Also the content of Junior Secondary School Social Studies in Nigeria has often been described as very academic and out of touch with the needs and aspirations of the

society. Also, social studies curriculum has not been properly matched with the need of the country. It is the remoteness of the curriculum that makes social studies meaningless in the context of the freshly identified national needs. Also the focus of the control of teachers on student learning activity in social studies is the examination syllabus. In other words, teaching is grossly expository and authoritative while learning is a receptive and sub-massive acceptance of knowledge. Examination success is the prime objective and all activities are directed towards that end. Conformity or convergent thinking stands as a premium and adventurous or creative thinking is personalized or ignored.

Therefore, could these problems be attributed to the ways and manner social studies integrates various disciplines in the area of social science? Or could it be as a result of non-challant attitudes on the part of government? Or could it be related to the problems of teaching affecting social studies programmes.

The problem facing the implementation of social studies programme in junior secondary schools in Kaduna State is of serious concern to teachers, learners, government, parents and non-governmental organizations who are involved in the planning of the curriculum. Thus, this work would centre on how best to solve this perennial phenomenon. The work will also look into methods used in teaching of social studies, evaluation strategies as well as time allocated for social studies in the school programme in junior secondary schools in Kaduna State.

1.3 Objectives of the Study

The focus of this study is therefore to:

1. ascertainthe adequacy of the content of the social studies curriculum in Junior Secondary Schools.
2. find out the qualification/experience of teachers for implementation of social studies curriculum for Junior Secondary Schools.
3. assess the appropriateness of the strategies, methods and techniques used in the implementation of social studies curriculum in Junior Secondary Schools.
4. find out the availability and adequacy of instructional materials for the implementation of social studies curriculum in Junior Secondary Schools.
5. ascertain the adequacy of learning environment for the implementation of social studies curriculum in Junior Secondary Schools.

1.4 Research Questions

The Study sought answers to the following research questions.

1. How adequate is the content of the social studies curriculum for Junior Secondary Schools?
2. What are the qualification/experiences of teachers involved in the implementation of Social Studies Curriculum in Junior Secondary Schools?
3. How appropriate are the strategies, methods/techniques used by teachers in the implementation of Social Studies Curriculum in Junior Secondary Schools?
4. To what extent are the available instructional materials adequate for the implementation of Social Studies Curriculum in Junior Secondary Schools?

5. To what extent is the learning environment adequate for the implementation of Social Studies Curriculum in Junior Secondary Schools?

1.5 Hypotheses

Based on the objectives and research questions, the following hypotheses were developed.

1. There is no significant relationship between views on the adequacy of the content of social studies and its implementation in Junior Secondary Schools.
2. There is no significant relationship between views on qualification/experience of teachers and the effective implementation of Social Studies Curriculum in Junior Secondary Schools.
3. There is no significant relationship between strategies, methods and techniques that aid learning of Social Studies and its implementation at the Junior Secondary School level.
4. There is no significant relationship between availability of adequate instructional materials and the implementation of Social Studies Curriculum in junior secondary schools level.
5. There is no significant relationship betweenlearning environment adequacy and the implementation of Social Studies Curriculum in junior secondary schools level.

1.6 Basic Assumptions

The study makes the following assumptions.

1. Teachers' involvement in curriculum development empowers them to use a variety of teaching methods and materials that could promote more effective learning in social studies education.
2. Teacher may participate in the process of curriculum development, but they are usually treated as more likely guinea pigs than partners in the implementation of the curriculum.
3. Social studies teachers' participation in the development of the curriculum enhances the success of the implementation of that curriculum.
4. Social studies teachers have very limited access to new ideas and innovation in curriculum implementation.
5. Involvement of social studies teachers in curriculum development would create a situation in which each and every teacher suggested the materials he/she prefers.
6. Lastly, the appropriate choice of social studies evaluation procedures is a necessary factor in determining the level at which learners have been inculcated with the right type of values and attitudes for national development.

1.7 Significance of the Study

The researcher hopes that the study will provide information on the implementation of social studies curriculum, its implications and improvement in Kaduna State.

It is hoped that it will serve as an insight to researchers who might consult it in process of carrying out similar research work in the near future. To school administration, it is believed that they will further realize the important role social studies is expected to play on the life of the learners.

Government will also find it useful because it will show the areas where it has to come in, such as training and retraining of teachers and provision of necessary structures, resources and materials that will aid effective teaching and learning process in the social studies curriculum. Likewise, through this study, it is expected that government will further realize that the subject is not just a mere addition to the existing school curriculum but one that is crucial for the attainment of the much needed values in order to attain national development.

In the same vein, it is believed that social studies curriculum planners will benefit from the study in such a way that when engaged in further review of the curriculum, other interest groups will be contacted and made to play their role. The researcher also expected social studies students to benefit from the study when they find it necessary to consult in the course of their studies.

The research work is hoped to be significant to social studies teachers who are expected to implement policies formulated for social studies programme. It is also believed that the teachers would be able to detect some of the problems militating against the achievements of some aims, goals and objectives of social studies programmes. Going through the information from the learners, it will increase their resourcefulness, dedication and commitment to work thereby make conscious of the desire to achieve the learners. This is the goal of the National Policy on Education.

Furthermore, the findings and recommendations of this study will contribute to the understanding of the nature, objectives, scope of social studies curriculum as a problem solving discipline. This is because it helps to train students of Social Studies to be able to think critically and reflectively in their day-to-day life in their society. Finally the study will provide additional literature that could enrich the existing literatures in the area of the implementation of social studies curriculum.

1.8 Scope of the Study

This research work titled "Assessment of the Implementation of Social Studies Curriculum in Junior Secondary Schools was conducted in Kaduna State". The study is limited to junior secondary schools in the state. The study is also limited to public secondary schools in Kaduna State that partake in social studies programme. The research work covers teachers and students in some selected schools across the twenty three (23) Local Government Areas of the state. The variables studied in this research work are implementation (independent variable) while social studies curriculum (dependent variable).

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of literature as it relates to the problem being investigated. Attempt was made to review literature on theoretical framework, models of curriculum implementation, role of teachers in curriculum implementation, role of students in curriculum implementation, planning a school curriculum, concept of social studies education, planning social studies curriculum, objectives of social studies in Nigeria, content and scope of social studies, methods of teaching social studies, teaching resources in social studies, evaluation process in social studies, problems of social studies in Nigeria, social studies curriculum, social studies and the teachers' motivation, the concept of quality education and some observation on secondary education in Nigeria, implication of findings for curriculum implementation, review of empirical studies and summary.

2.2 Theoretical Framework

In view of the subject matter involved, which is education, the research work is predicated on the theoretical framework of the functionalist perspectives. The functionalist theory of education as advanced by Comte, Durkheim, Parsons, Davis and Moore, among others, is concerned with function of education for the individual and the society at large. That is, the assessments of the contribution of education to the maintenance of values consensus and social solidarity. Also, it is concerned with the functional relationships between education and other parts of the social system. This has

to do with the examination of the relationship between education and socio-economic system and a consideration of how this relationship helps to integrate the society as a whole. Parsons (1950) outlined what has become the accepted functionalist view of education. Writing in the late 1950's, Parsons argued that after primary socialization within the family, the school takes over as focal socialization agency. Schools serve as bridge between the family and society as a whole, preparing the child for his adult role. On his own part, Durkheim (1982) stated that, the function of education is the transmission of both general values, which provide the necessary homogeneity for social survival and specified skills, which provide the necessary diversity for social cooperation. He maintained that society could survive only if there exists among members a specific degree of homogeneity. Education perpetuates and reinforces this homogeneity by fixing in the child from the beginning the essential similarities which collective life demands.

The relevance of functionalist theory to this research work can be conceptualized on the functionalist view of education which tends to enhance positive contributions made by education to the maintenance of the social system. The citizenship model of teaching social studies as theorized by Barr, Barth and Shermis (1970) is in line with the structural functionalist approach which discusses how social norms and values are transmitted within the context of school. It highlights how social studies specialize young ones to accept sets of beliefs, rules and dispositions which are vital ingredients to the functioning of the larger society. This model therefore, is concerned with the preservation of cultural heritage and fostering nationalistic loyalties. The citizenship transition model views the teaching of facts, principles, beliefs and themes as the primary means of training young people to be good citizens.

2.2.1 Models of Curriculum Implementation

The main purpose in this section is identifying some curriculum models and strategies that are relevant in the study for effective implementation of social studies for effective citizenship in primary school in Kaduna State curriculum.

Every successful implementation depends on its model and strategies. Hence, Mkpa (1987) agreed that successful implementation of curriculum models must basically take into consideration a well-articulated plan of strategy through a policy provision and monitoring.

Curriculum implementation as postulated by Offorma (2005:198) "is the translation of the planned curriculum of the curriculum document". Curriculum implementation is putting into action the planned curriculum. It is the actual classroom teaching which includes the use of infrastructure, personnel, materials method and techniques. There are several methods of curriculum implementation; some of them as reported by Ben-Yunusa (2000:97) include the following:

a. Research, Development and Diffusion (RD & D)

b. Social Interaction (SI)

c. Problems Solving (PS)

d. Centre Periphery (CP)

e. Proliferation of centre models and

f. Shifting centre models.

Research Development and Diffusion (RD & D): The RD & D models deal with empirical investigation into needs for a change in the aims, objectives and reasons for

change. This assumes an orderly translation of knowledge from research development, to diffusion and finally to adoption. It involves getting the curriculum products right and then marketing them to user such as the school. Thus Bercher et al (1978) supported by Ben-Yunusa (2000) saw RD & D models as delivering the complete package product to school for whom it is intended. An instance of this in Nigeria educational system is the National Policy on Education (NPE) which is in support of Bercher's opinion in Ben-Yunusa (2000) that: "The target group which consists of teachers and students are passive receivers of the finished product from the central agencies. The developers, with the models: the teachers are not actively involved in the process of initiation of curriculum innovation".

Thus, the RD & D models depict the process of change in an orderly sequence of identification of a problem, activities in producing solution to a target group. The initiative in these activities is taken by the researchers, the developers and the disseminators, the receivers remain essentially passive (Havelock, in Ben-Yunusa, 2000:91).

Social Interaction (SI): This is the second model. It is similar to the first where the need and problem of the target population (teacher and his student) is identified by the initiator. The initiator is not the one who will implement the curriculum change but it is he that defines and determines the receiver's needs (Ben-Yunusa, 2000:42). That the change, which consists of solution to the identified problems will get to the point of implementation in the relationship. Formal and informal information are passed from

sender to the receiver of the curriculum. The adoption of the curriculum can be said to be through the models 'Social Interaction (SI) among members of the adoption group.

The Problem Solving (PS) Model: The receivers according to Ben-Yunusa (2000:92) (teacher and his students) are actively involved in the initiation and development of curriculum innovation; through interaction between teachers, learners and learning materials at local level. The receivers could be an individual or a group which identifies an area of concern. After identifying the problem area, the receiver seeks to effect a change through his effort or assistance of others from outside the system. The same people that are actively involved in curriculum implementation are the ones that initiate and develop the curriculum innovation materials. This reflects the actual needs of the people using the curriculum not the perceived need as proposed by the curriculum experts and researchers at the NERDC, WAEC, Ministry of Education and Institute of Education.

Centre Periphery (CP) Models: This model depends on their government or agency. All facilities are centrally controlled by the agency vested with the responsibility for implementations. Its effectiveness depends on communication network, adequate supply of human and material resources and periphery.

Proliferation of Centre Models: Schon (1971) opined that there should be both primary and secondary implementation centres, the primary centre may be truncated by rejection at any stage. This resembles what we have in the National Primary Education Commission. The commission means the primary school boards in the states, while the

state board co-ordinates the affairs in the various local governments and sends feedback to the commission. For this to succeed, it is advisable for sufficient material and training facilities to be made available for the centres, there should also be an effective communication network, adequate finance and effective supervision.

The Shifting Centre Models: This involves the implementation of curriculum innovation in a particular place at a time, after which another locality embraces the innovation and implement it in its own. This is said to be the reflection of the Universal Primary Education (UPE) Scheme in Nigeria which started in the West in 1954. As it was fading away, the east took it up in 1959 and finally was embraced by the Federal Government of Nigeria in 1973. It is worthy to note that the east west operated independently before it becomes a nation with programme (Ben-Yunusa, 2000:98).

From the above process the external change agents in RD & D is concerned with mainly preparing and disseminating package solution. In social interaction models, the concentration is on identifying and strengthening communication network and promoting the exchange of ideas, while in the Problem Solving (PS) model it acts as a more resource consultant working in a non directive relationship with his client. Specifically, what the new input will be in Problem Solving (PS) is determined by the receiver himself whether or not this same input could also satisfy the needs of other receivers (that means mass diffusion) is not generally considered.

For this study, Problem Solving (PS) model for curriculum innovation will be used.This is because the receiver (that is the students) tries to appreciate the social studies curriculum implementation by identifying the problem and is actively involved in finding

solution to the problem. However, in Nigeria, the curricular is highly limited to certain area. The Research Development and Diffusion (RD & D) model is most of ten used in curriculum implementation due to the centralized system of Nigeria educational system. Teachers are not involved in the curriculum decision making process, they just accept new ideas, practices and material (if provided) from the top and implement (Omolewa and Sarumi, 2002:219).

Obanya (1982) and Mgbodili et al (1985) studies were on the learner/teacher characteristics, teacher supply, learner socio-economic background and the impact of these on the implementation of specific curriculum programmes. Odubannu (1983) also analysed the socio-economic background of learners and how this affects their interaction with the curriculum package. Macauly (1999) identified the problem areas of teachers and learners in the implementation of the curriculum. However, the study accepts Fajemidaba's (1984) opinion that curriculum implementation involves the breakdown of the component parts of an instructional content into hierarchical orders which should be imbibed by teachers for easy understanding of what is taught.

A useful finding from the studies above is the comparative perspective, which some of them have adopted. Further findings show an interesting revelation of both similarities in pattern of misconceptions and alternative conceptions held by learners from different cultural background (Ivowi, 1984). All the opinions enunciated by the above authors centred on methods, procedures and problems of implementing the curriculum in a typical learning environment that includes schools in Kaduna metropolis. The assertions above indicate that for English language curriculum to be effectively implemented, certain factors such as quality of teachers, teaching aids, methods etc. have

to be strongly borne in mind since these factors have great influence on the effective implementation of the curriculum by teachers.

Nigerian scholars writing on curriculum have recently done more studies involving actual classroom interaction. The early ones Oludotun and Ogunbiyi (1986) have involved the use of category coding systems for observing teaching/learning situation. The most controversial category system is that of Flanders (1984). New studies by Omonogun (1991) evolved the use of several research approaches in the analysis of classroom verbal interaction. These methods involve the use of coding system ethno-methodology and participate observation techniques. Their outputs have afforded us newer insights into classroom interaction.

Though Bimbola's view is credible, it concentrates only on contents which is not sufficient for the smooth implementation of the curriculum because other factors need to go with the content. On the other hand, Omonogun (1995) highlighted the value of research approaches in analyzing classroom verbal interaction. This also is not enough for effective implementation of the curriculum, it is just part of it. However, Fajemidagba's view is highly credible because it coincides with curriculum implementation models, it gives adequate room for close monitoring and assessment of teachers implementation strategies. This further helps in the determination of their teaching effectiveness.

The researcher in this study, adopted the problem solving model since social studies is a problem solving discipline in the school curriculum discipline. This model adopted by the researcher can be implemented in the following ways:

- Both the teachers and learners should identify areas of problems and also be actively involved in propoundingsolutions to the identified problems.
- There should be full participation of the learners in the teaching learning process.
- Small project work should be given to the students for them to find out solutions to the problems.

2.3 Secondary Education in Nigeria

The content of secondary school education in Nigeria has often been described as very academic and out of touch with the need of society. Until recently geography was more of distant lands than of Nigerian and of African continent, the sciences were, and still are, content heavy and highly theoretical. More than two decades ago, it was remarked that in Nigeria "….. schools are tending to become cramming institutions for the Cambridge school leaving certificate". The situation has not altered much since then. At that time, a wider basis was proposed for the secondary school curriculum. It was recommended that science should be included in the school programme of studies and that modern schools should be provided commercial courses and rural schools agriculture with a medium of science. In spite of the proposal, the secondary school curriculum has not been properly matched with the need of the country. Three decades after that proposal the problem of match still remains to be solved. It is the remoteness of the curriculum that makes secondary education meaningless in the context of the freshly identified national needs.

In the area of methodology, one may safely generalize that until very recently the majority of our schools may be classified as traditional prototype. The teaching type is

characterised by teacher dominance and teacher directed activities. The focus of control of teacher and pupil learning activity is the examination syllabus. In order words, teaching is grossly expository and authoritative while learning is acceptance and submissive acceptance of knowledge. Examination success is the prime objective and all activities are directed towards that end. Conformity or convergent thinking stands at a premium and adventurous or creative thinking is penalized or ignored.

2.4 Concept of Social Studies Education

The concept of social studies is fluid, in that various people for various reasons use it variously. Some scholars view it as a combination of history and geography, while others see it as an amalgamation of various social sciences and humanities. This is a misconception about social studies and it arises because the subject is a recent innovation in our school curriculum. However, an examination of various comprehensive definitions given by different experts in the field will enable us to appreciate what actually social studies is.

The Uganda Workshop on the Development of Social Studies (1976) defined social studies as the study of man, the way he behaves and organizes in group, his relationship to the social and physical environment and his interaction with them in the past, present and emerging future. Durbey and Barth (1980) on their part defined social studies as an integration of social science and humanities for the purpose of citizenship education.

Onyavbe (1980) seems to agree with Dubey and Barth, because he defined the concept as the integration of experience and knowledge concerning man's relation for the

purpose of citizenship education. Yet from another point of view, Kissok (1981) defined Social Studies as a programme of studies which the society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationship human being have with each other, their world and themselves. However, the above definitions have common denominators, which are man and environment. This clearly shows the importance Social Studies attaches to the study of man. And in a bid to study man comprehensively, one has to look at him in his environment: physical, social, political and economic. Thus, Dubey and Barth (1977) stated that, it studies man at home, at work, in politics, at play, in the village, in the nation and everywhere he is engaged in his busy programme of learning.

2.4.1 Social Studies Curriculum

Akinlaye, Bolarin, Olariyonu and Ayodele (1997) have stated that "the term curriculum has come to be intimately associated with education. It is this association that interests all Social Studies educators. Curriculum is known to have been derived from a Latin word "currere" which means "a running course". It could also be interpreted to imply "runaway", "a course which one competes for a reach goal, or win a prize, a certificate, or attain a career." Today the word curriculum is still associated with "a race-tract", particularly when it is used to refer to a course study. In this case, it is a course which students/learners pursue in order to obtain a certificate.

Social Studies curriculum is concerned with what is planned, programmed, selected, proved and guided by the culture, experiences, aspiration and knowledge of the society, for the individual learners in the nation's schools.

It has been observed that people and places in the world are different, and so are their interest, values, needs and norms or traditions, wants, desires, demands and aspirations. In a nutshell, Social Studies curriculum is an educational programme which embraces knowledge, method, resources, evaluation and societal experiences offered to learners in an effort to promote positive attitudes or values and acquisition of useful skills.

Tyler (1949, pp. 1) has suggested that the following points should be adopted by various planners and educators in curriculum development to assist learners active participation in Social Studies activities.

i. Education purposes that the school or institution should serve.

ii. Educational experiences that can be provided which are likely to attain the purposes.

iii. How the educational experiences can be effectively organized.

iv. How to determine whether these purposes are being attained that is evaluation.

Nicholls and Nicholls (1972:21) suggest the following pattern of curriculum planning

i. Analysis of the situation

ii. Selection of objectives

iii. Selection and organization of content

iv. Selection and organization of methods

v. Selection of resources

vi. Assessment and evaluation.

In the view of Taba (1962:12) the order of curriculum process should be as follows:

i. Diagnosis of needs

ii. Formulation of objectives

iii. Selection of content

iv. Organization of content

v. Selection of resources

vi. Determination of what to evaluate and of the ways and means of doing it.

To evaluate the curriculum, the planner also determines how to assess the appropriateness of both the content and the learning experiences in relation to the objectives of the programme. This may be done in stages and at the terminal point of the programme. Social Studies as a school subject has the inculcation of positive attitude or values and skills as part of the contents of the curriculum of its curriculum, hence the need to evaluate their success or otherwise.

The scope of curriculum programme in Social Studies is geared at underscoring the inter-relatedness of knowledge, continuity and the repetitive quality of thoughts, which affect and are related to modern curriculum arranged. The "raison d'etre of Social Studies derives its utilization of methods not only to sustain the basis for its existence as an important subject area but also to achieve the desired goals usually associated with programme design. The major premise of curriculum trends in Social Studies lies in its potentials for making education a relevant happening in the lives of learners. Thus the function of the curriculum programme in Social Studies should not be for learners to become acquainted with certain bodies of content but that they should use these great

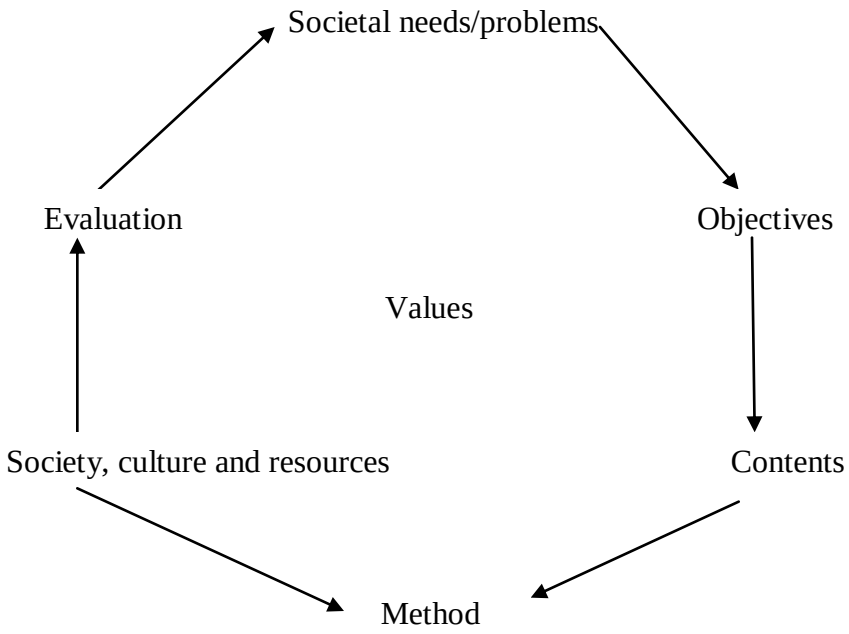
reassure houses of our culture to find what speaks to them and help them to grow in their innermost selves. And this is actually the main concern of Social Studies curriculum.

It is therefore imperative to give a brief analysis of some Social Studies curriculum components here. These components include:

1. Societal needs and problems
2. Objectives
3. Contents
4. Methods
5. Resources
6. Evaluation.

Danladi (2006) in what he terms as operational curriculum design represented the above listed components in a cycle form. All of these components revolving round the societal culture and values.

Operational Social Studies Curriculum Components



Source: Danladi (2006:83) Introduction to Curriculum and Instruction.

First and foremost, the need and aspirations of any society form the basis for its curriculum planning and development and these are drawn from the culture and value system of such society. Furthermore, conscious efforts must be made in order to narrow down these needs and aspirations into available objectives. In the process of teaching and learning, activities must be directed towards learners' abilities, interest, needs and the goals of the society in general and those of the individual in relation of the nature of his or her society.

Content is another component, it entails what is to be taught and learnt. The content must be broken down into simple bits in order to ease assimilation and

comprehension by learners. Conscious efforts must be taken to consult an existing syllabus for proper harmonization of subject matter to be taught.

Very paramount also in the list of Social Studies curriculum components is the methodology. Danladi (2006) opined that methods are various ways or approaches employed by the teachers and learners to achieve lesson objectives. It entails employing strategies/techniques that will help to make the lesson interesting and keep learners busy conducting useful experiences. He further emphasized that teaching and learning best takes in an instructional setting where instructions are concretized. This means that instructional resources which include: human, material and physical objects, if appropriately used help the teacher and the learner to support teaching and learning experiences. Hence, the use of instructional resources are highly encouraged.

Finally in considering these components of Social Studies curriculum, evaluation signifies a process of ascertaining whether or not the stated objected of a programme have been achieved. The assessment process and processes must be in line with the stated objectives of the programme of the instruction. Also evaluation has to do with the determination of changes in the behavior of learners and appraising them against the values represented in the objectives of education instruction.

2.4.2 Outline of Secondary School Social Studies Curriculum

Social studies curriculum development has been the responsibility of two main bodies, i.e., the Comparative Education Study and Adaptation Centre (CESAC) and the Nigerian Educational Research Council (NERC). The CESAC drafted both the Junior Secondary (JSS) and the Senior Secondary (SSS) Curricula in 1977. Since then the

JSSsyllabus has been approved, and implemented in all schools in Nigeria since 1982. Since then, social studies have been a core subject at the JSS level.

The content of Junior Secondary One Syllabus

There is a background topic on the meaning of social studies after which there are eight themes called *topics* in the syllabus. These are listed below.

a. Social environment
b. Physical environment
c. Co-operation and conflict
d. Institution
e. Civil rights and responsibilities
f. Culture and identity
g. Nigerian cultural patterns
h. Common heritage and national symbols.

In the syllabus, it is shown that there are different ethnic groups in Nigeria and the Syllabus tries to teach the cultural similarities in the different ethnic groups. The syllabus tries to show that as a nation, Nigeria must emphasize the similarities and common traits among the ethnic groups in order to build a United Nigeria. All the themes are taken from some of the social science subjects namely; geography, political science, sociology and anthropology. Economics, Psychology and History are not featured.

Outline of Junior Secondary Two Syllabuses

There are also eight themes in the year two syllabus. Under each theme, there are topics/themes listed. The themes are:

a. Physical environment
b. Educational institutions
c. Leadership and followership
d. Development and growth
e. Social changes over time (between 1861 and 1960)
f. Science and technology
g. National economic life
h. Culture and identity

In this syllabus, aspects of geography, history, economics, political science, natural science and technology are brought together. All the subjects brought together are believed to be able to provide useful knowledge which a person requires to become an informed citizen. The year two syllabus is broader than year one work, because it covers the economic, cultural, political development and historical aspects of Nigerian life.

Outlines of Junior Secondary Three Syllabuses

There are also eight themes as for years one and two. These themes are:

a. Origin of man
b. Society and community
c. Institutions
d. Socialization

e. Lack of co-operation and its effects

f. National economic life

g. The world and its people

h. World transport and communications.

2.4.3 Planning Social Studies Curriculum

The planning of Social Studies curriculum follows the conventional process that is generally adopted by curriculum planners. Although there are variations in the process, some basic elements are common to all. Mezieobi (1993) in Ololobou et al (2000:205) stated that "eight components should feature in Social Studies curriculum". The first is the aims, goals and objectives of Social Studies. These derived from the educational goals which in turn are developed from the national goals of the country. Content selection and organization is the second step after aims and objectives. In Social Studies, facts, concepts and generalization are selected from social science to form its content and are logically or sequentially organized in order to achieve the stated objectives.

Other components of the curriculum of Social Studies include: methods and techniques which are the vehicle through which teachers transmit the content to the students. Next to the method then come the resources which could be places, persons or materials. They are used to promote the teaching of concepts for learners to learn meaningfully. The last component is evaluation, which is actively designed to prove the worth or value of a course (Lawton, 1978).

2.4.4 Objectives of Social Studies in Nigeria

The importance of stating objectives in every human activity can not be over emphasized. This is in view of the fact that stated objectives enable the choice of course of action easily and provide the basis of deleting and organizing instructional materials and methodologies and also provide a guide for evaluating the effectiveness of a chosen teaching/learning procedure (Bozimo and Ikwemelu, 2000).

Education is often described as an instrument of change. This is because of the belief that education brings about changes, most especially in terms of the quality of human beings as citizens. In Nigeria and indeed other parts of the world, the National Policy on Education is government's way of achieving that part of its national objectives that can be achieved using education as a tool. Hence, no policy on education can be formulated without first identifying the overall philosophy of the nation.

In Nigeria, there are five (5) main national goals namely:

a. Free and democratic society

b. A just and egalitarian society

c. A united, strong and self-reliant nation

d. A great and dynamic economy

e. A land of bright and full opportunity for all citizens.

Realizing the importance of education in the achievement of the above national goals, the Federal Government established a National Policy on Education, which set out national objectives for all levels of education in Nigeria. These objectives in turn serve as foundation for curriculum development for Social Studies and other subjects. The national objectives on education are as follows:

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 Nigerian society.

c. The training mind in the understanding of the world around us.

d. The acquisition of appropriate skills, abilities and competencies both mental and physical, as equipment for the individual to give and contribute to the development of his society.

In line with the above-mentioned educational objectives, the general objectives of Social Studies as cited in Ogunsanya (1984) are as follows:

a. To create awareness and sensitivity to man's environment.

b. To influence man's attitudes positively to social, cultural, economic, political value and the total environment.

c. To enable man acquire skills for solving societal and environmental problems.

d. To equip man with the basic knowledge and understanding of the total environment.

At the primary school level, the planners of the primary school Social Studies curriculum stated that the subject in line with the National Policy on Education should help the Nigerian school to:

a. Develop the ability to adapt to his changing environment.

b. Inculcate national consciousness and national unity.

c. Become a good citizen capable of and willing to contribute to the development of the society.

d. Inculcate the right types of values and attitudes.

The Social Studies objectives at the secondary school level produced in 1985 by the Comparative Education Study and Adaptation Centre (CESAC) are as follows:

a. To develop a capacity to learn and acquire basic skills including those of listening, reading, speaking, writing and calculation; together with those of observation, analysis and inference which are essential to the foundation of sound judgement.

b. Ensure the acquisition of the relevant body of knowledge and information which is an essential prerequisite to personal development and to the making of a positive contribution to the betterment of the society as a whole.

2.4.5 Content and Scope of Social Studies

According to Bozimo and Ikwemelu (1999) the content of Social Studies is a synthesis and composite of important generalizations about human relation, problems and institutions drawn from the social science. It should however be noted that the sources of content for Social Studies cannot be limited to the Social Science alone. This is because the multi-dimensional nature of the programme. In other words, Social Studies content is derived from concepts generalization and theories of Physical and Biological Sciences, the Humanities and Social Sciences.

In discussing the content of Social Studies, it will be incomplete to neglect the scope of the subject. This is because the scope directly influences the content. Where the scope is wide, the content is also bound to be wide, and where the scope is narrow, the content will also be narrow. In view of this therefore, any attempt to determine the content of the subject, the first thing that must be done is to determine the scope. Once

this is done, then appropriate subject matter, ideas, concepts and generalization could be drawn from various subject areas that come within the scope. Mathias (1973) suggested the following factors to be considered when determining the scope of Social Studies. They include:

- The kind of school for which the course is meant and the level; the type of teacher and children; the kind of curricula needs that should be provided and the overall objectives. Other factors that should be considered according to him are, the skills to be acquired by the pupils, the attitudes the course should try to inculcate, the concepts to be developed and the information, content, or the factual knowledge which should be acquired.

It is worth emphasizing that in Nigeria, the coverage and quality of content in Social Studies vary, depending on the level one wants to consider it. However, the general pattern of content organization and arrangement seems to follow spiral horizon formula. Man is put at the centre or focal point and all environments, attitudes, skills and knowledge are arranged around him proceeding from known to unknown. This tends to be the general form at the primary and post primary levels. At the tertiary level, Social Studies is in form of a programme.

2.4.6 Methods of Teaching Social Studies

Instructional methods in Social Studies can be described as the procedures through which content is presented to students in order to achieve instructional and programme objectives. According to Joof (1984) teaching method is a pattern and

sequence of teacher's behaviours which are consciously and systematically designed to accommodate all important variables.

There is a wide range of methods used in teaching of Social Studies but all are considered under two types: transmission of content method lays emphasis on giving information to the student, thereby making him a passive consumer of that information. An example is the lecture method. On the other hand, problem solving method gives the student the opportunity to participate actively in the learning process. Examples of this type of methods are dramatization and inquiry. It should be noted that Social Studies the use of problem solving methods of teaching particularly at the primary and secondary schools level of education. However, the transmission of content is not completely useless because it can be used to achieve some specific objectives. Some of the methods are explained below.

a. **Problem Solving Method:** This method, according to Jaomilek (1977) involves more than simply knowing where to go to get needed information. It requires an attitude of curiosity, the ability to analyse a problem, the ability to make and set hypothesis and the ability to use information in validating conclusion. In other words, problem solving method involves the process of discovering a problem, thinking and collecting information, analyzing the information and finding solution to the problem.

b. **Discussion Method:** This is a verbal interaction and exchange of ideas among students. It can take the form of group discussion, brainstorming, round table discussion, panel discussion and devil's advocates. The method is organized on

the principle that knowledge and ideas of several people have greater merit than those of single person. It is therefore a learning process which requires team work.

c. **Dramatization Method**: This is a situation where pupils act and demonstrate the role of others. According to Bozimo and Ikwumelu (1999) miming, play let, role-play, simulation, monologue/dialogue and puppetry are techniques that can be used in dramatization method.

d. **Simulation Method**: Simulation is to act the exact way as it happened. The method is a dynamic and lively way of presenting thought-provoking ideas and problems in our social life. There are three types namely: simulation activities, simulation games and historical simulation. All are relevant and important to the teaching of Social Studies.

e. **Questioning Method:**This is one of the most frequently used teaching methods in schools. Questions are very important in developing critical thinking abilities in pupils, as such are fundamental tools in teaching. Question according to Bozimo and Ikwumelu (2000) can take any of the following forms: focusing, probing, summarizing and reviewing questions.

f. **Field Trip Method:** This is usually done outside the classroom. It is a trip to an educative place such as market, dam, ministry and traditional ruler's palace, among others, under the guidance of a teacher. This is an important method of

teaching Social Studies because it provides experience to the learner which cannot be brought into the classroom.

g. **Project Method:** This involves doing something concrete and practical by the pupils. Project method is important in teaching Social Studies because it helps learners to develop their psychomotor domain and also aids creativity and critical thinking.

h. **Debate Method:** This is the formal presentation of argument for and against an issue in a competitive atmosphere. It used to assess the depth of understanding of an issue by the pupils. It also helps develop skills of presentation and spirit of tolerance in pupils.

2.4.7 Teaching Resources in Social Studies

The peculiar nature of Social Studies makes it possible for great variety of resources to be employed in its teaching and learning. These resources can be categorized into three, namely: resource persons, materials and places.

Resource person in Social Studies is any individual who has exact knowledge or first-hand information on the subject of interest and is used in the class. The resource person could be of immense help because of his participation in an event, academic attainment, professional training or by virtue of membership of certain association, religious sect, club or society. Example of resource person includes: lawyers, bankers, traditional rulers, senate members, doctors, craftsman, blacksmith, police officers, pilots, traders and farmers.

The list of resource materials that could be used by teachers in Social Studies is endless. This is because virtually every material around us is useful in the teaching and learning process except if not appropriately matched or selected for the learning. The materials are categorized into the following:

a. Realia are real objects and are capable of making the lesson more interesting and permanent. Examples are: craft, weapons, seeds, utensil and food items, etc.

b. Printed materials include such things as textbooks, magazine, pamphlet, newspaper, novel and encyclopedia.

c. Non-print material includes pictures, globes, maps and charts.

d. Audio visual materials provide the students the opportunity to see and hear from them. Examples are: television, films and computer.

Resource places are places of importance that students visit in order to learn something of interest from them. It is important in learning because it makes abstract or imaginative experience real. In addition it motivates students and encourages them to explore further both their world of work and the future vocational aspiration. Like resource materials, the list of resource places used in the teaching and learning of Social Studies is endless. They include market, educational institutions, banks, dams, libraries, motor parks etc.

According to Danladi (2006) the following are guidelines for selecting and using these resources: they must be suitable to the maturity of the learner; relate to the lessons objectives; current and relevant; cheap and affordable; bold attractive and in good condition; harmless to both teacher and student and tested before taken to class.

2.4.8 Evaluation Process in Social Studies

Evaluation is seen as determining the extent to which objectives have been achieved (Obiadi, 1980). After exposing the pupils to some activities, the determination of whet her they have gained or not as specified in the objective, is what is called evaluation. Kissock (1981) stated that evaluation presents students, teachers and curriculum developers with feedback on the success in achieving programmeobjectives and forms the basis of making sound decision on how to modify and improve the programme. In view of the definition therefore, evaluation is multi-dimensional in nature, focusing on programme, students, teachers and society and they are:

a. Diagnostic evaluation entails finding out where the students are. A favourable device of finding out what the student knows about a topic is the pre-test. The purpose of diagnostic evaluation is to assist the teacher with information on the preparedness of students before the commencement of learning experience, so that the teacher will successfully organize his lesson.

b. Formative evaluation occurs at frequent interval, especially, whenever a new material has been completed within given teaching unit. The purpose is to help a teacher in the assessment of the extent to which the desired objectives have been achieved.

c. Summative evaluation takes place at the end of a unit of instruction. It helps determine the level of knowledge acquired by students and to what extent the desired objectives have been achieved.

There are two types of evaluation techniques used in Social Studies and they are test and non test techniques. Test technique, in turn is also of three types: essay test,

objective test and oral test. Essay test requires the testee to read a question, formulate his response and write the response. It takes different forms, short answer, ext ended or restricted. The objective test tends to reduce the opportunity for subjective interpretation by the person taking it. Items in this type of test are constructed in such a way to allow a limited choice of answer. Objective test is broken down into true or false, alternative item test, matching item, multiple choice item and compile item test. Oral test is time-honoured test where the examiner presents the question using the spoken words and the examinee responds in the same manner.

In the case of non-test techniques, the following are tools of evaluation used in Social Studies.

a. Observation as a test technique involves noting and comparing pupils, attitudes, feeling, interest and relationship with peers within and outside the classroom.

b. Anecdotal records are description of specific incidents or situations regarding the behavior of individual students. This technique involves a highly organized record keeping which makes it systematic in nature.

c. Checklist is also a recording device for evaluation based on observation in which specific attitudinal traits are identified in the checklist and through observation it is checked whether or not the traits are present.

d. Socio-metric technique is used in Social Studies in the determination of social structure of a particular group. Other non-techniques used include interview, experience, summaries, logs and diaries.

According to Bozimo and Ikwumelu (2000) for an evaluation technique to be effective, it has to involve the teacher, student, parents and education officials; be based

on clearly stated objectives; be continuous and cumulative; have the ability of evaluating a wide range of objectives; recognize individual differences; be reliable or consistentible employable in terms of time and energy needed.

Evaluation has the potentials of performing functions: determines the achievement of objectives; improves instruction; used for certification; assess the pupil's progress, used for quality control; used for promotion of pupils from a particular class to the next; serve as a means of communication between the school and the community; serves as a means of keeping record or pupils performance, to diagnose pupils to determine learning readiness, motivates students to learn especially when they are given feedback; validates assumption (hypothesis) upon which Social Studies is based; provides information on the adequacy or not of method and material used by Social Studies teacher and provide information on the weaknesses and strength in the achievement of Social Studies students.

2.4.9 Problems of Social Studies in Nigeria

In spite of the advantages of using Social Studies as a medium of instruction for moulding effective citizens, its teaching and learning is no doubt faced with many problems, some of which are new, while others are as old as its introduction. Some of these constraints are disclosed below.

a. One of the greatest problems of Social Studies education is the threat and harassment it suffers in the hands of social science specialists, such as historians, geographers, and economists among others. They often gang up against Social Studies because of its popularity and acceptance among people.

b. Another problem is the inadequate qualified teachers that are used to teach the subject. Thus, the resort is to use teachers who specializes in history, geography, economics and government to teach the subject, knowing fully well that they lack Social Studies orientation. Moreover, Okam (2002) expressed fear that teaching attributes and qualities of the good citizen clearly raise ethical, moral and philosophical questions which fall well outside the scope of strict Social Science and their specialists.

c. Lack of suitable and adequate textbooks is another problem bedeviling Social Studies. Students mostly rely on History, Government and other Social Science textbooks to study Social Studies. This is dangerous because the authors of those textbooks lack Social Studies orientation and so the content of those textbooks cannot be said to be appropriate for the subject.

d. Other problems include: inadequate and appropriate teaching aids are used in teaching the subject, inappropriate use of teaching methods, lack of enough time allocation on the timetable and lack of continuity of the subject from junior secondary school through senior secondary to higher institution.

The following are some recommendations on how to solve the problems discussed above.

a. Adequate enlightenment campaign programme should be mounted to ensure that subject specialists of other social science that Social Studies mean no harm to them.

b. Massive training and recruitment of Social Studies teachers will go a long way in solving the problem of inadequate professional teachers teaching the subject.

This needs to be done with vigour in view of the number of students offering the subject in our schools (Social Studies being one of the core subjects under the Universal Basic Education Programme).

c. Other recommendations are: professional Social Studies teachers should endeavour to write textbooks on the subject. They should also produce other teaching aids thro ugh improvisation in the face of scarcity. Adequate time on the schooltime-table should be provided for the subject and appropriate teaching methods should be employed by the teachers to ensure effective teaching and learning.

2.5 Concept of Quality Education

Qualitative education is a relative term, what constitute quality education vary between different countries according to their economic resources, value systems, educational goals and philosophies.

The democratic philosophy of education is based on the concept of free and equal access and opportunity for quality education. Depending upon a nation's human and material resources, and egalitarian society ought to provide quality education for all citizens.

The definition of quality is often avoided by inviting prospective vendors to match a sample submitted by the purchaser. Many descriptions of quality are always predicted on some unity of measurement understood by the purchaser and vendor. Thus quality may be defined as "the sum of composite of the properties inherent in a material or product" (Candoli, Hack, Ray and Stoller, 1973, p.247). The performance or

guaranteed output may be the basic measure of quality. This of course is one of the indices of quality education.

Quality education improves the quality of the work force by raising the levels of its skills and efficiency. Quality education gives a nation access to the world's body of knowledge and as a result, the adoption and adaptation of the existing technology to specific environment is facilitated. The net yield of quality education is progressive increase in productivity and efficiency.

There has been an upshot in the demand for quality education among the developing nations within the last two decades because of its social benefits which include the enhancement of individuals earning potentials for social mobility. Quality education enables men to express more fully their potential capacities whether intellectually or spiritual.

Political Variable

Qualitative education has become a political variable in the developing nations in determining which political party wins or losses political elections and in determining the supply of educational facilities. Thus quality education has become the pivot of government policy in Nigeria and sizeable percentage of public resources is being devoted to the expansion and improvement of the existing facilities to facilitate qualitative education.

With the universal free Primary Education (UPE) in operation in Nigeria, the federal government speaks about twenty five percent (25%) of its annual budget on education (National budget, 1980). In those states in Nigeria where education is free at

all levels, education has attracted up to forty-one percent (41%) of each state budget, (Oyo State budget, 1980). To offer qualitative and qualitative education at all levels, the federal and the state expenditures on the education might be respectively increased to fifty and sixty percent of their annual budgets because the existing facilities would have to be expounded and improved considerably.

During the 1979 general election in Nigeria, election promises for education varied from quantitative to qualitative free education. A televisual political debate between two political parties candidates for the governorship of a state in Nigeria, came to a prompt end where one of the two candidates asked the other to define qualitative education. Quality education cannot be defined in isolation. Its definition implies a comprehensive evaluation of the inherent quality of nation's educational efforts.

Indices of Qualitative Education

In order to investigate what account to differences in the quality education between nations, a number of variables are generally considered, the indices can be divided into two broad categories.

The first type includes "What can be called indices of the productivity of the educational system" (Correa, 1969, p.113). Educational activities can be divided into inputs or outputs. The inputs into education consist of the use of the building and equipment that are contained in them, the time of the teachers, social workers, assistants, secretaries, administrators, inspectors, voluntary worker of all kinds and time of the students" (Don-Adams, 1971, p.35). Educational outputs are the results of what the inputs have produced. In one sense, the output in any one year is everybody who leaves

school in that year. In another sense, it is thing that everybody has learnt in that year. In another sense, it may be everybody who has passed an examination in that year" (Don-Adams, 1971, p. 350. If the inputs into education are conceivably measured and related to the outputs by using various procedures, the result of such comparison can be called the productivity of the educational system. Thus the productivity is a ratio of inputs to outputs. Thus, the productivity of an educational system can be measured by finding "the co-efficient of retention, dropouts, promotion and other indices" (Correa, p. 113).

The second type of indices are called the factors-inputs indices. "This groups include indices of the factors that on an intuitive basis can be measured to determine the quality of education (Correa, 1969, p.114). Some of the variables in the category can be quantified and other cannot. Those that cannot easily be quantified include the school climate, the general tone of the school, discipline, moral and spiritual training just to mention a few. Below are those indices that can be quantified.

1. The quantity and quality of inputs to education
2. Relevant curriculum
3. Appropriate teaching methods and the quality of teaching aids
4. Adequate and suitable infrastructural facilities
5. Student-teacher ratios (Correa, 1969, p.114)
6. Student – Classroom ratios
7. Well organized mid-day meals (Philips, 1975 p. 45)
8. Planning, administration and efficiency of inspection and supervision
9. Nursery and kindergarten schools
10. Special education for the handicapped

11. The conditions of school attendance which include the distance which walk to school and distribution to hours among the different subjects in the syllabus
12. Availability of suitable textbooks, well equipped library and resource centers for teachers and students
13. The proportion of the trained men and women in the teaching force
14. Good system of record keeping
15. Continuous assessment of learning activities and experiences
16. Reliability of examination in use (Philips, 1975, p. 45)
17. The quality of learning that is achieved
18. Parents positive or negative attitudes to education
19. Cultural and religious needs in the local community
20. The living levels of children's families, their health and nutrition.

Applying the Indices of Education in Nigeria

The identified quantities indices have produced considerable influence on the efficiency of the functioning of an educational system as a whole and its capacity to keep down drop-out rate and repletion of classes.

The developing countries can apply these indices to evaluate the quality of their systems of education. Like most of the emerging nations, the inputs to primary and secondary education in Nigeria are comparatively lower in quality than in many advanced nations. As a result, the productivity is low in Nigeria and in the third world nations. The results of the first school leaving examinations and the West African School Certificate Examinations in Nigeria over the years have demonstrated poor productivity.

Statistics on both quantity and quality of passes in the above examinations have shown a considerable fall in quality. The vice chancellor of Ahmadu Bello University in Nigeria, professorIyaAbubakar, in Daily Times of December 15, 1976, described the falling standard of education in Nigeria as a national disaster. The Nigeria National Committee of the West African Examination council (WAEC), in the daily times of December 21, 1976, expressed great concern over the deplorable performances of secondary school students. The military governor of one State in Nigeria described the forty four percent (44%) pass in the West African School certificate examination of that year as very shameful. The situation has further deteriorated.

The relevance of the type of education that is given to a child is an important aspect of quality education "much of the education that is given to an African, Asian or Latin American child, according to one writer, is so unrewarding to himself and his community" (Philips, 1975 p. 460).The quest for qualitative education without due regard for quality can make education irrelevant to the needs of the society. What is taught and know it is taught should be made relevant to the needs of the society.

Low quality teaching can lead to increase in dropouts due to boredom and frustration. This often results in a constant lowering of standards and efficiency of the process of instruction.

External examinations are widely used in Nigeria. These external examinations are conducted by bodies outside the school system. Such examinations have the effect of causing the teachers to teach for the passing of these examination and "the students to direct all their learning towards the examinations" (Hanson and Hrembeck, 1966 p. 289). Primary and secondary schools in Nigeria usually keep open files of previous

examinations in their libraries. Copies of past examinations questions often become worn and tattered from student use. The sole evaluation instrument is the passing of external examinations. To promote quality education, examinations should be tests in ability to think and apply knowledge rather than tests in simple recall. Examinations play a primordial role in improving the quality of education, "but curriculum development may be neglected unless the examinations are changed "PariPassu" (Philips, 1975 p.48). Researchers are underway to experiment with assigning about twenty five percent (25%) of the final grade with the marks on the external examination.

Evidence of dropouts in Nigerian Primary and Secondary Schools, irrelevant curriculum content and lack of appropriate modern teaching aids suggests that the quality of primary and secondary education is far less than in many developed nations.

Nigerian primary and secondary schools are overcrowded, one teacher having to cope with up to forty eight pupils at the primary level and up to sixty at the secondary level. "Sometimes the classrooms are just without teachers at all" (Adesina, 1980, p. 46).

One of the important instruments of the assessment of quality education is the quality of the teaching force in terms of qualifications and professional preparations. In 1977, nearly two-thirds of Nigerian Primary school teachers had below the grade II teachers certificate and less than half of those in the secondary scho0ols have university degrees. Among those with university degrees, three quarters were not professionally trained for the classroom (Adesina, 1980, p. 46). The proportion of the teaching force that is trained is still terribly inadequate.

The distance which children walk to school and the length of time that students spend in the school and some of factors that enhance quality education. In the absence of

school buses to convey students to and from school, many primary and secondary school students in Nigeria walk up to sixteen kilometers to and from school daily. In many Nigerian big cities, two or three school sessions are ran. As a result, students generally spend up to six hours per day in the school.

Majority of primary and secondary school students in Nigeria come from families that can't afford neither balanced diet nor three square meals per day in their homes. To enhance quality education, free mid-day meals ought to be given to primary and secondary school students.

Nursery schools, day care centers, and kindergarten schools provide a smooth transition from home life of school environment. The provision of such facilities is currently left to private individual initiatives. The establishment of such facilities by the federal and state governments will enable young children to make the smooth transition.

Nigerian primary and secondary schools generally lack well equipped libraries and resource centers. Contribution of these facilities to qualitative education cannot be overemphasized.

The handicapped as bonafide citizens of Nigeria, have the right to quality education. There is at present little or no government provision for the education of these unfortunate citizens. The disadvantaged ought to be given qualitative special education.

The planning implementation and administration of quality educational programmes depend on effective administrative machinery and efficient inspection and supervision. The daily running of Nigerian Primary and Secondary Schools is either autocratic or laissez-faire prototype. The quality of inspection and supervision of Nigerian primary and secondary schools should be enhanced.

Accurate record keeping of student's learning experiences, continuous assessment of students achievements and comprehensive evaluation of students failures and successes are contributive factors to quality education. To enhance qualitative primary and secondary school education in Nigeria, these elements should be introduced with proper articulation.

Cultural and religious differences in Nigeria have produced diverse effects on the quality of primary and secondary education among the various states and ethnic groups. Such differences can be used to enrich quality of instruction.

Quantity versus Quality

The concept of quantity versus quality education should be given primary consideration. Trends in educational development have shown that it is generally more difficult to bring about qualitative change than quantitative change because it is hardly possible to increase educational efforts sharply and enhance quality simultaneously" (Adesina, 1980, p. 192). Thus enrolments can be doubled within ten years with little or no improvement in quality. Economic and educational planners must always exercise wisdom to prevent "Maladjustment in the labour force which may arise if quantity is not matched with quality development" (Adesina, 1980, p. 192).

2.6 Strategies for Curriculum Change in Nigeria

The National curriculum conference held in Lagos in September 1969 is one of the most significant strategies of curriculum change in Nigeria. The conference is unique for being the first type in which Nigerians from varying walks of life met to examine their colonial system of education and to determine the type of education which would

reflect their needs, aspirations, culture, changing values and economic system. The conference has been followed by the establishment, as a statutory body of the Nigeria Educational Research Council (NERC) responsible for coordination of all curriculum activities at national level. Under the auspices of the NERC, various workshops including those on the secondary school curriculum (1973) have been organized. In these workshops, objectives at subjects at level have been considered in detail and outline syllabuses produced.

The curriculum activities of the NERC are currently being supplemented by those of subject association such as the Science Teachers Association of Nigeria (STAN) and the high school Geography Committee of the Nigerian Geographical Association. Such associations have in their respective disciplines, in recent years, undertaken major subject resources, developed various curriculum materials and familiarized school teachers with curriculum innovations by means of workshops and conferences.

The National Curriculum Conference of 1969 has also generated considerable interest in curriculum research. Some important curriculum projects have been undertaken in various parts of Nigeria. Among such projects are the UNESCO/UNICEF assisted primary school improvement project for the northern states to Nigeria and the six-year primary project launched by the Institute of Education of the University. It should be emphasized however that hitherto, curriculum activities in Nigeria have been largely dominated by university teachers. The views and expertise of these university teachers has to come forward or be encouraged to participate in decision-making processes of curriculum planning. This to mind, is one of the effective means of considering the predicted implications of the views often expressed/held by university

teachers. Curriculum improvement in Nigeria does take cognizance of global development in the field. In view of rapid changes and knowledge explosion in the world today, the view is being shared that the best skill and preparation for life is not through specialized training but by general education and education for problem solving. These seems to be some growing appreciation of a need for initiating every individual into the realms of meaning, domains of knowledge or modes of human experience which embodies all the cultures of man. Additionally, the development of critical, creative and resourceful mind is considered to be worth more than acquisition of mass information.

While the trend towards general education at secondary level of education should be by no means clear. There is no consensus on the recipe of general non-specialist curriculum. Peterson proposed four main modes of human experience:

1. The analytical – mathematics, language (grammar)
2. The empirical – The sciences
3. The moral – Religious, ethics and moral education
4. The aesthetic – Art, Music, Literature and so forth.

Phenix proposed six realms of meaning

1. Symbolic – Mathematics, language
2. Empirins – The sciences
3. Aesthetics – Arts and crafts, music, literature, drama
4. Synnoetics – Physical education, domestic science
5. Ethics – Religious and moral
6. Synoptic – History, geography

Hirst holds the view that liberal or general education aims at achieving an understanding of experience in many different ways and acquiring skills and techniques of different kinds of which content of all curriculum should be drawn as follows:

Forms of Knowledge

1. Mathematics
2. Physical sciences
3. Human sciences
4. History
5. Religion
6. Literature and fine arts
7. Philosophy

2.7 Empirical Studies

This study will not close without review of some related studies conducted or carried out in the area of this research, as this will throw more light on the phenomenon under study. Below are such reviews:

Onipe (2004) carried out a study on the assessment of social studies curriculum on value clarification, competence and utilization; among junior secondary schools students in Kano metropolis. The researcher adopted a descriptive survey, the study sample comprised of twenty teachers, one hundred and twenty students and twenty parents. Random sampling teaching was used in the selection of sample. The two main

instrument used were questionnaire and documentary sources. The primary source of documentary used was official curriculum materials and relevant textbooks formed the secondary source. Onipe adopted two approaches to data analysis. The intrinsic analysis of the JSS curriculum materials and statistical analysis of the data collected. The JSS social studies curriculum materials were subjected to critical examination in order to analyse the component parts. The finding showed that the students level of value clarification competence was inadequate and that teachers place much emphasis on teacher – centered method than activity based or student oriented method. The study discovered that social studies objectives and curriculum content are value oriented and that social studies can help to reduce the problems of indiscipline among students. The following were recommended:

a. Social studies should be extended and made compulsory at the junior secondary school level
b. Emphasis should be placed on the acquisition of knowledge that has to do with values and attitudes and
c. Teaching methods and materials to include value clarification strategy

Adegoka (1981) conducted a research on the evaluation of teaching of social studies in some selected post primary institutions in Zaria Education zone of Kaduna State. In the research, authorities define social studies in various ways and finally accepted Dubey's (1980) definition, which says, social studies as a school subject is a study of how man lives, what he does and how his life is affected by the things people and habitant around him. It takes a close look into the human problem and how to solve

them. It makes them intelligent, responsible and national citizens of their country. It prepares them to be able to solve them as they come their ways in their own lives. Adegoka (1981) equally traced the history of the introduction of social studies in Nigeria. He equally used the close and open questionnaire as a means of collecting his data and twelve schools within Zaria and its environs were sampled. The study adopted the survey design.

In his findings, they saw that different textbooks are used in the teaching of the subject (social studies) in the schools sampled and that the syllabus is also not unified. He also discovered that most of the teachers handling the discipline were not specialists in the subject and in most cases not qualified. It is equally noted that the inquiry method or approach was not sufficiently used by the teachers in the schools sampled as only 42% of the teachers indicated that they often used the method. The researcher have done good job but he failed to define the term evaluation top indicate the method he used to obtain students views on their attitude towards social studies.

Jimoh (2004) in his study analysis of the values education component of the secondary schools social studies programme said that moral and social values and attitudes should therefore form the bottom line of our schools curriculum content especially the secondary schools curriculum, which incidentally falls within the crucial adolescent stage of development of the Nigerian youth. This is because the future of the Nigerian society depends on the quality of leadership, followership, honesty, discipline and other values inculcated into these youths. To him, there is a problem of how to integrate the array of values into a coherent learning structure for the younger generation

to develop a stronger sense of responsibility. The methodology adopted by the researcher was analysis of elements of the curriculum.

The results of the research showed that over 50 percent of the stated instructional objectives in the secondary schools social studies curriculum was basically cognitive objectives. The implication of this is that the focus of teachers evaluation effort is the regurgitation of the knowledge provided rather than measuring attitudes and values developed which is the philosophical basis of the social studies. He asserted that if teaching of knowledge is due to the exclusion of attitudinal objectives, it may actually jeopardize improvement in the thinking and decision making process being preached by the social studies education. The researcher concluded by recommending that the stated instructional objectives in the secondary schools social studies curriculum be revisited to include more affective (attitudinal) objectives with particular focus on values and citizenship inculcation. That more values, attitudinal concepts be included in the content and sub-topics of the social studies curriculum. And lastly, attention should be paid to inculcation of values and acceptable attitudes for the purpose of fostering effective citizenship for the development of the society.

2.8 Summary

The study reviewed the different perspective of social studies and its implementation in junior secondary schools. It also discussed theoretical framework of the study, models of curriculum implementation, secondary education in Nigeria, concept of social studies education, social studies curriculum, secondary school social studies curriculum content, planning social studies curriculum, objectives of social studies in

Nigeria, content and scope of social studies, objectives of Social Studies in Nigeria, content and scope of Social Studies, methods of teaching Social Studies, teaching resources in Social Studies, evaluation process in social studies, problems of Social Studies in Nigeria, concept of quality education, strategies for curriculum change in Nigeria, empirical studies and then summary of the chapter. All these are to look into ways of propounding solution to the problem of implementation of Social Studies Curriculum in junior secondary schools in Kaduna State.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design and method of the study. It describes the population of the study, sample and sampling techniques, instrumentation, validity and reliability of the instruments, procedure for data collection and procedure for data analysis.

3.2 Research Design

Survey research design was adopted for the study. The study focused on investigating the extent of social studies teachers application of narrative pedagogies in the implementation of social studies curriculum and its improvements which are appropriate in inculcating requisite knowledge and skills for achieving the objectives of the programme in our secondary schools.

3.3 Population of the Study

The population of the study consists of all social studies teachers in twelve (12) educational or inspectorate divisions in the state (Kaduna). The population of students in public junior secondary schools in the state as at 2013/2014 academic session was 158,274 (87,587 males and 70,687 females) respectively, while there are about five hundred and fifty (550) social studies teachers in the State Ministry of Education (junior secondary schools).

Number of Inspectorate Division in the State (Kaduna)

	Inspectorate Zones in Kaduna State	Social Studies Teachers Population
1	Anchau	45
2	BurninGwari	40
3	Giwa	45
4	GodoGodo	42
5	Kaduna	52
6	Kachia	50
7	Kafanchan	47
8	Lere	43
9	Rigachikun	40
10	Sabon Tasha	45
11	Zaria	52
12	Zonkwa	45
	Total 12 Inspectorates	**550**

Source: Ministry of Education School Services Report 2013/2014 Session

According to the report, there are five hundred and fifty social studies teachers in the public junior secondary schools in Kaduna State. This is contained in the detailed information manual which specifies the number of social studies teachers in each of the twelve inspectorate division of the state.

3.4 Sample and Sampling Techniques

The sample consists of two hundred and twenty social studies teachers constituting forty 40% of the entire population of the study. A proportionate stratified random sampling technique was used in the selection of respondents. Inspectorate divisions of Kaduna State Ministry were used for the selection. Through balloting, eighteen (18) respondents were selected from each of the inspectorate division in the State Ministry of Education and then Kaduna, Zaria, Kafanchan and Lere got one additional respondent respectively to make up the two hundred and twenty respondents for the study sampled. Krejcie and Morgan (1970) table for determining sample size was used to sample the subject for the study.

Table of Sample and Sampling Techniques

	Population of the Study		Sample size	%
1	Anchau	45	18	8.2
2	BirninGwari	40	18	8.2
3	Giwa	45	18	8.2
4	Godo-Godo	42	18	8.2
5	Kaduna	52	19	8.6
6	Kachia	50	18	8.2
7	Kafanchan	47	19	8.6
8	Lere	43	18	8.2
9	Riga Chikum	40	18	8.2
10	Sabon Tasha	45	19	8.6
11	Zaria	52	19	8.6
12	Zonkwa	45	18	8.2
	Total	**550**	**220**	

Source: Krejcie and Morgan (1970) "Determining Sample Size for Research and Psychological Measurement"

3.5 Instrumentation

The researcher constructed an instrument titled Social Studies Teachers Instructional Strategies (SSTIS) as the major instrument used for the study. It was designed to answer the five researcher questions and test the hypotheses formulated for the study. The research instrument is made up of fifty seven (57) structured items with strongly agree, agree, strongly disagree, disagree and undecided as responses sets meant to elicit opinion against the research questions. Hence the questionnaires were used for the study.

Akande (2001) viewed questionnaire as "a survey, self report research method used in writing highly structured items or questions." The questionnaires were structured into two parts; the first section (A) solicits for biographical or personal information, while section two (B) has items on the social studies instructional strategies on the implementation of the curriculum and its improvement in junior secondary schools in Kaduna State.

3.5.1 Validity of the Instrument

After constructing the questionnaire, it was subjected to several stages of scrutiny to ensure that the instrument measures what it is supposed to measure. For instance, the items were scrutinized by experts in social studies education department andevaluation and measurement. The items were taken to the supervisor for content validation. They were also taken to a statistician for vetting before a final draft was made. The decision by the researcher to employ experts was based on the remark of Kerlinger (1973) in

Bodunde (2004) that validation by specialists or experts is an effective method for content validation of research instruments.

3.5.2 Pilot Study

To achieve reliability, the instrument was subjected to a pilot test. To determine the reliability correlation co-efficient (r), five (5) public junior secondary schools were selected. Three junior secondary schools from Zaria Inspectorate Division and two (2) from Kachia Inspectorate respectively. Hence, fifty (50) social studies teachers from the schools were selected for the purpose. The schools and teachers selected were excluded from the real study.

3.5.3 Reliability of the Instrument

Reliability is the level of consistency of variables used in a research work, in other words their level of logical consistency. In order to achieve this state of reliability and determine the reliability correlation coefficient (r) the Guttman split half method coefficient was adopted. Hence, five (5) public secondary schools each were selected from Kachia and Zaria inspectorate divisions and ten (10) social studies teachers from the schools were selected for this purpose. The schools and the teachers selected were excluded from the main study. The result of the pilot test showed Gronbach's Alpha part 1 and part 2 to be 0.800 and 0.952 respectively while Guttman split half coefficient was 0.684. An instrument is considered reliable if the coefficient falls between 0.5 and positive +1. Therefore, the instruments are adjudged reliable.

3.6 Procedure for Data Collection

The researcher and four trained field assistants who are graduates of social studies were used in the administration of the instrument on respondents. This approach facilitated the study and the results were hundred percent retrieval of administered questionnaire from sampled social studies teachers in the twelve (12)inspectorate division of Kaduna State Ministry of Education.

3.7 Procedure for Data Analysis

The data gathered through the use of research instrument were subjected to statistical analysis for interpretation and discussion. Simple percentages and mean were used for tabulating the biographical information and to answer the research questions. The decision rule was 3.0 cut off point. The researcher made use of Pearson Product Moment Correlation (PPMC) statistics to analyse all the null hypotheses. The hypotheses were rejected or retained at 0.05 level of significance.

CHAPTER FOUR
DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the discussion of the data analysis. The main aim of this study is toassess the implementation of social studies curriculum in JSS in Kaduna State. The respondents in this study are the 194sampled respondents The first part of the analysis presents the distribution of the social studies teachers in Kaduna state. The second part answers the five research questions. The item mean are calculated based on the 4 likert scale options with the formula (F of SA*4) +(F of AG*3) +(F of DA*2)+(F of SD*1)/N. where F= frequency, N=152, SA, AG, DA and SD = Strongly agree, Agree, Disagree and Strongly disagree respectively. The cumulative mean is compared with the decision mean of 2.5000 in order to know if their responses is positive or negative. The decision mean is simply computed with formula; (4+3+2+1)/4=2.5000. The third section test the outcome of hypothesis using Pearson Product moment Correlation (PPMC), to determine presence or absence of significant relationship. The hypotheses were tested at0.05 alpha level of significance. The next section presents the summary of the major findings of the analysis while recommendations were put forward.

4.2 Distribution of Bio-data Variables

Table 4.1.1: Sex

	Frequency	**Percent**
Male	78	40.2
Female	116	59.8
Total	**194**	**100.0**

The table above showed that 78 or 40.2% are males and the rest 116 or 59.8% are females

Table 4.1.2:Location of School

	Frequency	**Percent**
Urban	86	44.3
Rural	108	55.7
Total	**194**	**100.0**

The schools location showed that while 86 or 44.3% are located in urban centres, 108 or 55.7% feel their schools are located in rural areas.

Table 4.1.3:Age

	Frequency	Percent
Under 20 yrs	39	20.1
21-30 yrs	45	23.2
31-40 yrs	72	37.1
41 yrs and above	38	19.6
Total	**194**	**100.0**

The distribution of respondents by age showed that 39 or 20.1% are under 20 years while 45 or 23.2% are between 21-30 years as against 72 or 37.1% that are between 31-40 years and the rest 38 or 19.6% are from 41 years and above.

Table 4.1.4:Teaching Qualification

	Frequency	Percent
GradeII	4	2.1
NCE	61	31.4
B.Ed	70	36.1
BA.Ed	33	17.0
B.A/B.Sc	15	7.7
M.Ed	11	5.7
Total	**194**	**100.0**

On the teaching qualification of respondents, 4 or 2.1% are Grade II holders, 61 of the respondents representing 36.1% are B.Ed holders, 33 of the respondents representing 17.0% were BA.Ed certificates holders while 15 and 11 respondents representing 7.7 and 5.7 respectively were B.A./B.Sc and M.Ed holders.

Table 4.1.5:Teaching Experience

	Frequency	Percent
1-3 yrs	40	20.6
4-7 yrs	45	23.2
8-12 yrs	62	32.0
13-17 yrs	25	12.9
17 yrs and above	22	11.3
Total	**194**	**100.0**

On teaching experience, 40 respondents representing 20.6% are between 1-3 years of service, 45 of them representing 23.2% have served between 4-7 years and 62 respondents which constitute the majority representing 32.0% have 8-12 years in service while 25 and 22 respondents representing 12.9% and 11.3% have served between 13-17 years and 17 years and above respectively.

Research Question 1

How adequate are the contents of Social Studies curriculum and awareness of the teachers in the implementation as it affects objectives of the programme in JSS schools?

Table 4.2.1: Perceptions of respondents on adequacy of the content of Social Studies curriculum and awareness of the teachers in the implementation as it affects objectives of the programme in JSS schools

S/N	ITEMS	RESPONSE CATEGORIES				MEAN	STD.DEV
		SA	AG	D	SD		
1	I am aware of the concepts/content in social studies	141	39	7	7	3.6186	.7261
2	I am exposed to the meaning of social studies through studies through conferences	71	75	9	39	2.9175	1.1027
3	my principal has addressed teachers on concepts in social studies	56	83	36	19	2.9072	.9283
4	my subject head has asked me to teach social studies to reflect its objectives	57	96	37	10	2.9691	.8137
5	I have heard of social studies objectives on the media	113	48	16	17	3.3247	.9564
6	teachers are aware that they are potentials agents of achieving social studies objectives in school curriculum	100	68	19	7	3.3454	.8011
7	I have come across written materials on social studies curriculum content	92	75	16	11	2.2784	.8424
8	I will be excited to be exposed that social studies contents are adequate in achieving the objectives of the subject	92	78	10	14	3.2784	.8606
	Cumulative mean					**3.2784**	

Decision mean = 2.5000

The table above showed the perception of respondents on adequacy of the content of Social Studies curriculum and awareness of the teachers in the implementation as it affects objectives of the programme in JSS schools. It was observed that their cumulative mean response on all the 8 items was 3.2784, which was found to be higher than the decision mean of 2.50000. Specifically most of the respondents are aware of the concepts/content in social studies as this item had the highest mean response of 3.6186 with details showing that 180 were in agreement and the rest 14 in disagreement. In the same vein they believe that teachers are aware that they are potentials agents of achieving social studies objectives in school curriculum as this had the second highest mean response of 3.3454 with details showing that while 168 were in agreement, the rest 26 were in disagreement with this view. This shows that teachers being a potential agent of achieving social studies objectives in school curriculum and being aware of the concepts/content in social studies, has tremendous impact on implementation of social studies curriculum in JSS levels.

Research Question 2:

How adequate the qualification of teachers involved in the implementation social studies curriculum inJSS schools?

Table 4.2.2: Perception of respondents on adequacy of the qualification of teachers involved in the implementation social studies curriculum inJSS schools

S/N	ITEMS	RESPONSE CATEGORIES				MEAN	STD.DEV
		SA	AG	D	SD		
1	qualified teachers of social studies are usually employed to teach in my school	116	60	2	16	3.4227	.8737
2	most social studies teachers are not qualified to implement the curriculum in my school	40	82	51	91	2.7268	.9119
3	social studies teachers who are opportune to attend training or capacity building workshops perform better in class teaching in my school	90	60	37	7	3.2010	.8732
4	social studies teachers cannot improvise instructional materials due to lack of professional competence in my school	70	52	38	34	2.8144	1.1088
	Cumulative mean					**3.0412**	

Decision mean = 2.50000

Table 4.2.2 showed the perceptions of respondents onadequacy of the qualification of teachers involved in the implementation social studies curriculum inJSS schools. It was observed that their cumulative mean response on all the 4 items was 3.0412 was found to be higher than the decision mean of 2.50000. Specifically qualified

teachers of social studies are usually employed to teach in schools as this item had the highest mean response of 3.4227 with details showing that 176 were in agreement and the rest 18 in disagreement. In the same vein they believed that social studies teachers who are opportune to attend training or capacity building/workshops perform better in class teaching in their schools as this had the second highest mean response of 3.2010 with details showing that while 150 were in agreement, the rest 44 were in disagreement with this view. This shows that qualified teachers of social studies are usually employed to teach in most schoolandsocial studies teachers who are opportune to attend training or capacity building workshops perform better in class teaching in my school has tremendous impact on implementation of social studies curriculum in JSS levels.

Research Question 3:

How adequate is the strategies /methods used in the implementation of social studies curriculum in JSS schools?

Table 4.2.3: Perceptions of respondents on adequacy ofthe strategies /methods used in the implementation of social studies curriculum in JSS schools.

S/N	ITEMS	RESPONSE CATEGORIES				MEAN	STD.DEV
		SA	AG	D	SD		
1	lecture method is dominantly used	74	36	35	49	2.6959	1.2195
2	comparative learning is encouraged by social studies teacher	109	64	5	16	3.3711	.8853
3	practical rejects are commonly given to students	77	95	12	10	3.2320	.7837
4	team work is highly utilized	64	101	20	9	3.1340	.7769
5	teaching is learner-centered	106	63	15	10	3.3660	.9364
6	students are involved in discussing pressing social issues	85	78	11	20	3.1753	.9386
7	give assignment that encourage self discovery of knowledge	95	86	5	8	3.3814	.7332
8	I use active teaching strategy	54	72	50	18	2.8351	.9405
9	I allow students toappraise my teaching strategies	41	96	29	28	2.7732	.9440
10	I am competent in the use of computers	80	52	8	54	2.8144	1.2411
11	enquiry oriented assignments are frequently given	52	82	16	44	2.7320	1.0918
12	I use field trip as a teacher's strategy	84	40	21	49	2.8196	1.2356
	Cumulative mean					**3.0275**	

Decision mean = 2.50000

Details in the above table showed the respondents views on the adequacyof the strategies/methods used in the implementation of social studies curriculum in JSS schools. The outcome showed that they are in agreement that,the strategies /methods used in the implementation of social studies curriculum in JSS schools are adequate. Reason being that their cumulative mean response of 3.0275 is higher than the decision mean of 2.50000. Contributing most to this outcome is the giving of assignment that encourage self discovery of knowledge, as this item attracted the highest mean response of 3.3814 as details of response on this item showed that while 181 were in agreement only 13 were in disagreement. It was widely believed that comparative learning is encouraged by social studies teacher as this item had the second highest mean response of 3.3711 with details showing that 153 were in agreement and the rest 21 in disagreement. In conclusion giving assignment that encourage self discovery of knowledge and teachers encouraging comparative learning seriously improve the implementation of social studies curriculum at JSS level.

Research Question 4:

How available and adequate are the instructional materials for the implementation of social studies curriculum in JSS schools?

Table 4.2.4: Perceptions of respondents on the availability of instructional materials adequate for the implementation of social studies curriculum in JSS schools.

S/NO	ITEMS	RESPONSE CATEGORIES				MEAN	STD.DEV
		SA	AG	D	SD		
1	there is adequate instructional materials in my school	69	100	6	19	3.1289	.8750
2	teachers improvise in terms of instructional materials for effective teaching and learning in my school	102	58	16	18	3.2577	.9579
3	students are exposed to different instructional materials in teaching and learning situation	62	105	9	18	3.0876	.8562
4	instructional materials used by teachers sometimes are of very relevance to the content/concept being taught by the teachers	113	58	14	9	3.4175	.8181
5	instructional materials used by teachers sometimes cannot aid in achieving stated expected behavioural objectives	69	37	39	49	2.6495	1.2048
6	instructional materials are too expensive for teachers to acquire for effective teaching and learning process in my school	36	45	72	41	2.3918	1.0185
7	instructional materials help learners to remember more of what they have learnt in the class from their teachers	133	45	8	8	3.5619	.7609
	Cumulative mean					**3.0707**	

Decision mean = 2.50000

Table 4.2.4 revealed the perceptions of respondents on the availability of instructional materials adequate for the implementation of social studies curriculum in JSS schools. Their cumulative mean response of 3.0707 was found to be higher than the

2.5000 decision mean implying that there are available instructional materials adequate for the implementation of social studies curriculum in JSS schools level. Specifically, they are of the strong view that instructional materials help learners to remember more of what they have learnt in the class from their teachers, as this attracted the highest item mean response of 3.5619 with details showing that 178 are in agreement and the rest 16 in disagreement. They are equally of the strong belief that instructional materials used by teachers sometimes are of very relevance to the content/concept being taught by the teachers. This item had the second highest mean response of 3.4175 with details showing that 171 were in agreement and the rest 23 in disagreement. This shows that instructional materials help learners to remember more of what they have learnt in the class from their teachers and instructional materials used by teachers sometimes are of very relevance to the content/concept being taught by the teachers.

Research Question 5:

How adequate is the learning environment for the implementation of social studies curriculum in JSS schools?

Table 4.2.5: Perceptions of respondents on the adequacy in the learning environment for the implementation of social studies curriculum in JSS schools.

S/N	ITEMS	RESPONSE CATEGORIES				MEAN	STD. DEV
		SA	AG	D	SD		
1	the learning environment in my school is conductive	93	49	35	17	3.1237	1.0001
2	there are enough classes in my school to cater for the teaching and learning of pupils in the school	54	84	41	15	2.9124	.8918
3	my school is well secured with a fence round for the pupils in the school	77	72	31	14	3.0928	.9171
4	there are enough toilet facilities and dust bins for waste materials in the school	59	88	20	27	2.9227	.9812
5	my school have enough securities that care for the learning facilities of the school	62	76	10	46	2.7938	1.1330
	Cumulative mean					**2.9691**	

Decision mean = 2.5000

The perceptions of respondents on the adequacy of the learning environment for the implementation of social studies curriculum in JSS schools is displayed in the table4.2.5.The respondents believed that the learning environment for the implementation of social studies curriculum in JSS schools is adequate because the cumulative mean response on the 5 items was 2.9691 which was found to be higher than the decision mean of 2.50000. Specifically, majority believed that the learning environment in their school is conductive since this item had the highest mean response of 3.1237 with details showing that 142 agreed as the rest 52 disagreed with this item. Majority of them also believed that their school is well secured with a fence round for the pupils in the school, as this had the second highest mean response of 3.0928 with details showing that 149 were in agreement and the rest 45 in disagreement. This means that most schools have fence round the school and that the learning environment is conducive as these positively affect the implementation of social studies curriculum at JSS levels.

4.4 Testing of Research Hypotheses

Hypothesis One:

There is no significant relationship between adequacy of content of social studies curriculum and awareness of the teachers in the implementation of social studies curriculum in JSS level

Table 4.3:1 Pearson Product Moment Correlation (PPMC) statistics on the relationship between adequacy of content of social studies curriculum and awareness of the teachers in the implementation of social studies curriculum in JSS level

Variables	N	Mean	S.D	Correlation Index R	Df	Sig (P)
Implementation of social studies curriculum in JSS level	194	110.474	12.529	0.795**	192	0.000
Adequacy Of Content Of Social Studies Curriculum And Awareness Of The Teachers	194	25.639	3.235			

Correlation is significant at 0.05 level

An understanding of the above Pearson Product Moment Correlation statistics revealed that significant relationship exist betweenadequacy of content of social studies curriculum and awareness of the teachers in the implementation of social studies curriculum in JSS level.

This is because the calculated significant (p) value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.795 at df of 192. This shows that theimplementation of social studies curriculum in JSS level is significantly affected by the adequacy of content of social studies curriculum and awareness of the

teachers. Hence, the null hypothesis which state that there is no significantrelationship betweenadequacy of content of social studies curriculum and awareness of the teachers in the implementation of social studies curriculum in JSS level, is hereby rejected.

Hypothesis Two:

There is no significant relationship between qualification and experience of teachers involved in the implementation of social studies curriculum in JSS level

Table 4.3:2 Pearson Product Moment Correlation (PPMC) statistics on the relationship between qualification and experience of teachers involved in implementation of social studies curriculum in JSS level

Variables	N	Mean	S.D	Correlation Index R	Df	Sig (P)
Implementation of social studies curriculum in JSS level	194	110.4742	12.52901	0.732**	192	0.000
Qualification and experience of teachers involved in implementation of social studies curriculum	194	12.1649	2.03432			

Correlation is significant at 0.05 level

An understanding of the above Pearson Product Moment Correlation statistics revealed that significant relationship exist betweenqualification and experience of teachers involved in the implementation of social studies curriculum in JSS level.This is because the calculated significant (p) value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.732 at df of 192. This shows that theimplementation of social studies curriculum in JSS level is significantly affected by

qualification and experience of teachers involved in implementation of social studies curriculum. Hence, the null hypothesis which state that there is no significantrelationship betweenthe qualification and experience of teachers involved in implementation of social studies curriculum in JSS level, is hereby rejected.

Hypothesis Three:

There is no significant relationship between strategies/methods used in the implementation of social studies curriculum in JSS level.

Table 4.3:3 Pearson Product Moment Correlation (PPMC) statistics on the relationship between strategies/methods used in the implementation of social studies curriculum in JSS level

Variables	N	Mean	S.D	Correlation Index R	Df	Sig (P)
Implementation of social studies curriculum in JSS level	194	110.474	12.529	0.822**	192	0.000
Strategies/methods used in the implementation of social studies curriculum	194	36.329	4.686			

Correlation is significant at the 0.05 level

An understanding of the above Pearson Product Moment Correlation statistics revealed that significant relationship exist betweenstrategies/methods used in the implementation of social studies curriculum in JSS level. This is because the calculated significant (p) value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.822 at df of 192. This shows that theimplementation of social studies curriculum in JSS level is significantly affected by strategies/methods used

in the implementation of social studies curriculum. Hence, the null hypothesis which state that there is no significantrelationship betweenstrategies/methods used in the implementation of social studies curriculum in JSS level, is hereby rejected.

Hypothesis Four:

There is no significant relationship between availability of adequate instructional materials and the implementation of Social Studies Curriculum in junior secondary schools level.

Table 4.3:4 Pearson Product Moment Correlation (PPMC) statistics on the relationship between availability of adequate instructional materials and the implementation of Social Studies Curriculum in JSS level

Variables	N	Mean	S.D	Correlation Index R	Df	Sig (P)
Implementation of social studies curriculum in JSS level	194	110.474	12.529	0.751**	192	0.003
Availability of adequate instructional materials	194	21.494	3.679			

Correlation is significant at the 0.05 level

An understanding of the above Pearson Product Moment Correlation statistics revealed that significant relationship exist betweenAvailability of instructional materials adequacy for the implementation of social studies curriculum and the implementation of social studies curriculum in JSS level

This is because the calculated significant (p) value of 0.003 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.751 at df of 192. This

shows that theimplementation of social studies curriculum in JSS level is significantly affected by Availability of instructional materials adequacy for the implementation of social studies curriculum. Hence, the null hypothesis which state that there is no significantrelationship betweenAvailability of instructional materials adequacy of social studies curriculum and the implementation of social studies curriculum in JSS level, is hereby rejected.

Hypothesis Five:

There is no significant relationship between learning environment adequacy and the implementation of Social Studies Curriculum in junior secondary schools level.

Table 4.3:5 Pearson Product Moment Correlation (PPMC) statistics on the relationship between Learning Environment adequacy and the implementation of Social Studies Curriculum in JSS level

Variables	N	Mean	S.D	Correlation Index R	Df	Sig (P)
Implementation of social studies curriculum in JSS level	194	110.474	12.529	0.598**	192	0.004
Learning Environment adequacy	194	14.845	3.095			

Correlation is significant at the 0.05 level

An understanding of the above Pearson Product Moment Correlation statistics revealed that significant relationship exist betweenLearning Environment and its adequacy in social studies curriculum and the implementation of social studies curriculum in JSS level.

This is because the calculated significant (p) value of 0.004 is lower than the 0.05 alpha level of significance at a correlation index r level of 0.751 at df of 192. This

shows that theimplementation of social studies curriculum in JSS level is significantly affected by the Learning Environment and its adequacy for the implementation of social studies curriculum Hence, the null hypothesis which state that there is no significant relationship betweenLearning Environment and its adequacy for the implementation of social studies curriculum in JSS level, is hereby rejected.

4.5 Summary of Findings

The following are the summary of the findings obtained from data analysis:

1. There is a significant relationship between the adequacy of content of social studies curriculum and awareness of the teachers in the implementation of social studies curriculum in Junior Secondary Schools Level in Kaduna State.
2. The findings also showed a significant relationship exist between qualification and experience of teachers involved in the implementation of Social Studies Curriculum in Junior Secondary Schools level.
3. The third hypothesis revealed significant relationship exists between strategies/methods used in the implementation of Social Studies Curriculum in Junior Secondary Schools Level in Kaduna State.
4. In the same vein, the findings show a significant relationship exists between availability of instructional materials adequacy and the implementation of social studies curriculum in Junior Secondary Schools Level in Kaduna State. This shows that the implementation of Social Studies Curriculum in Junior Secondary Schools is greatly affected by the availability of instructional materials adequacy for the implementation of the curriculum.

5. Finally, the findings also revealed that significant relationship exists between learning environment and its adequacy in Social Studies Curriculum in Junior Secondary Schools level in Kaduna State.

4.6 Discussion of Findings

The data analysis for this study titled "Assessment of the Implementation of Social Studies Curriculum in Junior Secondary Schools in Kaduna State" involved descriptive statistics of the Bio-data variables of 194 sample respondents, answering of five (5) research questions and testing of five (5) research hypotheses in order to achieve the desired research objectives.

The descriptive statistics of the bio-data variables showed that both male and female teachers of Social Studies respondents were duly represented in the ratio of 78:116 which confirms the importance of social studies as the subject in our Junior Secondary Schools which explains why both gender were equally involved in the teaching/learning process in order to implement the curriculum. On the location of schools, the study covered all the public junior secondary schools in Kaduna State that offer Social Studies. The result showed that 86 of the respondents are from schools located in urban areas while 108 of the remaining respondents are from schools located in the rural areas of the Kaduna State. The respondents sampled in this study fall into all age categories as the result showed that 39 of the respondents were under 20 years old, 45 were under 21-30 years, 72 were 31-40 years and are predominant and the remaining respondents, 38, were 41 years and above respectively.

The result of the bio-data statistics also revealed the teaching qualification of the respondents. As expected B.Ed holders had the greatest numerical representation, followed by NCE holders and B.A.Ed holders. Others include Grade II, B.A/B.Sc and M.Ed holders respectively. However, all these qualifications are classified into either trained or untrained qualification depending on if a teacher has the professional training in education.

The respondents have varying teaching experience as details showed that 40 of them have 1-3 years teaching experience, 45 of them were indicated of having being teaching between 4-7 years. 62 of the respondents had 8-12 years of teaching experience, just like 25 and 22 others have 13-17 years and 17 years and above respectively.

Social Studies as a subject has its content which has to be implemented through the teacher to the learner as it affects the content of the programme in Junior Secondary Schools level. It was observed that their cumulative mean response was 3.2784 which was more than the decision mean of 2.5000. This shows that specifically, most of the respondents are aware of the concepts/content in Social Studies as the item had the highest mean response of 3.6186 with details showing that 180 were in agreement and the rest 14 in disagreement.

Supervision is a key phase in the implementation of the curriculum and in the realization of any subject curriculum content including of course social studies. Promotions when given to teachers enhance curriculum content implementation in social studies. In fact, it is observed that hardly is supervision conducted twice in schools in an academic session. Also, due to lack of motivational incentives from government the principals do not find it important to conduct supervision within the school setting.

In order to be able to implement the Social Studies Curriculum content in Junior Secondary Schools, the teachers should give insight into the level of use of teaching strategies employed for this transfer of information. These teaching strategies include creative strategy, inquiry method, problem solving, report-back sessions, small group, discussion, case studies, panel of experts, brain storming, computer aided methods, worksheets/surveys, learner centered method etc. According to the respondents, response rate, learner-centered method is the most widely employed teaching method. Another teaching method widely used is comparative learning method.

Training of teachers is very important in the achievement of social studies curriculum objectives. Trained teachers are taught the rudiments of teaching besides the academic qualification. The trained teachers have different techniques for different age groups of learners. They know the right instructional materials, the right evaluation strategy and general principles of child moulding. However, the untrained on the other hand, lack all these basic technicalities of dissemination of information which explains why the training of teachers had significant effect on the achievement level of Social Studies Curriculum. Social Studies create the capacity of the students/learners to be able to learn basic skills such as listening, reading, speaking, calculation and inference which are essential to the foundation of sound and moral judgment for life.

Also, the availability of instructional materials is very crucial for the implementation of Social Studies Curriculum in Junior Secondary Schools has helped learners to remember more of what they have learnt in the classroom from their teachers, as this attracted the highest item mean response of 3.5619 with details showing that 178 are in agreement and the rest 16 in disagreement. They are equally of the strong belief

that instructional materials used by teachers sometimes are very relevant to the content/concept being taught by the teachers.

In the same vein, the respondents believe that the learning environment for the implementation of Social Studies Curriculum in JSS schools is adequate because the cumulative mean response on item five (5) was 2.9691 which was found to be higher than the decision mean of 2.50000. Specifically, majority believed that the learning environment in their schools is conducive since this item had the highest mean response of 3.1237 with details showing that 142 agreed as the rest 52 disagreed with the item.

Also, the results of the research hypotheses showed interesting outcome just like the above discussed research questions. The outcome of the hypothesis one revealed that significant relationship exists between adequacy of content of Social Studies Curriculum and awareness of the teachers in the implementation of Social Studies Curriculum in JSS level. This shows that the implementation of Social Studies Curriculum in JSS level is significantly affected by the adequacy of content of Social Studies Curriculum and awareness of the teachers.

Hypothesis two(2) revealed that significant relationship exists between qualification and experience of teachers involved in the implementation of Social Studies Curriculum in Junior Secondary Schools level.

In hypothesis three (3), Pearson moment correlation statistics reveals that significant relationship exists between strategies/methods used in the implementation of Social Studies Curriculum in Junior Secondary Schools level. Also hypothesis four (4) revealed that significant relationship exists between availability of instructional materials adequacy for the implementation of Social Studies Curriculum in Junior Secondary

Schools level. Hypothesis five (5) again revealed that significant relationship exists between learning environment and its adequacy in Social Studies Curriculum in Junior Secondary Schools level.

Based also on the researcher's observation of some Social Studies teachers in their classes in some schools in BirninGwari and Jema'a zones respectively, it was revealed that they seem to have the same problems in teaching/learning process. The method of teaching being used by the teachers shows that majority of them still based their teaching on traditional lecture method mainly without diversification of method and this has affected the transmission of knowledge and skills for effective social studies curriculum implementation in JSS in Kaduna State. The researcher therefore, assumed and enjoined that judicious use of all methods should be the focus of the teachers so as to enhance the achievement of primary objectives of social studies for production of well-informed citizens capable and willing to contribute their quota to the development of the society.

Evidence showed during the observation that, most of the teachers handling Social Studies in the selected schools for the study were NCE holders but lack competence skills in handling the subject matter for the enhancement of effective and efficient learning of Social Studies. It was also observed by the researcher that there are textbooks for the teaching of Social Studies to ensure effective implementation of Social Studies Curriculum. Some of teachers lack methodology of teaching, they read directly from the text materials with little explanation being given and which of course can not enhance learning of concept in Social Studies Curriculum.

In the area of instructional materials, all the teachers observed by the researcher in their various classes did not make use of instructional materials in their teaching/learning process. This is because of lack of the resources and they can not improvise in the face of scarcity of the materials and this adversely affected students' learning of the subject matter.

From the observations, the researcher discovered that Social Studies objectives and the curriculum content are citizenship education oriented and that Social Studies can help to enhance effective citizenship in students but the teachers lack the technicalities of handling the subject matter so as to promote positive learning of skills, knowledge, attitude, values and dispositions for effective citizenship. Therefore the researcher is of the view that, teachers should master their subject matter, use variety of teaching method, improvise and make use of teaching resources in the face of scarcity and evaluation should cover all aspects of the educational domains for effective transmission of knowledge and skills to the students in Junior Secondary Schools in Kaduna State.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary, conclusion and recommendations of the study. The main objective was to to assess the implementation of social studies curriculum in JSS in Kaduna State.

5.2 Summary

This study was structured into five chapters in order to effectively carry out this research. Chapter one presented the background and purpose of the study, the statement of problem and research questions, including the five null hypotheses were formulated for the study. The study is significant as educational stakeholders, teachers and administrators as well as parents and students will find it useful in their professional duties.Government at all levels will find the outcome interesting in how to implement social studies curriculum in JSS in Kaduna State. In the sampling technique, 194 respondents were used for the study whose responses form the basis of this study. Statistical analysis and interpretation of the findings from the analyzed data were presented in chapter four. Findings showed that learning environment and teachers' qualification among others enhances implementation of social studies curriculum in JSS schools

Chapter five presents the summary of the five chapters and offers conclusion and recommendations.

5.3 Conclusion

The study aimed to to assess the implementation of social studies curriculum in JSS in Kaduna state. A total of 194 respondents duly responded to this study. The high point of the analysis includes that:teachers awareness are the potential agents of achieving social studies objectives in school curriculum and being aware of the concepts/content in social studies, has tremendous impact on implementation of social studies curriculum in JSS levels; capacity building workshops perform better in class teaching in my school has tremendous impact on implementation of social studies curriculum in JSS levels; giving assignment that encourage self discovery of knowledge and teachers encouraging comparative learning seriously improve the implementation of social studies curriculum at JSS level; and instructional materials help learners to remember more of what they have learnt in the class from their teachers and instructional materials used by teachers sometimes are of very relevance to the content/concept being taught by the teachers.

5.4 Recommendations

The following recommendations were suggested as a result of the analysis of the study;

1. There should be general awareness on the importance of social studies as an agent of positive change in the society.
2. Qualified social studies teachers should be employed to teach the subject.
3. Social studies teachers should be regularly sent on in-service courses and sponsored to attend workshops and seminars.

4. Social studies teachers should endeavour to give regular assignment that encourage self discovery of knowledge
5. Teachers should be encouraging comparative learning seriously as this improves the implementation of social studies curriculum at JSS level.

5.5 Suggestion for Further Research

The following suggestion in related area of study was put forward for further research work:

1. Assessment of instructional and infrastructural facilities on the implementation of social studies curriculum in Senior SecondarySchools in Kaduna State.

5.6 Contributions to Knowledge

This study has contributed to knowledge by the following:

1. It has revealed the fact that untrained and unqualified teachers cannot teach the concepts in social studies curriculum effectively so as to enhance effective teaching and process among learners in junior secondary schools.
2. It has gone through the teachers' problems associate with the implementation of social studies curriculum in junior secondary schools in Kaduna State.

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AHMADU BELLO UNIVERSITY, ZARIA
POST GRADUATE SCHOOL
QUESTIONNAIRE FOR TEACHERS

Sir,

This questionnaire is about a study being undertaken by the researcher on the Assessment of the Implementation of Social Studies Curriculum in JSS level in Kaduna State. For this reason sir, you are kindly requested to respond to questions raised in this questionnaire by choosing from the alternative answers. You are assured that your response will be treated with all confidentialities.

Use the key below as your guide: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree.

Part A: Personal Data

1. Name of School: _____
2. Sex: Male ( ) Female ( )
3. Location of school: Urban ( ) Rural ( )
4. Age: (a) Under 20 years ( ) (b) 21 – 30 years ( )
   (c) 31 – 40 years ( ) (d) 41 years and above ( )
5. Teaching Qualification
   (a) Grade II ( ) (b) NCE ( ) (c) B.Ed ( ) (d) BA.Ed ( )
   (e) B.A/B.Sc ( ) (f) M.Ed ( ) (g) M.A/M.Sc ( ) (h) Others ( )
6. Teaching Experience
   (a) 1 – 3 years ( ) (b) 4 – 7 years ( ) (c) 8 – 12 years ( )
   (d) 13 – 17 years ( ) (e) 17 years and above ( )

Research Question One:
How adequate is the content of social studies curriculum and awareness of the teachers in the implementation as it affects objectives of the programme at JSS Level?

S/N	Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
1	I am aware of the concepts/content in social studies				
2	I am exposed to the meaning of social studies through studies through conferences				
3	My principal has addressed teachers on concepts in social studies				
4	My subject head has asked me to teach social studies to reflect its objectives				
5	I have heard of social studies objectives on the media				
6	Teachers are aware that they are potential agents of achieving social studies objectives in school curriculum.				
7.	I have come across written materials on social studies curriculum content.				
8.	I will be excited to be exposed that social studies contents are adequate in achieving the objectives of the subject.				

Research Question (2) two:

Views on the qualification/experience of teachers involved in implementation of social studies curriculum in JSS Level

S/N	Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
1	Qualified teachers of social studies are usually employed to teach in my school.				
2	Most social studies teachers are not qualified to implement the curriculum in my school.				
3	Social studies teachers who are opportune to attend training or capacity building workshops perform better in class teaching in my school.				
4	Social studies teaches cannot improvise instructional materials due to lack of professional competence in my school				

Research Question 3:

Views on the strategies/methods used in the implementation of social studies curriculum in junior secondary schools

Table 3: Strategies/methods used in the implementation of social studies curriculum

S/N	Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
1	Lecture method is dominantly used				
2	Comparative learning is encouraged by social studies teacher				
3	Practical projects are commonly given to students				
4	Team work is highly utilized				
5	Teaching is learner-centered				
6	Students are involved in discussing pressing social issues				
7.	Give assignment that encourage self discovery of knowledge				
8.	I use active teaching strategy				
9.	I allow students to appraise my teaching strategies				
10.	I am competent in the use of computers				
11	Enquiry oriented assignments are frequently given				
12.	I use field trip as a teacher's strategy				

Research Question 4:

Views on the availability of instructional materials adequate for the implementation of social studies curriculum in JSS Level.

S/N	Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
1	There is adequate instructional material in my school.				
2	Teachers improvise in terms of instructional materials for effective teaching and learning in my school.				
3	Students are exposed to different instructional materials in teaching and learning situation.				
4	Instructional materials used by teacher sometimes are of very relevant to the content/concept being taught by the teachers.				
5	Instructional materials used by teachers sometimes cannot aid in achieving stated expected behavioural objectives.				
6	Instructional materials are too expensive for teachers to acquire for effective teaching and learning process in my school.				
7.	Instructional materials help learners to remember more of what they have learnt in the class from their teachers.				

Research Questions 5:

Views on the learning environment and its adequacy for the implementation of social studies curriculum in JSS Level

S/N	Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
1	The learning environment in my school is conducive.				
2	There are enough classes in my school to cater for the teaching and learning of pupils in the school.				
3	My school is well secured with a fence round for the pupils in the school.				
4	There are enough toilet facilities and dust bins for waste materials in the school.				
5	My school has enough securities that care for the learning facilities of the school.				