EFFECT OF SOCIAL STUDIES EDUCATION ON NATIONAL INTEGRATION AMONG TEACHERS AND STUDENTS OF UPPER BASIC EDUCATION LEVEL IN ZARIA EDUCATIONAL ZONE OF KADUNA STATE

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DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, IN PARTIAL FULFILMENT FOR THE AWARD OF MASTERS DEGREE IN SOCIAL STUDIES EDUCATION

DEPARTMENT OF ARTS AND SCIENCE EDUCATION

AHMADU BELLO UNIVERSITY ZARIA

JUNE 2014

DECLARATION

I hereby declare that the work in this thesis entitled "EFFECT OF SOCIAL STUDIES EDUCATION ON NATIONAL INTEGRATION AMONG TEACHERS AND STUDENTS OF UPPER BASIC EDUCATION IN ZARIA EDUCATIONAL ZONE OF KADUNA STATE" has been carried out by me in the Department of Arts and Social Science Education, Social Studies section, under the supervision of Dr. M. C. Ubah and Dr. I. D. Abubakar. These authors whose works were consulted for literature review have been duly acknowledged in the text and on the list of references. No part of this thesis was previously presented for another degree in this or any other institution.

…… ……

Roseangela Ijeoma PETER **Date**

CERTIFICATION

This thesis titled **"EFFCECT OF SOCIAL STUDIES EDUCATION ON NATIONAL INTEGRATION AMONG TEACHERS AND STUDENTS OF UPPER BASIC EDUCATION LEVEL IN ZARIA EDUCATIONAL ZONE OF KADUNA STATE"** by Roseangela Ijeoma Peter, meets the regulations governing the award of masters degree (M.ED) in Social Studies Education of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

…… ……

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DEDICATION

This work is dedicated to the blessed memory of my sweet mother late Mrs. Fidelia Okwuchukwu Ogbuehi who left this sinful world on the 13th of September 2014, she had worked so hard to make sure I attain this height, sleep well best mummy and to my lovely father Evang. Peter N. Ogbuehi, may God keep him for me. (Amen).

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cooperation culminated to the successful administration of my questionnaires for this study.

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ABSTRACT

This study was designed to examine the effect of social studies education on national integration of teachers and students of upper basic education level in Zaria Educational Zone of Kaduna State. The study was focused to finding out the extent to which social studies education, which is regarded as a problem solving discipline has imparted on learners and Teachers from diverse ethnic group in Nigeria in terms of national integration in Nigeria, by developing in the learners critical thinking and positive attitudes towards citizens from other ethnic and religious groups, with the aim of uniting and developing the nation. Three research questions and three hypotheses were formulated. One of the objectives is to find out how social studies education serves as effective tool for national integration among the teachers and students of upper basic education level in Zaria educational zone of Kaduna state. One of the research questions is to what extent can social studies education serve as effective tool for national integration among teachers and students of upper basic education level in Zaria educational zone of Kaduna state? One of the hypotheses is there is no significant difference between the opinion of teachers and students towards social studies education as an effective tool for national integration among the teachers and students in Zaria educational zone of Kaduna state . The study employed survey research and sampled 358 respondents from 6 schools, where 344 were upper basic education level 3 student and 14 social studies teachers, out of 358 questionnaires, 354 were returned. The study was carried out with the use of the structured questionnaire which was divided into sections A, B, C, D. Section A covered the bio data of the respondents while the other sections contained questions on social studies objectives, social studies teaching and national integration, social studies teaching and learning process. The data collected were analyzed using the t-test statistics in order to test the hypotheses at 0.05 level of significance. The result of the study revealed that there is no significant difference between the opinion of the teachers and students, and between the upper basic2 and upper basic3 teachers of social studies towards social studies education as tool for national integration. Hypothesis 2 showed that there is a significant difference between the opinions of the male and female respondents on social studies education as a tool for national integration. In the light of the findings, some recommendations were made; they include periodic review of the social studies curriculum so as to meet the needs of the changing society, organization of seminar and workshops, the use of instructional materials and effective teaching method. The teachers were advised to serve as role model for their students. Finally recommendations were made for further studies.

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ABBREVIATIONS

CHS : Comprehensive High School

USAID : United States Agency for International Development

NCSS : National Council for Social Studies

IDEA : Institute for Democracy and Electoral Assistance

SOSCEAN : Social Studies and Civic Educators Association of Nigeria

CESAC : Comparative Education Studies and Adaptation Centre

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Nigeria as a multicultural nation has experienced various crises as a result of differences in culture and religion. This has brought about ideological differences among her people. Therefore, there is a great need for the nation to be integrated for peaceful co-existence of her people (Peter, 2006). The amalgamation of the northern and southern protectorates in 1914 by Fredrick Lugard was aimed at bringing the people of Nigeria together in order to have a common heritage and live as one nation.

Social Studies education as a problem solving discipline can be used to transform the nation into a united and peaceful country. Social studies education is a field of study that is concerned with people in the society. Social studies developed as a school subject which brings together many experiences of man, as problems and new experiences arise in an attempt to relate with members of the community in the environment (Omooba, Obi & Olabode 2008). The social studies objectives and that of the National policy on education go hand in hand. When effectively utilised by the ministry of education, curriculum planners, school administrators, teachers and students, Nigeria would be united and this could reduce the crises which result in the destruction of lives and property in Nigeria and subsequently lead to underdevelopment.

National development can be made possible only if the citizens of the country are united, connected and work together successfully. Peter (2006) stated that Nigeria is a

country with diverse ethnic groups, have differences in culture, tradition, norms and customs. Since the amalgamation of Nigeria in 1914 by the colonial masters, Nigeria has been facing ethno-tribal crises, religious crises, political crises, social up rising, marginalization, favouritism, nepotism, ethnocentrism and all kinds of corruption. All these problems stand as the factors that hinder national integration.

Peter (2006) also mentioned some of the efforts made by the subsequent governments of Nigeria to enhance national integration and peaceful co-existence. Such efforts include series of national conferences, federal character and quota system, National Youth Service Corps (NYSC), national sports festival and cultural festivals. Also, the government encouraged inter-tribal marriages where people from different ethnic group can get married, so as to enhance integration among the various ethnic groups who get married. The need for national integration was demonstrated by the federal government of Nigeria when it included the issue in the 1999 constitution in Section 15 Sub sections 2 and 3, also included in that Section is the freedom of movement.

Social studies education is designed to bring about national integration. As a result of the fact that the traditional subjects that make up the social sciences could not actually foster national integration separately, social studies education was birthed to help us do this. Ololobou (1999) conceptualized social studies as an organised, integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills and desirable attitudes, and actions, for the purpose of producing effective citizenry. Social studies education is out to solve the problems of

disunity, corruption, tribalism etc, through the inculcation of positive thinking and patriotism among students of primary and secondary schools.

The national goals of Nigeria, which have been endorsed as the necessary foundation of the national policy on education, are the building of: a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy; a land full of bright opportunities for all citizens (National Policy on Education 2004). Kissock (1981) states: "Social studies have come to be seen as a tool for national development". It is only through national integration and unity in diversity that development can be attained. Social studies education is not taken very seriously in Nigerian school, especially by people in the other social sciences. They see the subject as a threat that has come to over shadow them. However, this is not true.

This study is meant to educate the curriculum planners, reviewers and those who implement social studies' curriculum to make use of the original objectives of social studies which must reflect national integration. Also as we know, the society is dynamic in nature. The curriculum needs be reviewed to meet with the needs of the changing society.

1.2 Statement of the problem

This study was designed in order to identify, analyse and evaluate the effect of social studies education on national integration among the students and teachers of upper basic education level in Zaria educational zone of Kaduna state in particular and Nigeria in general. Social studies is a subject that deals with man and how he influences his physical and social environments and vice versa. With the effective utilization of the social studies objectives, national integration will be achieved. The problem here is that the objectives of social studies education have not been achieved in Nigeria. This is mainly because the old method of teaching is still in use by teachers who teach the subject, that is, education in general is still teacher centred, rather than student centred. In other words, teachers do all the talking and demonstration in the class while students sit and listen. Another problem is on the taxonomy of educational objectives. An effective educational objective must cover the cognitive, affective and psychomotor domain. Today, teachers and learners emphasize mostly on cognitive domain, neglecting the affective and psychomotor domain which are set for teaching and developing critical thinking. This is the reason why our educational qualifications are based on paper alone leaving out behaviour and physical skills and abilities, this is one of the reasons we have negative attitudes and lack of understanding of our various ethnic groups, there by bringing about disintegration.

The Nigerian society has suffered so much due to lack of understanding and acceptance of our different cultural and religious ideologies. Nigeria is one hundred years old and fifty three years from political independent, yet no significant

development has taken place, instead the resources which apparently should be used for the development of the nation are use to repair facilities that were destroyed as a result of conflict. On the other hand, social studies objectives must be effectively used by the teacher and students alike since it was meant to solve problems that face man and his environment using the three domains of educational objectives. The main concern of the study is to examine whether or not social studies teaching and learning inculcate in learners with regard to the knowledge and attitude for national integration in order to contribute to national development. The teachers will be able to use the right methods, instructional materials and resources to teacher and affect the minds of the learners towards national integration. This would add to the institutionalization of social studies education curriculum.

1.3 Objectives of the study

This study attempts to investigate the effect of social studies education on national integration among teachers and students of upper basic education level in Zaria educational zone of Kaduna State. More specifically, this study attempted to find out:

1. The effect of social studies education on national integration among teachers and students of upper education level in Zaria educational zone of Kaduna State.
2. Whether there is any significant difference between the opinion of the male and female teachers and students towards social studies education as an enabling tool for national integration in Zaria educational zone of Kaduna State.

3. How social studies education can impart the knowledge and spirit of national integration among upper basic 2 and upper basic 3 social studies teachers in Zaria educational zone of Kaduna State.

1.4 Research questions

This study attempted to answer the following questions:

1. To what extent can social studies education serve as an effective tool for national integration of Teachers and Student of upper basic education in Zaria educational zone of Kaduna State?
2. Is there any significant difference between the opinion of male and female teacher and students towards social studies education as an enabling tool for national integration in Zaria educational zone in Kaduna State?
3. How can social studies education impart the knowledge and spirit of national integration in the upper basic 2 and upper basic 3 social studies teachers in Zaria educational zone of Kaduna State?

1.5 Research hypotheses

The study tested the following null hypotheses:

Ho1: There is no significant difference between the opinions of teachers and

Students on the effects of social studies education as an effective tool for national integration in Zaria educational zone of Kaduna state

Ho2: There is no significant difference between the opinions of male and female teachers and students on the effect of social studies education as an enabling tool for national integration in Zaria educational zone of Kaduna state.

Ho3: There is no significant difference between the opinions of upper basic level 2 and 3 social studies teachers on the impact of teaching social studies on the effects of social studies as an enabling tool for national integration in Zaria educational zone of Kaduna state.

1.6 Significance of the study

The study will be useful to all Nigerians especially the teachers and students of all educational institutions where social studies education is being taught. The study will contribute to the unity of the various ethnic groups in Nigeria and also sensitize the citizens on the importance of living together as one nation.

The study will help the social studies curriculum planners in placing added emphasis on national integration in the social studies curriculum. The study will enable the subject specialists who are experts in the field of social studies to contribute in the formulation and development of social studies objectives, also to select and organise the means of the curriculum, in writing and assessment of social studies syllabus and textbooks which must reflect national integration.

The study will help the school administrators to incorporate their training needs in the school curriculum. The study will provide the teachers with the

identification of the needs, interest and difficulties of their students, also to help them make use of the right methods and instructional materials in teaching, with an effective participation of students from various cultural and religious groups so as to enhance national integration. On the part of the students, the study will bring about positive change in their behaviour, thereby improving their attitudes toward fellow citizens from other tribes and religions and work for unity in diversity.

This research work will enable teachers and students of social studies to use the right concepts and methodologies in the teaching and learning of the subject. Also, it will give the curriculum implementers an adequate knowledge of the importance of effective use of the taxonomy of educational objectives in achieving the behavioural objectives in social studies topics and will enhance national integration.

Lastly, the study will contribute to the development of Nigeria through the objectives and application of social studies knowledge among teachers and students as well as all citizens of Nigeria in general. The outcome of the research will help to bring the various religious and tribal groups together, thereby enhancing social, political and economic development in Nigeria.

1.7 Scope of the study

The study examined the effects of social studies education on national integration among teachers and students of upper basic education level in Zaria educational zone of Kaduna state. The study covered the upper basic education

level two and three social studies teachers and the upper basic education level three students of some selected schools in Zaria educational zone of Kaduna state. This is because the zone consists of Zaria Local government and Sabon Gari Local government areas. The upper basic education level 3 students were involved because they have acquired sufficient knowledge of social studies which will enable them respond to the question in the instrument for data collection.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

This chapter reviewed related literature on the topic, which served two purposes in the research report. First, to set the theoretical base for the research report and second to set the current research into perspective to show how the study fits into the whole scheme of things. It examined the researches previously done on the problem of the study and evaluates what these researches have and have not achieved in solving the problem that is the focus of the study. This chapter was discussed under the following sub headings:

- Theoretical framework
- The concept of Social studies education
- Goals and Objectives of social studies education in Nigeria
- Historical and justification for the introduction of social studies education in Nigeria
- Methods and techniques for social studies teaching
- Social studies instructional materials
- Social studies education in relation to the national policy on education
- National integration
- Nigeria's efforts at achieving national integration
- Problems of national integration
- Social studies education and national integration

- Review of related empirical studies
- Summary

2.02.1 Theoretical framework

The Cultural Accommodation and Cultural Assimilationist Theories:

Mezieobi (2014) the theories of national integration fall into two categories: Cultural accommodation and Cultural assimilationist version or cultural displacement. He further explained that cultural accommodation model involve the creation of cross-cutting affiliation among the different cultural groups within the society, while cultural assimilation assumes that "primordial and civil ties are mutually exclusive and that integration take the form of zero-sum game culminating in the emergence of a homogenous nation ". This implies that intra group cohesion and loyalty to social classes or the society called the state before integration can occur. He also stated that the cultural accommodation and assimilationist theories of national integration are particularly very important for two principle reasons: they offer descriptions of various forms of integration and an explanation of the conditions which sustain them, and they provide insight into the requisite socio-economic and political policies and structures for creating and meeting these conditions and achieving national integration.

Cultural perception and assimilation create room for accommodation and harmonious co-existence of diverse ethnic groups in Nigeria (Osahon 2013). According to Jackson & Chinatu (2014) the nation is a cultural entity that binds

people together on the basis of culturally homogenous ties – common or related blood, a common language, a common historical tradition, common custom and habit. It is clear that positive attitude and coexistence over a prolonged period of time can weld people of distinct nationality groups together and thus create a new society out of an old one. Mezieobi (2014) is of the view that 'Social Communications- Transactional Theory' entails cohesiveness among individuals of a group and among communities can be promoted by increased mutual relationship and interaction among them. This means that, the greater the transactional exchange between members of a group, the greater the cohesiveness of the group. Furthermore, three types of major interactions are: communication which involves the interchange of messages, trade and mobility- the movement of persons and the frequency of personal contact.

The Functionalist Theory

Wiley (2011) explained that the functionalist theory focuses on the way that universal education serves the needs of a society. Functionalist first see education in its manifest role: conveying basic knowledge and skills to the next generation. Durkheim (the founder of functionalist theory) identified the latent role of education as one that socializes people into the mainstream. This "moral education" as he called it, helps form a more cohesive social structure by bringing together people from diverse backgrounds, which echoes the historical concern of 'Americanizing' immigrants.

According to Wiley, functionalists point to other latent roles of education such as transmission of 'core values' and social control. The core value in American

education reflects those characteristics that support the political and economy systems that originally fuelled education. Therefore, children in America receive rewards for following schedules, directions, meeting deadlines and obeying authorities. Another benefit that functionalists see in education is sorting-separating on the basis of merit. Society's needs demand that the most capable people get channelled into the most important occupations. Sociologists, Talcott Parsons, Kingsley Davis and Wilbert Moore referred to this as *social placement.* After sorting, networking (making interpersonal connections) is inevitable. The most significant role of education in this regard is match making. These may lead couples of similar backgrounds, interests, education and income potential to work together.

Wiley also stated that functionalists point to the ironic dual role of education in both preserving and changing culture. More educated individuals are generally more liberal, while less educated people tend towards conservatism. Therefore, education is to preserve and pass on knowledge and skills and also transforming them. Education also serves as placement of the family. Many issues of career development, discipline and human sexuality- once the domain of the family- now play a routine part in school curriculum.

2.02.2 The functionalist theory in relation to education and national integration

This study is out to find out how social studies education can bring about national integration among teachers and students. Education is the key stone of national integration and looking at the objectives of social studies, the

functionalist theory of education has analysed the function of education which is out to serve the needs of the society. Okobiah (1985) stressed that an effective classroom, social studies education was meant to assist learners cultivate virtues that would transform them into effective citizens with skills, competences, attitudes, moral values and informed political judgement to effectively live, interact, interrelate and contribute positively to the economic, social, political and cultural development of Nigeria. The functionalist theory is relevant to social studies because they both focus on the transmission of core values and social control which support the political and economic systems. Sorting and networking will make students more serious as every child will love to be placed on a higher level.

2.03 The concept of social studies education

Social Studies have been defined by different people and different society's base on the different environment. Social Studies is a programme of study in school, it is generally seen as the study of man and his environment. According to the National Council for the Social Studies (2009), social studies is "the integrated study of the social sciences and humanities to promote civic competence", within the school programme, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science psychology, as well as appropriate contents from the humanities, mathematics and natural

sciences. In essence, social studies promote knowledge of an involvement in civic affairs.

Mezieobi, Fubara & Mezieobi (2013 pg2) defined social studies as an integrative field of study which probes man's symbiotic relationships with his environment, endows man with the reflective or contemplative capacities, intellectual, affective, social and work skills, to enable him to understand his world and it problems, and to rationally solve or cope with them for effective living in the society. Ndan & Jarimi (2011 pg46) stated that 'in Nigeria, social studies is perceived as the field of education or the common learning of man's interaction with his social, physical, economic and political environments which influences and brings about human improvement'. Ololobou (1999) also stated that social studies is an organized, integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry.

Arisi (2011) explain social studies as the study of man within his environment, physical, social, economic, psychological, religious, political, cultural, scientific and technological. Social studies is the study of how man exists in his environment, deals with the multitude of factors that bears on man's existence. It involves man's activities, the activities he engaged in and why he engages in them. These include what he does, why he does them, what he believes in and why he believes in them; his problems and how they can be solved. Social studies as a subject provides us with the ways of looking at the society in order to understand it's structure and it's problems and to find ways of solving the

problems of the society. Ebirim & Edi (2014) are of the view that, basically, man is the epicenter of Social Studies and the environment (physical and man-made) is the base for man's survival and existence in the environment in which he finds himself thus, man is being examined from the following comprehensive perspectives; social being, political being, legal being, religious being, cultural and economic being. In the words of Jackson & Chinatu (2014) social studies is the study of how the human being influences his environment with the view of getting maximum benefits from it. It also deals with how the environment deals with human being in return. It equally studies the society, the relationship between people and the world in which they live. They added that social studie could be defined from the spatio-temporal angle, which is in the context of space and time. For instance, Nigeria after independent witnessed problem of integration hence the need to teach patriotism and unity which called for the introduction of social studies education with its main focus on citizenship transmission. In other words, Social Studies is the integration of interrelationships of different subjects aimed at inculcating national consciousness and national unity, imbibing the right type of values and attitude for self and national survival, the acquisition of necessary skills, ability and competences which individuals needs to be able to contribute to national development (Chukwu, 2011).

2.04 Goals and Objectives of social studies

Social Studies objectives vary from one society to another based on their needs. Ajibola (1999), explained the following objectives of teaching Social studies: It presents knowledge as a whole unlike the traditional subjects such as history, civics, and geography to mention but a few, which are taught separately.

- It helps create awareness and understanding of our evolving social and physical environment as a whole in its natural, manmade, cultural and spiritual resources, together with the rational use and conservation of these resources for national development.
- It helps develop a capacity to learn and to acquire certain skills, including but not limited to those of listening, speaking, reading, writing and of calculation but also those skills of hand and lead together with those of observation, analysis and inference which are essential to forming sound socio-economic and political judgment.
- It helps ensure the acquisition of that relevant body of knowledge and information with essential prerequisite to personal development as well as to a positive personal contribution to the betterment of mankind.
- It helps develop a systematic appreciation of the diversity and inter-dependence of all members of the local community, and the wider national and International community.
- It helps develop in students' positive attitude of togetherness, comradeship and toward a healthy nation, the inculcation of appropriate values of honesty,

integrity, hard work, fairness and justice at work and play as one's contribution to the development of the nation.

- It helps correct or eradicate bad social behaviuors, which are very common in our society today. Such social problems are drug addiction, cheating, theft, ignorance, statism, illiteracy, hoarding, smuggling, nepotism and other irresponsible behaviours.
- It helps be alive to civic duties, which make the society to be more enjoyable and pleasant. In the subject, people learn about the need to pay their taxes and rates, taking care of the sick and the needy, responding favourably to community work or self-help projects, such as building of the town hall, constructing a place or post office.

Jackson & Chinatu (2014), grouped the objectives of social studies into three broad categories for proper understanding, they are:

1. Knowledge: This means understanding the evolving social and physical environment, acquiring basic fact and information about our environment.
2. Skills: Acquiring such basic skills as listening, speaking, reading and writing, skills of observation, data-collection, analysis and inference, which are essential to the forming of sound judgment.
3. Attitudes and values: Development of positive attitude of togetherness, comradeship and cooperation, the inculcation of values of honesty, hard work, fairness and justice.

According to Mezieobi (2014) a cautious identification of some vital attributes of social studies which are germane to cohering national integration would be most

appropriate. These include: its social sensitivity nature, curriculum content emphasis, interactive process strategies and goal-objectives.

Social studies objectives as displayed in the taxonomy of educational objectives

The National Teachers' Institute (2000) defines Taxonomy as practice of classification. Bloom divided learning ability into three domains, namely, the cognitive, the affective, and the psychomotor. Social Studies objectives are embedded in these three domains, as each domain is divided as follows

The Cognitive Domain (Intellectual Process): This deals with the recall or recognition of knowledge and the development of intellectual abilities and skills, it is classified into six steps namely: knowledge, comprehension, application, analysis, synthesis, evaluation.

- Knowledge involves the elementary skills of recalling and remembering specific information or experiences such as specific pieces of information, terminology and facts, ways and means of dealing with specifics, conventions, trends and sequences, classification, principles of generalization e.t.c.
- A comprehension is the ability to grasp the meaning of materials. This may be shown by translating materials from on form to another, by interpreting materials and estimating future trends.
- Application refers to the ability to use learned materials in new concrete situation. This may include the application of such law or rules, methods, concept, principles law and theories.

- Analysis involves breaking down or the separation of a whole into its component parts. It is a process of reasoning or thinking that is simple listing of elements.
- Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique combination, a plan of operation or a set of abstract relations.
- Evaluation is necessary as a standard against which things can be measured. Evaluation can be qualitative or quantitative, direct or indirect, subjective or objective. Usually, judgments are made in terms of internal and external evidence.

Affective Domain (Attitudinal Process): This includes the objectives which describe the changes in interest, attitudes, values and the development of appreciation. The following classes are identified receiving, responding, valuing, organization, characterization by a value or value complex.

- Receiving (Attending) implies that the communication will be listed so that the person involved is aware of message or stimulus.
- Responding implies that something more than merely attending is involved. Some sort of reply or answer occurs, and this suggests that a level of interest and motivation has been gained as a resources. The level of commitment is low but a degree of curiosity or arousal has occurred.
- Value implies that the attitude is regarded as having merit or intrinsic worth to the person concerned. It is worthwhile, useful desirable. It is esteemed, appreciated and important.

- Organization is concerned with bringing together different values, resolving conflict between them, and beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating and synthesizing values. At this level something more than an ability to defend one's value is implied.
- Characterization by a Value or Value complex. This represents the highest level of the taxonomy. Characterization as the name implies, is concern with the person's character, with his or her uniqueness of an individual. At this level, value has been placed within a coherent framework which leads consistency to what a person does or believes. Characterization is seen in the philosophy of life of a person in their fundamental rule of conduct. Beliefs, ideas and attitude are all fused together into an overall view of life.

Psychomotor Domain: this domain is concern with skills that are common to most subject e.g. writing, speaking and laboratory skills. In Social Studies, the focus is on social skills students are expected to acquire. Psychomotor objectives are those that emphasis on some muscular or motor skill, some manipulation of materials and objectives or some act of which requires a neuromuscular coordination. Psychomotor domain is classified into study skills, communication skills, manipulative skills, social skills and problem-solving skills.

- Study skills involves locating, understanding and using sources of information such as books, pictures, charts, gazettes, atlases, graphs, maps e.t.c. Other skills include organizing information, interpreting information, evaluating information and presenting information.

- Communication skills involve speaking, listening, writing, reading and dramatization.
- Manipulative skills include construction, modeling, drawing, displaying, e.t.c
- Social skills are by experiencing the need for the skill and adjusting behavior according to the social situation. The skill includes tolerance of differences in others, e.g. differences in opinion, beliefs, abilities and attitude, the ability to plan with others , assisting other less gifted, co-operating, contributing information, sharing responsibilities, providing leadership for a group, thanking visitors, sharing materials and equipment. The following verbs are examples of functional social behaviours accept, agree, answer, laugh, praise, permit, compliment, contribute, dance, forgive, thank, create, help, interact, invite, e.t.c.
- Problems-solving skills are called into play whenever a child or class is confronted with a difficulty or a question which requires solution.

Social Studies objectives are geared towards solving the problems of the society. According to N.T.I. (2000), Nigeria as a nation has many social problems such as bribery and corruption, religious intolerance, electricity among others, which needs social participation by all citizens. But citizens cannot effectively participate in problem-solving situation unless they have acquired the skills of problem-solving and are also appreciative of the problems facing the nation, and are willing to participate in the progress. In this view, it is necessary for teachers to develop objectives at the cognitive, affective and psychomotor domains. The scope of Social Studies includes the cognitive, affective and psychomotor skills.

These skills are acquired to promote knowledge, the basic skills, values, beliefs and social participation (Ololobou, Jacob and Ndazhaga 2000).

2.05 History and justification for the introduction of social studies education in Nigeria

According to Omooba, Obi & Olabode (2008), The history of social studies can trace back to the United States of America, where the concept of social studies has been evolving since the beginning of the last century. Initial development of social studies is traceable to the USA. The 1961 report of the social studies committee of the commission on the recognition of secondary education, titled "the social studies in secondary education". With the report, social studies achieved a legitimate status as a curricula subject in schools. Its role has been expanded in education in any parts of the world. Through its spread to Europe, particularly Britain in 1930, there was a growing awareness of the need to educate the youths and citizens following the rise of totalitarian regimes in Europe.

By 1960, social studies have reached Britain and was tried as an inclusion in their secondary schools (model) curriculum at a time when citizens of that country were found wanting of some kind of social adjustment. In 1962, another conference was held at Durham Messachusetts, sponsored by the education services, incorporated with the objectives evolving new teaching of social studies programme. In 1967, at the conference held in Queens College Oxford, social

studies for Africa was discussed and were attended by a group of educationist from Africa. The same conference suggested the introduction of social studies in the primary school and teachers training colleges of member countries. Eleven African countries and British educators attended the conference, and they are Nigeria, Ghana, Sierra Leone, Kenya, Uganda, Ethiopia, Lesotho, Malawi, Tanzania, Zambia and Botswana. It was at this conference that African social studies programme (ASSP) was planted with its headquarters in Nairobi Kenya, and was charged with the responsibility of encouraging the development, as well as coordination the programme in Africa. The Mombasa conference was a follow-up of this conference. Participants at the two conferences agreed that the teaching of geography and history needed review to emphasize national heritage and national achievement with the hope that these objectives will help develop national pride and identity.

The introduction of social studies in Nigeria could be traced back to the period before independent. Its first appearance was in the western region when the subject was introduced into schools in 1950 through Joint Educational Development Programme between the region and the University of Ohio USA. The Ohio programme only affected teachers training colleges in the region. In 1963, a pilot project was conducted at Aiyetoro comprehensive high school, now in Ogun state, it was an effort to introduce social studies among other subjects. This project was jointly financed by the ministry of education in the western region in collaboration with the United State Agency for International Development (USAID) and Ford Foundation.

Based on the success achieved at Aiyetoro, the government of western Nigeria decided to extend the programme to other schools in the country as part of the plan, Aiyetoro C.H.S. was assigned to draw up a syllabus for the first two years of secondary education and also to write the materials to suit the syllabus. The text book, "Social Studies for Nigerian Schools", written by Aiyetoro team was presented for evaluation at the critique conference of Nigerian education held in Lagos in 1969. The conference was organized under the joint auspices of the Comparative Education Studies and Adaptation Centre (CESAC) and the Ford Foundation programme on curriculum development in Nigeria. They made valuable suggestion towards the improvement of the textbook-to make it usable allover Nigeria. Social studies introduced on a national basis at the 1969 National Conference after the formation of SOSAN of which the founder and national secretary was Mr. M. A. Makinde. At this conference, issues of ideology, purpose and objectives of education in Nigeria were discussed, the recommendations and resolutions there from touched on the culture of teaching social studies in the Nigeria education system.

Among the recommendations which form the core of the National Policy on Education was that social studies should be taught in all teacher training colleges and in lower classes of the secondary schools. The Federal Government approved the teaching of social studies in primary schools, teachers training colleges and junior secondary schools in Nigeria.

The justification for the introduction of social studies according to Isa (2011) was due to the fact that social studies programme was developed based on the

believe that formal education can be effective in influencing the child's social understanding and behaviour. The aim of social studies is the promotion of civic competence- the knowledge, intellectual processes and democratic dispositions required of students to be active and engaged participants in public life. The civic mission of social studies demand the inclusion of all students- addressing culture, linguistic and learning diversity that includes similarities and differences based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs and other educational and personally significant characteristics of learners (NCSS 2009).

Social studies education was developed because of the urgent need for a positive change in the behaviour of man towards fellow man and the entire environment. This will bring about a common understanding, improved skills and attitude which will enhance unity and development of our society.

2.06 Methods and techniques for social studies teaching

According to Mezieobi, Fubara and Mezieobi (2013) method is derived from a Greek word 'metahodos' and it means the right way for our purpose. Teching method is a chosen systematized and ordered correct way through which the act of teaching is performed in order to accomplish the set objectives of instruction. They offer a general guideline on the purpose of teaching the content, while techniques on the other hand refers to devices or strategies adopted by a teacher to teach a lesson. The following are some of the methods and techniques use in the

effective teaching and learning of social studies according to Ololobou, Jacob and Ndazhaga (2000).

- **The inquiry method**: Inquiry is also called by different names like problem solving, critical thinking, reflective thinking, reflective inquiry and inductive thinking. It is however defined as a technique in which the students fine answers to questions, problems or riddles during the learning processes. It involves probing, finding out, investigating, analyzing, synthesizing, discovering, evaluating, questioning and thinking. This can be done by teachers and students by locating and gathering information from many sources like reading materials, audio materials, specimen and community resources. Since learning by inquiry does not just happen in the classroom except it is consciously planned, the teacher is expected to be familiar with the procedure involve. They include

    a. Identification of the problem or the issue involved.
    b. Examination of the problem identified.
    c. Formulation of hypothesis.
    d. Collection of information or data on the problem.
    e. Presentation and analysis of data.
    f. Formulation of Generalization.

The inquiry method encourages the students on how to think and work for themselves; the internalization of desirable attitude, value, skills and knowledge by the students based on the varies experiences encountered during the learning process; it enhances independence and self-confidence in the learners; it encourages student understanding of the processes, concepts and relationship

existing among human being; and in group work it enhances interdependence, social relations and cooperation.

- **Dramatization:** this is a way of making the learners express themselves and their understanding of the life around them or distant environment creatively, practically and concretely. It involve imitating, co-operating, playing, singing, dancing, crying, reciting, obeying, controlling, listening, judging and other similar activities. Procedures for dramatization includes

  a. Identification of the problem or issue to be dramatized.
  b. Identifying the various actors and actresses in the play.
  c. Explaining the problem to the class.
  d. Choosing participants and assigning role to them.
  e. Rehearsal.
  f. Follow up activities.

  Dramatization provides opportunity for the participants to acquire knowledge base on the play and to express themselves freely and happily; skills of social interaction, listening, patience, tolerance, co-operation are learnt; desirable attitude like respect for the opinion of others, self-control and tolerance are inculcated and internalized.

- **Discussion method**: Ololobou (1996), stated that a small group is one of the most effective methods of teaching and learning social studies. It enables participants, share, contribute, examine, simplify, formulate, clarify, argue, suggest, accept, and reject ideas and opinions of others. In discussion, the teacher must encourage

full participation of all members of each group and discourage the domineering tendencies from any member of the class including him. The teacher should direct the class to explore all the various options of the issues and in concluding the discussion, must highlight the entire positive and negative consequences of each decision and resolution. The following should be considered when planning discussion

a. The teacher should identify and define the issue clearly.
b. He should prepare very well for the discussion through intensive and extensive research on the topic.
c. Diversion to other topics in the cause of the discussion should not be allowed.
d. Many members of the class should be encouraged to contribute while the teacher listens carefully.
e. Contrary view to that of the teacher held by members of the class should be respected.
f. The teacher should not be emotional over issues to the point of imposing his view on the learners.
g. Facts should be used by contributors to support their views on issues being discussed.
h. Thought-provoking questions should be encouraged to clarify areas of doubt.

Discussion enables the students to know about themselves and other members of the class and the qualities of good leadership and followership can be imbibed by the learners through their exposure to this method.

- **Role play method**: this is one of the strategies use in teaching social studies to develop the affective domain. It is use for exploring complex ethical behaviuor as well as teaches certain emotional feelings which might be difficult for the teacher to express or demonstrate. In role-play, there is no rehearsal or scripts to be memorized, players try to get into the shoes' of the person they are acting their role. The steps involve in role-play are:
    a. Identify the problem.
    b. Discuss the problem with the students thoroughly with the students to the point of dilemma.
    c. Identify the various solutions to the problem.
    d. Choose the players that will enact each solution.
    e. Questions and discussions must follow each enactment.
    f. After all possible solutions have been enacted, generalizations are then formed.

    The advantages of role play includes improvement of learners problem-solving behavior; exposing learners to real life situation; values of the society are learnt and internalized; learners learn skills of listening, talking and demonstration; it enables students express their thoughts and feelings freely.

Social Studies education influence positively man's social, cultural, economic and political values. Through social studies, learners are expected to acquire knowledge and understanding of his environment and voluntarily participate in social and civic responsibility of his society. These will work out if the social studies teachers effectively apply the mentioned methods and techniques for teaching and learning.

2.07 Social studies instructional materials

Instructional materials are the primary tools in the hand of the teachers for effective teaching and learning processes. Its importance is aptly demonstrated in the popular adage that when we hear alone in the class, we forget much of what we heard, while when we hear and see we forget much less and recognize better, but whenever we hear, see, and do, the rate of forgetting is significantly low. According to Jacob (2006) six (6) board categories will be used for easy understanding by teachers and students of social studies. They are:

i. **Reading materials**: These materials refer to daily or weekly newspapers, magazines, periodicals, pamphlets, textbooks and so on. They are use by the teachers to get relevant information's which will help in the achievement of the lessons objectives. They can be consulted before the lesson by the teacher and his students (reference point), or they can be used as focus point during the lesson or as sources for assignments which might be given after the lesson by the teacher.

ii. **Visual materials**: Instructional resources under this category appeal more to the sense of sight than the sense of hearing. Some of them includes pictures, display, flannel boards, stereographs, graphs and charts, maps, globe, chalkboards and costumes. They are mostly use for lesson presentation as a strategy to enhance students' learning. If effectively utilized, they can reduce boredom in the teaching- learning process.

iii. **Audio materials**: This refers to those instructional materials that appeal more to the sense of hearing. Some of them include record-player, and tape recorders. They can be used to test the listening abilities of the students, and to listen to varieties of music or even stories or messages from resource persons who might not be available in the classroom.

iv. **Audio-visual materials**: This refers to materials that appeal to the senses of hearing and sight at the same time. They include television, video tapes and video recorder/player, films and film projectors. They help teachers and their students to explain and illustrate points/issues that are abstract. They can equally be useful in the areas of recording, retrieving and transmitting messages.

v. **Resource persons**: These are other student teachers and professionals within the community that the teacher and students can use to promote learning. Those within the community include traditional rulers, carpenters, mechanics, traditional and modern doctors, religious leaders, fathers, mothers, policemen, tailors and so on. They can be invited to the school or visited by the students during which they will interact and share first-hand information about their roles

in the society. The students will equally have the opportunity to ask questions and seek clarification where necessary.

vi. **Realia**: These are real and original materials that can be used by the teacher and the students. They are mostly found within the community. Social Studies which is community base is blessed with a lot of realia, some of which include jewelry, ornaments, cowries, coins, money, clothing, utensils, tools, drums, horns, models, equipment, work of arts, food samples, war implements and shrines. They can also be very useful during role play.

Jacob (1996) concluded in his research that the use of instructional materials in the teaching of social studies is more effective than the traditional method of chalk-and-talk method. The use of these materials help to promote and improve the effectiveness of communication of ideas to learners; they help students with defects (hearing and seeing), as they minimize teacher's domination of the lesson through much talking; resource persons help to link the school with the outside world and enable the learners get first-hand information.

2.08 Social studies education in relation to national policy on education

According to Chukwu (2011), it is pertinent to critically analyze how social studies objectives relate to the national goals on education and how the objectives of social studies could help in realizing these national goals. In order to better appreciate the relevance of social studies to the attainment of national goals on education it is necessary to highlight the objectives of higher education as stipulated in the National Policy on Education which read thus,

- Contribute to national development through high level relevant manpower training.
- Develop and inculcate proper values for the survival of the individual and society.
- Develop the intellectual capabilities of individuals to understand and appreciate their local and external environment.
- Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.
- Promote and encourage scholarship and community service.
- Forge and cement national unity and
- Promote national and international understanding and interaction. (NPE, 2004).

A critical understanding of the objectives shows that social studies can be a vehicle to achieve the under listed national goals on education which if effectively implemented can integrate the nation in the following ways:

- Free and democratic society: it would help to ensure the acquisition of that relevant body of knowledge and information with essential prerequisite to personal development as well as to a positive personal contribution to the betterment of mankind, thus instilling and inculcating a critical and questioning attitude to the mind and by so doing giving it more matured outlook to life. This way it assists to individuals with relevant knowledge, well-informed in societal matters equipped with positive initiatives that can have a say in the society and contribute to the advancement of the society in which they live.
- A just and egalitarian society: it is an objective of social studies to develop in the students positive attitudes of togetherness, comradeship and co-operation towards

a healthy nation, the inculcation of appropriate values of honesty, integrity, hard work, fairness and justice (at work and play) as one's contribution to the development of the nation. It helps to inculcate certain indispensable virtues, which help the individual have the right attitude to life. Such vital virtues are tolerance, courage, self-discipline, appreciation, respect, patriotism, endurance, sympathy, self-reliance, honesty, obedience, kindness and industry-the qualities that will characterize a just and egalitarian society.

- A united, strong and self-reliant nation: social studies intend to develop a capacity to learn and to acquire certain skills, inculcating not only those of listening, speaking, reading, writing and of calculation but also those skills of hand together with those of observation, analysis and inference which are essential to the forming of sound socio-economic and political judgment. With the objective, social studies will be able to produce individuals who acquire skills and attitudes which would fit them into the world of employment through which they can make meaningful contribution to development of themselves and the society.
- A great and dynamic economy: social studies helps to create awareness and an understanding of our evolving social and physical environment as a whole in its natural, manmade, cultural and spiritual resources together with the rational use and conservation of these resources for national development. Social studies has the process of growth, expansion of knowledge, a network of facts which also is subjected to modification, acceptance or rejection thereby contributing towards the achievement of a great and dynamic economy.

- A land full of bright opportunity for all citizens: social studies help to develop a systematic appreciation of the diversity and interdependence of all members of the local community. The subject also teaches positive enjoyment and pleasure.

With the above analysis of the relevance of social studies in attaining the national goals on education, the writer argued that social studies should be emphasized in Nigerian institution of higher learning as this will help build up the often sidelined character education and check the excesses and moral decadence among students and by extension, future leaders.

2.09 National integration

Integration according to Jacson and Chinatu (2014) is the incorporation of disparate ethnic and religious elements of the population into a unified society, providing equality of opportunity for all members of that society. Osahon (2013) explained national integration as striking a balance between cultural relations in a multi-ethnic diverse polity as well as sensitizing the citizenry for peace education, cultural accommodation, developing attitudes and values for collective national existence. National integration is the process of uniting different people from all ethnic group, religion and works of life into a single whole; this will bring about peace, stability, prosperity and performance. National integration is the awareness of a common identity amongst the citizens of a country. This means that though we belong to different tribes, religions, states and culture, we recognise the fact that we all are one and must live in unity.

Maurice (1976) in Ojo (2009), defined national integration as "the process of unifying a society which tends to make it a harmonious city, based upon an order its members regard as equitably harmonious". Also Philip, Jacob & Henry (1964) in Ojo (2009) maintained that national integration is a relationship of community among people within the same political entity. According to them, "it is a state of mind or disposition to be cohesive, to act together, to be committed to mutual programmes". Ojo (2009) states the relationship between national cohesion, national integration, national unity and nation- building. And so, Etzioni (1965) in Ojo has argued that community is cohesive when:

a. It has effective control over the use of the means of violence.

b. It has a centre of decision making, capable of effecting the allocation of resources and reward.

c. It is a dominant focus of political identification for a large majority of politically aware citizen.

Ojo (2009) also stated that Karl (1966) offers a better definition as "the attainment within a territory of a 'sense of community' and institutions and practices strong enough and wide spread enough to assure, for a long time dependable expectations of peaceful community". According to Elaigwu in Odeh (2011), national integration is determined by, "the degree to which members and groups in a plural society adapt to the demands of national existence while co-existing harmoniously".

From the above definitions of national integration, it is necessary for a nation like Nigeria to be integrated because it will enhance unity, progress, development and fruitfulness. According to Mezieobi (2014), Nigerian scholars are not agreed the exact number of ethnic groups in Nigeria, he mention that Ogungbemi (2008), Arinze (2011), and Orisa (2013) are of the view that Nigeria has over 250 ethnic groups while Lergo (2011), Osilem and Igwe (2013) stated that there are 374 ethnic groups in Nigeria. Since the amalgamation of the northern and southern protectorate by the colonial masters Nigeria is still disintegrated because of ethnic and religious differences. Nigeria is over 51 years old and still battling with disunity and disintegration. Tijani (2005) stated that Nigeria should aim at full integration and then unity will automatically follow. Therefore, the problem of unity and integration of our country must be tackled forcefully, scientifically and permanently. But the situation on ground is different. In most big cities in our country, one still notice pockets of communities living separately in various corners of our cities. They try to maintain their separate identities. Thus you have the Hausa quarters in Ibadan and Hausa quarters in Maiduguri. Despite all efforts, the Hausa immigrants in the above mentioned cities have succeeded in maintaining their Hausa identity.

Tijani (2005) also stated that the social anthropologist who studied such cases have shown that this is not due to the immutability of the people, but due to the circumstances of their existence. The Hausas in the aforementioned were seen and treated by the host community as aliens.

The concept of integration according to Tijani (2005) is wider and it is a process of uniting groups with different background into one entity bound by common norms, values and interest. He further stated that the concept of national integration and unity refers to the uniting of various groups that have different social and cultural background into one physical entity. Arisa (2011) asserts that National Integration is a form of social nurturing; it is a process of uniting various groups in the society through a common identity by putting aside major differences but at the same time not ignoring the original identity of each group. She stressed that the unity that exists in the country is founded upon power sharing, a democratic government, sound economy distribution and cultural tolerance. This can be achieved through a process of socialization such as the same system as educations, using the same language, inter marriage and practicing the national ideology. What should be nurtured is national consciousness and not ethnic consciousness, because if ethnic consciousness is still stronger, national consciousness will remain weak.

2.10 Nigeria efforts at achieving national integration

Nigeria has yearned for the integration of the various ethnic and religious groups in the country, but Nigeria had not attained it. According to Arisi (2011), the unremitting effort curiously began with the breaking up of Nigeria into pieces with weather domination. First, the three regions inherited from colonialism, the North, West and East in which the North preponderantly dominated the two (later

four) other regions, was broken up into six, with another six in the South, making twelve in 1967, 19 in 1976, 21 in 1987, 30 in 1991 and 36 in 1996; plus the Federal Capital Territory of Abuja (F.C.T.), which brings it to 37 the total number of units enjoying same status in all respect, especially allocation of Federal resources. But these have not helped matters, even if you are born in any state outside your state of origin, you are not regarded as son of the soil, you are an alien

National Youth Service Corps (NYSC)

Another effort to integrate Nigeria was the establishment of the National Youth Service Corps (NYSC), which was created in a bid to reconstruct, reconcile and rebuild the Country after the Nigerian civil war. According to the Federal Government of Nigeria, the unfortunate antecedents of our National history gave impetus to the establishment of NYSC by decree number 24 of 22nd may 1973, "with a view to proper encouragement and development of common ties among youths of Nigeria and the promotion of National unity". The NYSC has now been repealed and replaced by decree 51 of 16th June 1993 was then formally promulgated. The purpose of the scheme is primarily to inculcate in Nigerian youths the spirit of selfless service to the community and to emphasize the oneness and brotherhood of all Nigerians, irrespective of cultural and social background. This will demonstrate the fact that no cultural or geographical entity can exist in isolation. Arisa (2011) stated that the National Youth Service Corp scheme, which was specifically design to foster the desired integration, has woefully failed after more than 30 years of its existence .Arisa also stated that

NYSC is now pitching itself toward more serious disaster as the more serious states are pitching on the qualified professionals from other states like Doctors and quantity surveyors into their services, while those other states are sinking deeper into the morass of underdevelopment

Federalism

According to Ojo (2002), it was in an attempt to weld together her disparities ethno-religious and linguistic entity that Nigeria opted for Federalism in 1954. Beloff (1953), asserted that the assumption then was that Federalism is "a half-way house between separate independent states unification". It is a process of seeking unity, without uniformity, more so, where size, cultural and linguistic diversity, historical particularism and considerable decentralization prevails as in Nigeria. However, since 1954 when the foundation of classical federalism was laid, the system is still convoluting. Ojo stated that an early generation of students of inter-group relations or plural society, considered federalism as effective way of achieving and preserving both integration and stability in deeply divided society. Federalism is reputed to be an effective political-cum-constitutional design for managing complex governmental problems usually associated with ethnic and cultural diversity. It has however failed to take firm roots in Africa as mechanism for National cohesion. Mkandawire (1999) explained that the reason among others why federalism failed is that Africa, a continent of more than a thousand ethnic groups was to adopt political postures and institutional arrangements that simply denied the existence of such diversity. Politicians still mobilize and manipulate ethnicity, politic of 'ethnic balance' was the rule of the

day, practice by people who denied ethnicity. Politicians were nationalist by day and tribalist by night. In the words of Ayoade (1998), to expect federalism to produce a seamless unity is to expect too much from that system. He noted further that 'experience has shown that it has not proven to be a particularly good device for integrating plural society into a single political system'. According to Ilesanmi (2001), a federal system that claims to be secular is presently enmeshed in religious upheavals because of the adoption of sharia in some part of the Northern states. Enahoro (2002), is of the view that Nigeria needs to find a solution to the country's crisis of unity in fiscals federalism, political re-structuring, derivative revenue sharing and the extensive decentralization of the present wrapped union where there is so much power and resources concentrated in the centre (Osuntokun 2000).

Federal Character

Federal Character is another accommodative strategy adopted by Nigeria. It is defined as "fair and effective representation of the various component of the federation in the country's position of power status and influence: (Government's views and comments on the findings and recommendation of the Political Bureau, 1987).

Odeli (1980) said, 'federal character is the term used to indicate the composition of the federal government or any of its agencies. It ought to reflect fair and equitable distribution of privileges and benefits among the ethnic groups in Nigeria so as to foster national unity and stability. In the word of Okwudiba,

(1980), federal character is the desire of people of Nigeria to promote national loyalty and give every Nigerian a sense of belonging to the nation, notwithstanding the diversity of ethnic origin, cultural, language or religion which is their desire to nourish and harness in the environment of federal republic of Nigeria. This principle was designed to curtail the fears of the ethnic religious mega nation or domination (Ojo, 2002). Ayode (1998) asserts that federal character suffers from a facility philosophical premise. One problem which it has not been able to resolve is the question of arithmetical or proportional equality among the states of the federation. Ojo stated that the snag is that the policy is engendering federal instability rather than integration. In an extensive nationwide survey carried out by Institute for Democracy and Electoral Assistance (IDEA), (2001). The impact of the federal character policy on citizenship was explored. It is widely believed that it has created three types of Nigerian citizens:

- First, the most privileged are those who belong to the indigenous communities of the state in which they reside.
- Second, citizens who are indigenes of other states are less favoured and
- Third, the least privileged are those citizens who are unable to prove that they belong to a community indigenous to any state in Nigeria, and women married to men from states other than their own.

IDEA (2001) further observed that such a multiple system of citizenship inevitably endangers discrimination in jobs, land purchases, housing, admission to educational institutes, marriages, business transactions and the distribution of social welfare services.

Federal capital territory (FCT)

Arisi (2011) mentioned that we have moved the capital base of our federation from Lagos in the southwest corner of the country, to Abuja, so that all Nigerians will have a sense of belonging. Ojo (2009) stated that both the polities and administration of the new federal capital territory has not been helpful. The arrangement is so haphazard that the chairman and some members of the committee that recommended the new capital have openly lamented that the essence of the capital has been jettisoned. Other integrative measures adopted by successive governments include quota system, local government creation, establishment of unity schools across the country (Federal Government Colleges), and the introduction of Universal Basic Education.

The 1999 Nigerian constitution and national integration

According to chapter two of the 1999 constitution fundamental objectives and directive principles of state policy, paragraph 15 sub sections 2 and 3. Accordingly, national integration shall be actively encouraged, whilst discrimination on the grounds of place origin, sex, religion, status ethnic or linguistic association or tie shall be prohibited. For the purpose of promoting national integration, it shall be the duty of the states to:

a. Provide adequate facilities for and encourage free mobility of people, goods and services throughout the federation.
b. Secure full residence rights for every citizen in all parts of the federation.
c. Encourage inter-marriage among persons from different places of origin, or of different religious, ethnic or linguistic association or ties; and

d. Promote or encourage the formation of associations that cut across ethnic, linguistic, religion and or other sectional barriers.

2.11 Problems of national integration

The problem of national integration in Nigeria is not remarkably different from that of most of the nations that were colonized in Africa. The Nigerian elite who were groomed by the colonial masters accepted modernization as development and displayed unbridled enthusiasm in importing values, institutions, technology, manpower and policies. It was for this particular reason that it failed to institute an indigenous and independent economic base. Consequently, the transition from colonialism to independence made little economic sense because of vestiges of post-colonial political era (Ifeanacho and Nwagwu, 2009).

By 1914, it completed the process of bringing together several hundreds of ethnic, linguistic, and cultural groups and communities which had attained different level of economic and political development. The state structure did not necessarily emphasize integration rather it encouraged specialised regional production to meet the needs of the metropolitan economy, Shively (2003), noted this when he observed that Nigeria: like most colonies was not constructed for internal coherence but rather for the administrative convenience of the British. Ifeanocho and Nwagwe (2009) assert that the Nigeria ruling class inherited this state structure without any form of modification or moderation. They rather

became so preoccupied with the use of the state paraphernalia for accumulating surplus without through the processes of producing surplus.

Ekanola (2006) explained the doom of the re-independence National Integration project as follows:

a. Uneven Acculturation, Development and Acquisition of Modernity: This is a result of differences between groups in terms of their receptivity and adaptability to modernity or duration and intensity of Western impact. For instance, because of the educational imbalance between the south and the north, this still exists today. The Yoruba and the Igbo became urbanized and politically conscious more quickly than the Hausa-Fulani, who by 1952 obviously lagged behind the former by practically all the western yardsticks for measuring development and civilization in 1953, to be effective from 1956.

b. Class Interest: Exploiting Realizing their disadvantaged position in the country, the Northerners were determine to protect their own interest in the political arena, given their perception that southerners already controlled the educational and economic sectors. Consequently, the north refused to go along with the rest of the country and threatened to secede when Anthony Enahoro moved the motion for independence Ethnicity for Personal Advantage: The personal ambitions of nationalist leaders constitute another obstacle to the task of national building and integration in Nigeria. As they competed for power, prestige and associated benefits, nationalist elites sought support from members of their own ethnic groups by accentuating ethnic differences and demonizing members of other groups. Ekanola (2006) stated that Dent reported a prominent Northern political

leader confessed “they had to help the people to hate the Southerners; to look at them as people depriving them of their right, in order to win them over”. It was the anxiety and fear of the northern nationalist leaders that they would lose out in the struggle for power and prestige, when in 1947 the Richard Constitution compelled the people of the northern and the southern protectorates of Nigeria to work together under the same legislative system, that made them appeal to religious and ethnic sentiment to unite the Hausa- Fulani constituency against the southern people.

Their effort was quite successful; until today, they have been able to dominate the political landscape of the country. However, it took ethnic hostility to a new level, and Nigeria has not been able to get out of its debilitating effects. It greatly hindered the chances of Nigeria becoming a nation in true sense. Indeed, practically all nationalist leaders from other parts of the country did the same, teaching members of their ethnic groups to see members of other groups as significantly different and as people against whom they must strive in an effort to achieve their own sectional interests However, beneath the facade of commitment to ethnic interest, a primary motivation for many of the nationalist elite was a deep hunger for power and prestige. The nature of the postcolonial state that emerged after independence remains an unassailable testimony to this fact. It turned out to be exploitative as its colonial precursor, serving as an avenue for capital accumulation and status by political leaders many of whom were only interested in “replacing Europeans in leading position of power and prestige”.

c. The Colonial Legacy: To objectively evaluate the colonial rule in Nigeria in relation to the task of national integration, it is crucial that we begin with a clear understanding of the goals of colonialist. They wanted to ensure that colonial control and dispossession could be achieved without undue rivalry among the colonizers and at minimum cost to them as such, the primary objective of the colonial masters in creating Nigeria was to enhance their economic interest rather than the interests of the colonized people: certainly not the construction of a new national identity, loyalty, unity of purpose and convergence of interests that would cut across the nationalities now lumped together under British rule.

2.12 Social studies education and national integration

According to Arisi (2011) the knowledge taught in social studies is considered essential for worthwhile living and promotion of national integration and unity in the Nigerian society. This is based on the fact that much of the content of the knowledge in social studies is drawn from the realities of the learner's environment (Nigerian environment). This will enable the students in their early formative age to have a better understanding of the ethnic composition of their nation and the link between and among them and the benefit of living and working together as a nation and undermining ethnic sentiments. Arisi also stated that the parameter of social studies emphasizes that whatever society 'man' lives, he must do at least two main things. First, he must interact with his fellow man. Secondly, he must adapt himself to the environment and make himself fully

useful. In other words, he must relate with that part of the world in which he lives. Social studies education focuses on the interaction of people with each other and with their human and natural resources. Included in social studies programme are those aspects of man's activities, which are the greatest value to the society which learners must understand. Of most importance, are the relationships among people, between people and institutions, between people and the environment, and between people and values of the society, as well as all the consequences, issues and interminable problems arising from these inter-relationships, in the chosen environment. One school subject matter cannot provide all the experiences of these human inter-relationships. There must be knowledge from other allied disciplines. Consequently, the content on human relations derived from the social sciences and the humanities, as well as from the direct experience of the students and the environmental current affairs. According to Mezieobi (2014) a very important feature of social studies education is its social relevance or social sensitivity- ability to mirror the realities of the environment, community, society in which social studies is taught. The social sensitivity philosophy of social studies enables social studies educationists and practitioners to identify problems of their society such as national integration problems in our context and seek articulate solutions to stem them. Arisi also stated that in each topic or unit of instruction, the social studies learner is confronted with one or more societal issues or problem to solve in the environment. In the course of resolving such issues or problem, the student must make use of more than the experience from the discrete disciplines e.g. the humanities, the sciences, or the social and

behavioral sciences. This is because the ultimate rationale underlining this approach is that social issues and problem cut across all discipline. Hence in social studies man's social issues and problems are made central, while specific disciplines and other subject matters become peripheral. Social studies can be regarded as the innovative attempt at inter- disciplinary study of a topic, be it on social issues or problem, a concern or an inspiration. It thus becomes a 'problem-approach' school discipline; through students learn about man's problem of survival in the environment. Social studies, therefore, is a very interesting, real, meaningful, active and lively subject in the school curriculum. Mezieobi (2014) explained that social studies education largely focuses on teaching interactive accomplishments on inculcation of appropriate values which, among other things, are germane to the enhancement of national integration of product of social studies classroom truly exhibit functional knowledge in reality.

Citizenship education can serve as a tool for national integration. Mezieobi (2012) defined citizenship education as an articulately organized, systematized education programme of sensitizing the citizens to the basic of citizenship. Okilo (1993) noted that education has an influence on the quality of a society, and that the curriculum has always been used in search of a better world. He concludes that citizenship was the main purpose of American education, Iyamu (1999) defines citizenship education as a conscious effort to inculcate in the youth, a set of values and attitude contingent on the need and problems of the society. To Osakwe (1993), citizenship education conveys to the learners, the body of knowledge, set of values and behavioural orientation that are considered vital and

necessary for the sustenance and wellbeing of the people. In other words, education for citizenship is a set of practices and activities aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their right and responsibilities in society.

From a different perspective, Yusuf (2005) observes that the school should not be used as an instrument for training in citizenship only; rather it should be directed at the training of the mind and the development of the intellect. Nevertheless, it is noted that many educationists and social studies educators such as Mezieobi (2000), Ezegbe (1993), Obike (1993) and Osakwe (1993) are of the option that education is an effective instrument for citizenship and civic responsibility and the school has always been used to perpetuate the tradition of the society.

It is believed that citizenship and character training are not in-born. It is equally believed that a better understanding of governmental institutions and functionaries would produce more democratic and patriotic citizens. Okam (1998:48) also asserted that, Social Studies constitute one of the curricular arrangements accepted for the purpose of laying strong foundation for the purpose of creating effective citizens. For example, in social studies, the pupils are taught qualities of a good citizens such as being democratically minded, obedience to the laws of the land, willingness and prompt payment of taxes, casting of ballot thoughtfully and not abusing the freedom they have nor interfering with the enjoyment of the rights of others. Yusuf, stated that citizenship education which is the major focus of social studies has been used in many countries like the United

States of America for solving political problems. Awosolu (1993) noted that this type of education can be used to prepare members of plural societies. Citizenship education analysis man in all aspects of the environment like social studies, it considers social, economic, political, religious, cultural and technological aspect of life.

According to Yusuf, awareness of personal responsibilities must be linked to recognition of the value of civic commitment, of joining together with others to solve problems and to work for a just, peaceful and democratic community. Citizenship education inculcates national moral values and develops a truly patriotic citizen which consciousness will transcend its ethnic boundary, and as a consequence produce an educated citizen, who knows his duties to his country. He also stated that at this trying period of our national history, Nigeria requires citizens that are capable of tackling problems of unity and development. Nigerians should also borrow ideas from developed countries like USA where a citizenship education form of social studies has been used to build a highly developed sense of national consciousness.

According to Omooba, Obi, and Olabode (2008), man of tomorrow must be a problem-solving, because his future political environment and consequently, his socio-political problems cannot be envisaged today. There may be an increasing demand for him to make more and more important decisions on personal, private, and public issues. One of the major democratic dispensations of social studies education, expected to inculcate into young minds of Nigerian citizens is a cultivation of the skill of human relations. Gambo (1994) suggested that “one of

the specifications of an educational system of the future is that it must emphasize human relation". Brameld (1965) asserts that "the concept of human relations extend all the way from individual human being in his relationship to himself and to vast groups of people from different races, religions and classes, especially in our legislative council both at state and federal levels.

They assert that social studies education inculcates democratic values, which are essentially the core value of democratic society. Okam (1998) stressed that "inherent in a democracy is respect for the rights and differences of others". There are however certain values which citizens of democracy must internalize if that democracy is to survive. These values include the dignity and work of every human being, personal freedom, equity and justice for all, peace and order amongst men, economic well being for all, and a sense of responsibility for, and brotherhood with one's fellow beings. It should include also respect for certain governmental principles such as role of law, due process of law, equals right under the law, and the idea of government by representation and consent. It is an indisputable fact that there will be no peaceful political dispensation without these democratic core value mentioned above. Education is the most important instrument of change, as any fundamental change in the intellectual and social outlook of any society has to be processed by an educational revolution. And this education, which enable one to fit into dynamic nature of our society can be given through social studies (National Policy on Education, 2004).

Omooba, Obi and Olabode (2008) noted that social studies have been described as the key subject indispensible for the attainment of national unity. It

therefore has an uphill task to educating the various ethnic groups in Nigeria on the interdependence of one group with another, of social responsibilities with one another, of the concept of equality with one another and of the philosophy of one nation with one indivisible destiny. According to Makinde(1979) social studies programme will make the Nigeria way of life known to all students. This awareness will help them become good citizens, who will be useful to themselves, to be community- centered rather than self-centered. It will encourage the students to develop the spirit of self-satisfaction and self-reliance.

2.13 Review of related Empirical studies

The following are some related empirical studies carried out by student in order to improve the teaching and learning of social studies for the development of our society:

Tsaku (2009) study focused on the effects of social studies education on students' attitudes to nationalistic ideals about Nigeria in selected junior secondary schools in Keffi educational zone of Nasarawa state. Using 300 JSS students, 30 students randomly selected for 10 schools, and the research instrument was 50 item questionnaires which consist of six sections. The 300 copies of the questionnaires were administered, completed and returned. The data gathered were computed and analyzed using the chi-square (x^2) statistic to test the degree of relationship between the average performance of the students with regard to social studies education objective and cognitive, affective and

psychomotor domain and the social studies education delivery and cognitive, affective and psychomotor domain. The study showed that there is need to intensify social studies teaching effort, by recruiting qualified teachers and making adequate provision of instructional materials, especially textbooks. These aid the students to acquire more knowledge in order to develop their cognitive, affective and psychomotor domains. Also, the nationalistic ideas of the students will be enhanced if necessary delivery process is followed.

Tsaku (2009) is relevant to the present study in the sense that they were both designed to find out how social studies can be improved in our educational system, so as to enhance citizenship development which will bring about unity and peace in our nation. They are also similar in area of scope and instrument for data collection. They differ in the statistical tool for data analysis, the involvement of teachers in the present. The former focuses on nationalistic ideas while the present is on national integration.

Babatunde (1993) attempt to examine the adequacy of the social studies curriculum as an instrument that can be used to develop positive values and attitude in the learners at the JSS level. The instrument titled "social studies curriculum adequacy questionnaire" was used for data collection and fourty subjects drawn from the Lagos College of Education, (Technical) Akoka and project time (NCE) Centre Akoka. The t-test and z-test statistics were employed to test the five hypotheses formulated for the study, after the collection and analysis of data, it was found that the content component was inadequate, and then a recommendation was made to review of the JSS curriculum content.

Babatunde's main focus in on the need to review SOS curriculum at the tertiary level because the graduates of tertiary institution were expected to become curriculum implementers at secondary level, and so if they were ignorant of the major parts of the curriculum, they might not be able to teach well.

The present is related to the former base on how social studies education can change the attitude of learners positively. However, the present differs from the former in terms of statistical tool for data analysis and in scope, the present is wider than the former in scope.

Okam (1998) carried out a study on using social studies as an instrument for citizenship education. The study was meant to find out the extent to which students' exposure to social studies education had enabled them to cultivate patriotic feelings and attitude compatible with the growth and development of Nigeria as a nation. 2,950 final year secondary school students from 59 Grade II Teachers' college randomly selected from seven states of the federation. The study employed the questionnaire titled "students perception of the content of social studies" with 30 items, the chi-square and analysis of variance (ANOVA) as statistical tools to analyze the data collected. The findings showed that varying proportions of students felt that the teaching and learning of social studies have strong positive relevance to their concerns as citizens. However, the respondents are of the opinion that the subject has not effectively achieved its major objectives which is the inculcation of citizenship education.

Okam's study is related to the present because they are dealing with the same concept of the relevance of social studies, but differs in statistical tool for data

analysis that is, the former used chi-square (x^2) while the present made use of t-test.

Summary

This chapter attempted to review what other writers have written in relation to the research topic. The functionalist theory was used in the analysis of how social studies could bring about national integration. The review includes the areas like the concept of national integration which is generally seen as the process of uniting different people from all ethnic group, religion and works of life into a single whole, which will bring about peace, stability, prosperity and permanence. It also examined some of the efforts made by the Nigerian government to integrate its citizens, the 1999 Nigeria constitution and national integration and some of the problem that militated against national integration in Nigeria.

The review also includes the concepts of social studies education, which is seen as the study of man and how he influences his social and physical environment, how his environment influences him. The objectives of social studies, social studies objectives as displayed in the taxonomy of educational objectives namely cognitive, affective and psychomotor domain. Methods and techniques for effective social studies teaching and learning for example Inquiry, Dramatization, Discussion and Role play methods. Some social studies instructional materials which will aid the effective transmition of knowledge were analyzed they includes, reading materials, visual materials, audio materials,

audio-visual materials, resource persons and realia. Social studies objectives in relation to the national policy on education and finally, the study examined the views of other writers on social studies education as a tool for national integration.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter was discussed under the following headings

- Research Design,
- Population of the study,
- Sample and sampling technique,
- Instrumentation,
- Reliability of the instrument,
- Validity of the instrument,
- Procedure for the distribution and collection of data,
- Statistical analysis procedure.

3.2 Research Design

This research, effect of social studies education on National Integration among teachers and students of upper basic education level in Zaria educational zone of Kaduna state employed the survey design. According to Osuala (2001), Survey research study both large and small populations by selecting and studying samples chosen from the population to discover the relative incidence, distribution, and interrelations of sociological and psychological variables. The researcher chose the survey method because it leads to the accurate assessment of the characteristics of the whole population from the sample drawn out of the

population. Also, this method focuses on people, their vital fact, beliefs, opinions, attitudes, motivation and behavior. Survey interprets, synthesize, and integrate data and point to implication and interrelationship, it does make decisions for the researcher, but they can provide him with information on which to base sound decisions.

3.3 Population of the study

The population of this study covered all the upper basic education level two and three Social Studies teachers and all upper basic education level three student offering Social Studies in Zaria educational zone of Kaduna state which consist of Zaria and Sabon gari local government areas. The study covered only the Government schools because they consist of students from various religion and tribal groups, also the government schools are easier to access. The schools had the population of 1609 male students and 1576 female student bringing it to the total population of 3185 upper basic three students and 70 social studies Teachers. The population of the study is represented on the table below.

Table 3.1 Population of students and Teachers in schools of Zaria Educational Zone of Kaduna state.

s/no	Name of schools	UBEL 3 students	Male students	Female students	Male Teachers	Female Teachers
1	GGSS D/Bauchi	130	-	130	2	1
2	GSS Chindit Jnr.	120	120	-	1	2
3	GGSS Chidit Jnr.	250	-	250	1	3
4	GJSS K/Jatau	108	62	46	2	3

5	GJSS T/Wada	250	140	110	1	2
6	GSS Yakasa	130	75	55	1	2
7	GJSS Gallesu	82	43	39	1	1
8	GJSS K/Doka	100	57	43	2	2
9	GJSS R.Doko	95	53	42	-	2
10	GJSS Kinkiba	200	120	80	1	1
11	GJSS Awai	160	95	65	1	-
12	GSS K/Kuyambana	80	44	36	1	1
13	GGSS Pada jnr	85	-	85	1	2
14	GGSS Zaria	155	-	155	1	3
15	GJSS Aminu	100	55	45	1	1
16	Barewa college	242	242	-	1	2
17	Alhudahuda college	150	150		2	3
18	GJSS Chikaji	100	60	40	1	1
19	GSS Magajia	120	67	53	2	1
20	GGSS K/Gayan	100		100	2	2
21	GSS T/Jukun	160	85	75	3	1
22	GSS Muchia	95	55	40	1	3
23	GSS Kugu	85	40	45	1	-
24	GJSS Bogari	88	46	42	1	-
	Total	**3185**	**1609**	**1576**	**31**	**39**

Source: Data collected from Kaduna state ministry of Education, Zonal Inspectorate Division, Zaria.

3.4 Sample and sampling technique

In order for the researcher to carry out an in-depth investigation of the problem and to have a true representation of the population, this study selected 6 schools with 179 male student and 165 female student, bringing it to the total of 344 upper basic 3 students, 14 social studies Teachers were also selected from the schools. This was drawn from the opinions of Krejice and Morgan (1970), which are of the view that twenty five percent of the population could be utilized as sample size. The selection

was made with the use of random sampling technique through balloting. The random sampling technique allows every element of the population equal opportunity to be selected into the study. The sample size was used to gather the needed data for the study because it is not always possible to manipulate a whole population especially if it is very large. The sample size is represented on the table below.

Table: 3.2 Distribution of students sample according to schools

S/no	Name of schools	UBEL3 students	Male students	Female students	Male Teachers	Female Teachers
1	Balewa college	76	76	-	1	2
2	GJSS Gyallesu	55	30	25	1	1
3	GGSS Muchia	51	28	23	1	1
4	GGSS Dogon Bauchi	50	-	50	2	1
5	GGSS Chidit jnr	41	-	41	1	1
6	GJSS Chikaji	71	45	26	1	1
	Total	**344**	**179**	**165**	**7**	**7**

The table above shows that 344 upper basic 3 students and 14 teachers selected from 6 schools was used as sample population for the study, numbering to 358 respondents.

3.5.1 Instrumentation

Instrumentation refers to the tools used in gathering data (information) for the purpose of the study. The researcher chose to use the structured (close ended) questionnaire as the instrument for the study because it is easier to administer, and it saves time. The instrument titled, "effects of Social Studies education on National Integration among the teachers and students of upper basic education

level in Zaria educational zone of Kaduna state was employed for this study. The respondents were required to respond by simply ticking the appropriate column. The questionnaire contains 35 items which was divided into 4 sections A, B, C and D. Section A contains the personal information of the respondents known as Bio Data such as name of school, state, gender e.t.c. The other sections seek for information on the opinions of teachers and students on effect of Social Studies Education on national integration.

The questionnaire was designed based on the modified four point Likert scale in which respondents were required to respond to each item in terms of degree of agreement or disagreement. The four point scale ranging from strongly agree (SA) 4, agree (A) 3, strongly disagree (SD) 2, and disagree (D) 1.

3.5.2 Validity of instrument

According to Ekpo, Adindu and Alwell (2010) validity of an instrument implies the degree to which an instrument can measure what it is intended to measure. Therefore, to obtain the content validity, the questionnaire was given to the supervisors and some research experts in the Art and social science education Department, Ahmadu Bello University Zaria, for validation and language appropriateness and clarity.

3.5.3 Reliability of the instrument

Reliability is when the instrument gives constant result of what has been tested. To help the researcher prove the reliability of the instrument, a pilot study was carried out and the data collected were analyzed and explained. The reason for pilot study was to forestall any problem that might arise during the actual study which may destroy the validity and reliability of the instrument, it gave the researcher the pre-knowledge of the test administration procedure and the practical problems involved in carrying out the study, so as to rectify them and assess the relevance and functionality of the research questions and hypothesis.

The pilot study was carried out using sixteen (16) students and four (4) teachers in two secondary school with the total number of 20 respondents. The respondents in the pilot study will not participate in the real study. The t-test statistic was used to analyze the data collected from the pilot study to test the reliability of the instrument. A reliability coefficient of 0.764 was recorded, which is an estimate of its internal consistency thus, a valid and reliable instrument.

3.6 Data collection Procedures

The instrument was administered and collected during the first term of the 2012/2013 academic session in the selected upper basic education level in Zaria educational zones of Kaduna state. It was on hand to hand basis, with the help of an assistant who has experience of research work. The research assistants were fully briefed and familiarized with the items of the instrument and all the necessary

information required in administering the instrument. Having obtained permission from the authority of the schools, we were able to administer the instruments. The questionnaires that were filled immediately were retrieved while those not filled were given some time and collected at a later date.

3.7 Statistical analysis procedure

The responses obtained from the administered and collected instruments were scored and statistically manipulation with the view of testing the hypotheses for the study. The items were scored in line with the Likert scale.

After collecting and processing the data, a summary description of the data was made with the use of the t-test statistics in order to test the research hypotheses, at 0.05 level of significant. The t-test was used because it allows for the comparism of the means of independent variable also, it help to analyze the differences in opinions of respondents. It provides for the test of independency of variables in this study on the effect of Social Studies Education on National Integration among upper basic education level Teachers and Students of Zaria Educational zone of Kaduna state.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The aim of this study was to investigate the effect of social studies education on National Integration among the Teachers and Students of upper basic education level in Zaria educational zones of Kaduna state. This chapter presents, analyze and discuss the data collected from the field. The questionnaire was used to generate data to test the null hypotheses set for the study on the effect of social studies education on national integration among the teachers and students of upper basic education level in Zaria educational zone of Kaduna state. The instrument consists of the respondent personal information, social studies objectives, social studies teaching methods and the concept national integration. Based on this, 358 respondents which consist of 344 upper basic education level 3 students and 14 teachers of social studies were selected form 6 government schools from Zaria educational zone.

The 358 questionnaires were administered to the respondents by the researcher, 354 were completed and returned while 4 were missing. This was due to the help of the research assistant and the assistance of the social studies teachers in the selected school, they helped in the administration and collection of the instruments.

4.2 Data analysis and result

Descriptive (analysis) statistics**.**

Haven collected the administered questionnaire; the responses of the participants were scored in line with the provision of the Likert scaling system. The results obtained were summarized according to the factors under study as follows: the responses of strongly agreed and Agree were merged together while Disagreed and strongly disagreed merged to produce just two columns

Table 4..1: summary of measure of participant responses in respect to social studies objectives.

	Frequency of agreed	Frequency of disagreed
No of response (N)	2353	1147
Mean ($\overline{X}$)	235.3	114.7
Standard deviation	123.9	82.9

The above table showed the respective scores obtained in relation to the study on effect of social studies education on national integration, using social studies objective. The result showed that the respective factors under study has agreed response mean($\overline{X}$) 235.3 with standard deviation 123.9. The agreement mean($\overline{X}$) is above the theoretical highest possible estimate, where the mean is more than half of the maximum possible frequency (in this case 300). On the other hand, the standard deviation, is less than the limit of the estimate of about one-fifth(1/5th) of the maximum possible frequency

Table 4.2: summary of measure of participant responses in respect to social studies teaching and national integration.

	Frequency of agreed	Frequency of disagreed
No of responses (N)	2259	1144
Mean($\overline{X}$)	225.9	114.4
Standard deviation	92.1	94.8

Table 4.2 shows the scores obtained in relation to social studies teaching and national integration. The study showed that factors under study has agreed response mean ($\overline{X}$) of 225.9 with standard deviation 92.1. The agreement mean is above the theoretical highest possible estimate. Here, the mean is more than half of the maximum possible frequency (in the case of 300). The standard deviation is less than the limit of the estimates of about one-fifth ($1/5^{th}$) of the maximum possible frequency.

Table 4.3: summary of participant response in respect to social studies teaching and learning process.

	Frequency of agreed	Frequency of disagreed
No of responses (N)	2618	905
Mean($\overline{X}$)	261.8	90.5
Standard deviation	102.3	102.11

The above table showed the score obtained in relation to social studies as a tool for national integration in relation to social studies teaching and learning process. The study showed that the factor under study has agreement response mean ($\overline{X}$) 261.8 with standard deviation 102.3. The agreement mean is well above the theoretical highest possible estimate, where the mean is more than half of the maximum possible frequency (in this case 300). The standard deviation is less than the limit of the estimate of about one-fifth($1/5^{th}$) of the minimum possible frequency.

The descriptive statistics showed that the respondents responded highly in relation to using social studies education as tool for national integration. Therefore, it could be suggested that the teachers and students of social studies are of the view that social studies education objectives, if well implemented can be use to achieve national integration.

4.3 Hypotheses Testing

In order to facilitate hypotheses testing, the analyses were computed using the t-test statistics. Here, each hypothesis was presented, analyzed and decisions drawn base on the analysis made. The formula for t-test is as follows:

$$T = \frac{(\overline{X}) - (\mu)}{S/\sqrt{N}}$$

Where

$\overline{X}$ = Sample mean

(μ) = Population mean

S = Sample standard deviation

N = Total

Hypothesis 1(Ho1): there is no significant difference between the opinion the teachers and students on the effect of social studies education as an effective tool for national integration.

To test this hypothesis, t-test statistic was used, the summary as thus:

Table 4.4: summary of the t-test computation on the difference between the opinion of students and teachers towards social studies education as an effective tool for national integration.

Variables	N	$\overline{X}$	SD	t-cal.	t-crit	P-val	Decision
Teachers	14	3.00	0.39223	-2.432	1.96	0.16	N. S.
Students	340	3.5529	0.53780				

The table 4.4 showed that the calculated value of t= -2.432, at 0.16 level of significant, with 0.05 alpha level and t- critical of 1.96.

Decision rule: if t-calculated is greater than t-critical, we reject the null hypothesis, at α level 0.05. Therefore, since the t-calculated (-2.432) is less than the t-critical (1.96), we do not reject the null hypothesis. At $\alpha = 0.05$, the calculated t-

value was not significant, this shows that there is no significant difference between the opinions of teachers and students towards social studies education as an effective tool for national integration.

Hypothesis 2 (Ho2): there is no significant difference between the opinion of the male and female teachers and students on the effects of social studies education as an enabling tool for national integration.

To test this hypothesis, the t-test statistic was used and summarized as follows:

Table 4.5: summary of t-test computation on the significant difference of the opinion of the male and female respondents towards social studies education as an enabling tool for national integration.

Variables	N	$\overline{X}$	SD	t-cal.	t-crit	P-val	Decision
Male	185	3.4486	0.50949	3.021	1.96	0.003	S.
Female	169	3.6213	0.56570				

The table 4.5 showed that the calculated value of t= 3.021, at 0.003 level of significant, with 0.05 alpha level and t-critical of 1.96.

Decision rule: if t-calculated is greater than t-critical, we reject the null hypothesis, at α level 0.05. Therefore, since the t-calculated (3.021) is greater than the t-critical (1.96), we reject the null hypothesis. At $\alpha = 0.05$, the calculated t-value was significant. This shows that there is a significant difference between the opinion of the male and female teachers and students on social studies education as an enabling tool for national integration.

Hypothesis 3 (Ho3): there is no significant difference between the opinions of the upper basic education level 2 and 3 social studies teachers on the impact of teaching social studies on the effect of social studies as an enabling tool for national integration in Zaria educational zone.

To test this hypothesis, the t-test statistic was used and summarized as follows:

Table 4.6: summary of the t-test computation on the significant difference of the impact of teaching social studies on national integration between the upper basic education level 2 and 3 teachers.

Variables	N	$\overline{X}$	SD	t-cal.	t-crit	P-val	Decision
JSS 2 Teachers	8	3	0.53452	0.00	1.96	1.00	N.S.
JSS 3 Teachers	6	3	0.000				

The table 4.6 showed that the calculated value of t= 0.00, at 1.00 level of significant, with 0.05 alpha level and t-critical of 1.96.

Decision rule: if t-calculated is greater than t-critical, we reject the null hypothesis, at α level 0.05. Therefore, since the t-calculated (0.00) is less than the t-critical (1.96), we accept the null hypothesis. At $\alpha = 0.05$, the calculated t-value was not significant, this concludes that there is no significant difference of the impact of social studies education on national integration between the view of JSS2 and JSS3

Social studies teachers

4.4 Answering research questions

Haven analyzed the data collected; the researcher answers the research questions thus:

- To what extent can social studies education serve as effective tool for national integration among Teachers and students of upper basic education level in Zaria educational zone of Kaduna state? From the findings, it is observed that the Teachers and Students are of the view that social studies education to a large extent can help in integration Nigeria if the objectives of social studies are effectively implemented.
- Is there any significant difference between the opinion of male and female teachers and students toward social studies education as an enabling tool for national integration in Zaria educational zone of Kaduna state? The male and female respondents have agreed to the fact that social studies education can serve as an enabling tool for national integration, but the level of agreement of the female respondents is higher than that of the male respondent.
- How can social studies education impart the knowledge and spirit of national integration on upper basic education level 2 and 3 Teachers in Zaria educational zone of Kaduna state? The social studies teachers strongly agreed that social studies is a problem solving discipline and can impart the knowledge and spirit of national integration in learners.

4.5 Discussion of findings

The following were the major findings of the study. That significant difference does not exist between the opinion of the teachers and students, the upper basic education level 2 and 3 teachers on the uses of social studies education to achieve national integration. But there is a slight difference in the opinion of the male and female respondents.

The findings from the study shows that social studies education as a subject that inculcates knowledge, attitude, value and skill in learners is relevant in uniting groups with different background into one entity, bound by common norm, value and interest. This means that social studies education can serve as an instrument for national integration.

The result of this finding has shown that the respondents are in support of the idea that social studies can serve as a tool for national integration. This has affirmed the position of scholars such as Chukwu (2011), Arisi (2011), Omooba (2008) and Mezieobi (2014). The t-test statistics showed some levels of significant differences and relationships among the variables under study.

Thus, the result of hypothesis 1 (Ho1) revealed that there is no significant difference between the opinion of teachers and students towards social studies education as an effective tool for national integration. This is in harmony with the view of Chukwu (2011) which stated that social studies will develop in the student's positive attitude to togetherness, comradeship, and co-operation towards

healthy nation, the inculcation of appropriate values of honesty, integrity, hard work, fairness and justice as one's contribution to the development of the nation.

A hypothesis 2 result indicates that there is a significant difference between the opinion of the male and female respondents towards social studies education as an enabling tool for national integration. This means that the male and female respondents are of different view in regard to social studies education as a tool for national integration. Hypothesis 3 (Ho3) revealed that there is no significant differences between the view of the upper basic education level 2 and 3 social studies teachers on the impact of social studies education on national integration. The three hypotheses showed that relationship exist between the two variables which are social studies and national integration.

The response rate revealed that the respondents agreed that social studies education can serve as tool for national integration, if the objectives of social studies are properly implemented by the teachers and students of social studies. Also, the use of the right teaching materials and methods will improve the students understanding of the subject matter and with this, the teacher will not need to talk too much but enhance student's participation

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of this study effect of social studies education on national integration among teachers and students of upper basic education level in Zaria educational zone of Kaduna state. The summary described the entire work in few sentences while the conclusions were drawn in line with the results of the findings, based on the statistical analysis in chapter four. Finally, some recommendations which suggested how the teaching of social studies can be developed in order to bring about national integration were made.

5.2 Summary

This study investigated the effect of social studies education on national integration among teachers and students of upper basic education level in Zaria educational zone of Kaduna state. The study focus on how the knowledge of social studies education can develop the spirit of unity and togetherness in the Nigeria citizens, so that there will peace and progress in the nation. Some of the factor that has contributed to national disintegration was discussed. Also, ways that social studies education can be used to enhance national integration, such as the use of the subject to achieve the national policy on education was explained. This could

be achieved if the teachers could use the right methods and instructional material in the implementation of the social studies objectives.

The population of the study consists of the upper basic education level 2 and 3 social studies teachers and all the upper basic education level 3 students in Zaria educational zone of Kaduna state. With the use of simple random sampling, six (6) schools out of 24 schools, with 340 upper basic education level 3 students and 14 teachers were selected. This made the total number of respondents 354 which were use for the study. The research design adopted for the study was the survey research. The researcher also choose to use the structured questionnaire as the instrument for data collection, the instrument was a 33 item questionnaire which consist of four (4) sections. Section 'A' contained the respondents Bio data, section 'B' was on social studies objective test, section 'C' consist of social studies and national integration, while section 'D' was on social studies teaching and learning process. Out of the three hundred and fifty eight (358) questionnaires that were distributed, three hundred and fifty four (354) copies of the questionnaires were completed and returned, this was made possible with the assistance of the social studies teachers in each of the schools, and my research assistant.

The questionnaire items were coded and scored, and the data gathered were computed and analyzed using the t-test statistics to test the degree of differences in the opinion of the respondents with regard to; the opinion of the male and female respondents towards social studies education as an effective tool for national integration; the opinion of the teachers and students towards social studies education as an enabling tool for national integration; the view of the upper basic

education level 2 and 3 teachers on the impact of teaching social studies on national integrations.

5.3 Conclusions.

The following conclusions were drawn, based on the research findings:

The teachers and the upper basic education level 3 students of Zaria educational zone of Kaduna state has responded positively to the use of social studies as a tool for national integration on the basis of their responses to the social studies objective test, social studies and national integration test and the social studies teaching and learning process test. The national goals on education can be achieved through the social studies objectives and these objectives of social studies can be achieved through the effective teaching and learning process. For teaching and learning process to be effective there must be adequate number of qualified teachers, relevant instructional materials, and right teaching methods for the various levels of education, these could lead to national integration among the citizens of Nigeria. Based on the research finding, the study shows that there is need to take the teaching of social studies education seriously, that is to intensify efforts with regard to the teaching of social studies. This will be achieved by training and retraining of social studies teachers, in order for them to move with the changing environment, especially in the world of science and technology. Qualified teachers should be recruited and adequate provision of instructional materials should be made, especially the test books which must be written by

qualified social studies scholars. On the other hand, students should be provided with text books and other relevant materials which will help them both in school and at home. The subject tutor should make sure that each student must have the text books, as most class exercises are usually drawn from the textbook, likewise the homework.

The right textbooks and other teaching material serve as guide to the teachers and students; this contains relevant contents, objectives, instructional material, teaching method, learning activities and evaluation procedures. The teacher should always adopt the teaching method that will suit the level of the student, also the method must be able to arouse the interest of the learners in the sense that they should participate actively in both the class work and the take home assignments. This will enable them to have the feeling of what is been taught and also remember better. Therefore, with adequate teaching and learning process national integration can be enhanced.

5.4 Recommendations

From the findings of the study, the researcher recommends the following for the effective implementation of social studies objectives in order for it to serve as an enabling tool for national integration.

1. Since social studies education studies man and how he relates with his fellow man in his environment, social studies curriculum should be subjected to periodic review so as to move along with the changing environment, especially in our

present world of information and communication technology (ICT). This should involve the curriculum planners, the subject experts, school administrator and the subject teachers and the curriculum must reflect national integration.

2. The government, ministry of education and the Social Studies and Civic Education Association of Nigeria (SOSCEAN) should at least once in two months organize seminar, workshop and conferences. There should also be in-service training for teachers so as to improve their teaching skill these programmes can create awareness on how best to impart knowledge of national integration in the learners. The programme should also be organized for the student in order to develop interest and positive attitudes in their culture and that of other cultural groups; this could be done through the display of different culture (both material and non-material).

3. The social studies teachers should use scientific approaches in teaching-learning process, which is also known as the modern and effective instructional methods. They include inquiry method, dramatization, role-play, small group discussion method and simulation game. These methods of teaching will encourage active learners physically, emotionally, mentally and socially, they will also help the learners to develop self-confidence, self-esteem and good moral values and the spirit of corporation among them which will enhance national integration. Teachers should completely do away with the traditional method, where teachers do the talking while the students do the listening.

4. The social studies teachers should make effective use of instructional material in teaching every social studies topic where the students will see, hear and participate in the manipulation of the materials. This will enable them to understand better and remember easily what they have learnt.

5. The social studies class should once in a while invite resource persons or visit them. Here, they will interact and share first-hand information about their roles in the society, this will also help the learners to ask questions where necessary. The teachers should also take the learners to visit resource places, this will link the school to the outside world as well as promote creativity and positive attitudes in learners as they see things for themselves, this will encourage social interaction skills among them.

6. The social studies teachers should serve as a role model to their students by their appearance and attitude towards other students who are not of the same cultural group with him. The social studies teacher should fight the spirit of ethnocentrism in such a way that even the student will notice and emulate, as the young people in our society will always look for professional assistance from well meaning adult to guide them. Teachers should encourage peace and intercultural studies for the achievement of national integration.

5.5 Contribution to Knowledge

This study will contribute to knowledge as follows:

1. It will help the citizens of Nigeria to identify the problems of national integration such as ethnicity-based political domination, perverted federalism, ethnocentrism, religious fanatism, resource control, colonial masters influence e.t.c. which have led to the disintegration of the nation, leading to underdevelopment.
2. It have been able to identify and explain the benefits of national integration in enhancing national development, they include; social stability, unity in diversity, acceptable leadership, understanding and tolerant of one another and peaceful co-existence.
3. It encouraged social studies educator to lay emphasis on cultural education, peace education, citizenship awareness, to mention but a few. This must be done through effective teaching methods.

5.6 Suggestions for further studies

1. Similar studies should be carried out in the primary school to find out if the social studies objective at primary level can enhance national integration among the primary pupils, since it is part of the child's educational foundation.

2. Since the problem under study is a national issue, investigations should be conducted in the school in other geo-political zones and state to find out the

opinion of the teachers and student on the effects of social studies on national integration.

3. This study discovered that there is a significant difference between the opinion of the male and female respondents in relation to social studies as an enabling tool for national integration. As a result of this, a study should be carried out to find out why the differences in their view.

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APPENDIX I

QUESTIONNAIRE

Effect of social studies education on national integration.

In fulfillment of the requirement for the award of master degree (M.ED) in social studies education, I am conducting a study on the effect of social studies education as an enabling tool for national integration among teachers and students of junior secondary school. Please kindly express your views as honest as possible on the items below, thank you.

SECTION A: BIO DATA

Please fill the appropriate information and tick the appropriate box.

1. Status : Teacher [ ] Student [ ]
2. Teacher: JSS 2 [ ] JSS 3 [ ]
3. Gender : Male [ ] Female [ ]

SECTION B

Instruction: Please state to what extent you agree with the following statement by ticking any of the alternative as relevant to your case.

SA – Strongly agree A - Agree

D - Disagree SD – Strongly disagree

Social studies objectives					
		SA	A	D	SD
1	Social studies education equips citizens with the understanding of the social and physical environment.				
2	Social studies education enhances poor relationship among the various ethnic groups.				
3	Social studies education can develop positive attitude to togetherness.				
4	Social studies education does not help to fight bad social behaviour like and cheating.				
5	Social studies education helps citizens to be alive to civic duties such as payment of tax.				
6	Social studies education promotes problem solving.				
7	Social studies education is not concern with individual search for solutions to human problems.				
8	Social studies education promotes unity of the various ethnic groups in our society.				
9	Social studies education can increase interdependence and tolerance among students				
10	Social studies education does not encourage settlement of disputes				

SECTION C

Social studies teaching and national integration

		SA	A	D	SD
11	The knowledge of social studies can be used to integrate the Nigeria citizens.				
12	National integration cannot bring about national development.				
13	Cultural differences are a factor militating against national integration.				
14	Cultural integration can enhance national integration.				
15	Understanding the various cultural groups can be achieved through social studies.				
16	Through inter-tribal marriage, diverse ethnic groups in Nigeria can enhance peaceful co-existence.				
17	NYSC is a factor that hinders national integration.				
18	The creation of the federal capital territory Abuja has enhanced disintegration in Nigeria.				
19	Fair and equitable distribution of privileges and benefits among the ethnic groups in Nigeria can foster national integration.				
20	The military were the main cause of disintegration in Nigeria.				

SECTION D

Social studies education teaching and learning process.

		SA	A	D	SD
21	Social studies is an interesting subject.				
22	Social studies teaching and learning always involve finding out information by learners.				
23	Dramatization can enable learners express themselves on a particular topic.				
24	I like social studies because it encourages student participation in the class.				
25	Role play will not arouse the interest of the learners in a social studies class.				
26	There are no sufficient social studies text books.				
27	All social studies teachers use the right instructional materials when teaching.				
28	Learners should not be allowed to ask and answer questions in social studies class.				
29	Social studies teachers always consult resource persons when teaching.				
30	Social studies instructional material enhances better understanding of subject matters.				

APPENDIX II

KREJCIE AND MORGAN TABLE FOR DETERMINING SAMPLE FROM A GIVEN POPULATION

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	18	240	150	1400	300
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	160	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	369
140	103	700	248	10000	370
150	108	750	204	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384