IMPACT OF SOCIAL STUDIES CURRICULUM IN CURBING INDISCIPLINE AMONG UPPER BASIC SCHOOL STUDENTS IN KADUNA STATE, NIGERIA

BY

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DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

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AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN SOCIAL STUDIES EDUCATION, DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

SEPTEMBER, 2023

DECLARATION

I, AWOLAJA Abiodun with registration number **P17EDAS8086** declare that this dissertation titled "Impact of Social Studies Curriculum in Curbing Indiscipline among Upper Basic School Students in Kaduna State Nigeria" has been carried out by me in the Department of Arts and Social Sciences Education. Information derived from the literature has been duly acknowledged and a list of references is provided. No part of this dissertation was previously presented anywhere for the award of higher degree in any form.I am liable for mistake(s) found in the work.

_____ _____

AWOLAJA Abiodun **Date**

CERTIFICATION

This dissertation titled "IMPACT OF SOCIAL STUDIES CURRICULUM IN CURBING INDISCIPLINE AMONG UPPER BASIC SCHOOL STUDENTS IN KADUNA STATE, NIGERIA" meets the regulations governing the award of Masters Degree in Social Studies Education of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my lovely parents, late Mr. Gabriel Koleade Awolaja and late Mrs. Iyabo Rebecca Awolaja.

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LIST OF ABBREVIATIONS

ADHD:	Attention Deficit/Hyperactivity Disorder
ANOVA:	Analysis of variance
B.Ed	Bachelor of Education
CESAC:	Comparative Education Studies and adaptation Centre
JCC	Joint Consultative Committee
NCE:	Nigeria Certificate in Education
NDLEA:	National Drugs Laws Enforcement Agency
NERC:	Nigeria Education Research Council
NERDC:	Nigerian Educational Research and Development Council
NOA:	National Orientation Agency
NPE:	National Policy on Education
NSSP:	Nigerian Social Studies Programme
NTI:	National Teachers Institute
PGDE:	Postgraduate Diploma in Education
PPMC:	Pearson Product Moment Correlation
SOSAN:	Social Studies Association of Nigeria
UPE:	Universal Primary Education
WHO:	World Health Organization

ABSTRACT

This study was carried out to investigate the Impact of Social Studies Curriculum in Curbing Indiscipline among Upper Basic School Students in Kaduna State, Nigeria. The study was guided with four research questions and four hypotheses in order to achieve the stated objectives. Descriptive survey design was adopted for this study. Based on the recommendation of Research Advisors (2006), three hundred and fourty six (346) was sampled out from a total population of three thousand-five hundred and eighty (3,580) students at Upper Basic School. A structured questionnaire designed by the researcher was used as the instrument for data collection and a total of three hundred and sixty (360) was administered. Mean and standard was used in answering research questions and one sample t-test was the tools used for testing the hypotheses at 0.05 level of significance. The findings of the study revealed that social studies curriculum has significant impact on curbing examination malpractice; Social Studies curriculum has significant impact on curbing absenteeism; Social Studies curriculum has significant impact on curbing Drug abuse, and Social Studies curriculum has significant impact on minimizing bullying among Upper BasicStudents in Kaduna state, Nigeria. Based on the findings, the study concluded among other things that social studies curriculum is an instrument for curbing examination malpractice among Upper BasicStudents in Kaduna State, Nigeria. The study therefore recommended that school authority should adhere to the provision for punishment for students who cheat during examination in social studies curriculum. It is also recommended that the students who absent themselves from the school without being authorized should be sanctioned appropriately to deter students who may want to indulge in absenteeism. The study also recommended that regular briefings and sensitization of students on the negative effects of drugs should be encouraged by the school authority and the students engaged in bullying of other students should be punished appropriately by the relevant school authorities.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Every sane society needs education to transfer good values and attitudes to its younger generation. Therefore, education is a critical tool for the transformation of an individual and the society at large. Secondary education in Nigeria therefore is aimed at preparing the individual for useful living within the society and preparation for higher education. And for the individual to be able to live a useful life in his/her society and contribute maximally towards socio-economic and political development of the nation in which he or she belongs, relevant skills, values, attributes, knowledge and competencies that will make him to be disciplined must be impacted.

Musa (2015) asserted that "the product of any education system should reasonably empower, to extend some elements of control over the events that affect them through efficient and functional education. However, Social Studies Curriculum is very important in the fight against indiscipline among students. With a good and sound type of Social Studies Curriculum the rate at which students engage themselves into the various forms of indiscipline can be tackled (Timothy 2008). The commonest problem in Upper basic Schools in the present time is indiscipline of all sorts. Indiscipline is the direct opposite of discipline that is lack of discipline. It is fundamental that, discipline in schools means respect for school laws and regulation and the maintenance of an established standard behaviour and implies self-control, restraint, respect for oneself and others (Musa, 2015).

Therefore, any behaviour that contradicts the above mentioned becomes indiscipline". Indiscipline can simply be seen as mode of life not in conformity with rules and non-subjection to control. By extension, the term connotes the violations of school system. (Adeyemo, 2010).

Through education indiscipline among the students in school and in the wider society can be eradicated. Shaibu, (2011) and. In view of the role Social Studies play in the society in terms of values and attitudes inculcation among others cannot be overemphasized. In view of the foregoing, Ismail (2018) emphasized that, “It is important to note that "education is not an end, itself, but, a means to an end. However, among all subjects, Social Studies stands to be very unique in playing a complementary role towards solving the problems of the society. This can be attainable, if Social Studies curriculum is relevant to the needs, desires and aspiration of the society; Social Studies, leads to the overall development of individuals and the entire society through the acquisition of appropriate skills, knowledge, ideas, values, attitude, competencies and abilities”.

It is obvious that an indiscipline child is an uncontrollable child and can do any damage in school when he does not get what he wants. Indiscipline is a problem in our schools and it is also an issue of national concern. Indiscipline takes many forms including the general behaviour of people not wanting to obey even simple procedures. Indiscipline in a nation shows itself in many ways, the subsequent results are the breakdown of law and order, abuse of office and nepotism, corruption and backwardness. Only few people live in affluence at the expense of the majority of people who wallow in abject poverty. Where in the control structure or mechanism of human behaviour; disrespect for our customs, instability in our society and unchecked violence and disregard of human values (Musa, 2015).

Indiscipline amongst students is as a result of the breakdown of traditional culture from home and the society in general. This is because of our unguarded acceptance of modern technology. Our values have been twisted when we become victims to the wiles of modern devices (Ismail, 2018). The electronic media constantly places before our adolescent the

examples of their counterpart in environments that are different from ours. Things that happened far away are viewed immediately and bring false ideas to the minds of ours. Things that happened far away are viewed immediately and bring false ideas to the minds of our adolescent.

A situation that dialogue would have addressed grievances, confrontation is substituted and violence erupts resulting in destruction of lives and properties. Parents also are sometimes the cause of indiscipline in our adolescent. Parents ignore their responsibilities, neglect advising their children and wards sometimes mistakenly applaud their actions or condone them as youthful exuberance. We have indulged our adolescent by setting them examples in our own love for expensive life styles. Musa (2015) reported that the malaise of our society today is indiscipline at all levels, after many years it is still so in our society.

Similarly, Danga (2009) noted that, discipline is needed to produce a breed of well cultivated adolescent who will develop not only respect for themselves but also for others in the school and society. Therefore, the issue of indiscipline needs to be addressed so that out adolescent gets a new orientation and a new challenge. One significant issue of concern is that violence and indiscipline in schools have resulted in teachers having less time to deliver lessons in order to effectively manage classroom disruption, as well as facing many other problems. 'As we consider indiscipline, it is paramount to take into account the wider context in which it occurs. Therefore, as part of the study, consideration has been given to external influences that impact upon young people, including the home, family and the environment in which young people engage. The purpose of exploring these 'potential' external influences is to establish some of the 'triggers' and 'context's, which may be considered to act as a vehicle for indiscipline to occur'. The holy bible in proverb 22:6 say 'Train up a child in the way he should go, and when

he is old he will not depart from it'. This is to say that if we train our children properly, teaching them to be disciplined. But this instruction has been by many parents.

Through social studies curriculum, the desired character that is needed from the student can be molded. In view Ismail (2018) he indicated that: Social studies curriculum does not emanate from a vacuum. It has a combination of data base or sources from where what is to be taught or learned content and learning activities, the goals, delivery methods approaches to teaching and the evaluation procedures are drown, and given aim contextual or focused for the exposure of the clients of social studies in a teaching learning interactive setting in and outside the school. Sule (2015) opined that, "A good Social Studies Curriculum is one which helps young individuals to fully develop into human adults by relating them to their society by means of appropriate knowledge and expenses selected from the social science (political science, geography, sociology, economics and anthropology) and other disciplines such as history and religious studies. However, social studies can produce disciplined and good students who will in turn contribute positively to the society. However, Ismail, (2018) further buttressed that, social studies is a unique subject in school that can be used to shape the character of the learners especially at Upper Basic class as it suits in the desire of the society. In view of this, it is germane to note that, social studies objectives at the Upper Basic were designed to inculcate into the learners, the positive attitudes to socio-civic competence or citizenship and ability to reason of solutions to societal problems for national development.

A child that is not disciplined will become delinquent. Onywjiaku (2010) stated that delinquency has been a social evil for a long time and society does not condone it because it because it is a canker worm that eats deep and disorganizes social fabric. Okujagu (1989) also stated that there have been complains about stealing, examination malpractice, truancy,

wickedness, bulling, extortion and destruction of public properties in our institutions of learning in recent times. Danso (2010) lamented the high rates of indiscipline and lawlessness in educational institutions in Ghana. He noted that not a single day passes without a report of an act of indiscipline perpetrated by teenagers of primary and secondary schools. Meaningful teaching and learning geared towards the attainment of school goals and objectives are unattainable where the students are not disciplined. Based on this background, this study was carried out to identify the impact of Social Studies curriculum in curbing indiscipline among Upper Basic Level students in Kudan and Makarfi Local government areas of Kaduna state. This will serve as a remedy to the increase in lawlessness and restiveness among the adolescent.

1.2 Statement of the Problem

Indiscipline among the adolescent is one of the social ills that had befallen the Nigerian Society over the years. Such activities like cultism, examination malpractices, drug abuse and truancy in schools. However, there are other forms of indiscipline exhibited by the adolescent in the society out the school environment such political thuggery, gangster formation, gabbling, violent behaviours among others. Social Studies is largely described as a response to the needs, aspirations and problems of the Nigerian society. The continuous and rampant rate of indiscipline in recent years in Upper basic Schools cannot be over emphasized. Students seem to have been exposed to various forms of indiscipline which has hinder smooth teaching – learning process. This has been of great concern to all education stakeholders. Indiscipline among the adolescent are caused by factors such as Social influences, home & parental attitude, poor school administration, peer group influence and mass media. Due to the high rate of indiscipline among the adolescent the government had over the years initiated different programmes and established many agencies for the stoppage of such deviant behaviours especially the National Drugs Laws

Enforcement Agency (NDLEA) which handles issues and cases of drug dealing, National Orientation Agency (NOA) which deals with aspect of value orientation and awareness campaign etc.

Indiscipline is one serious problem facing school systems today especially at Upper Basic School level of school; the issue of indiscipline acts as a mirror reflecting the most fundamental characteristics of the crisis of purpose currently afflicting educational institutions. Many studies today have investigated the causes of indiscipline in the schools and several factors have been pointed for the prevalence of indiscipline. These include home and societal influence which include low status in social class of the parents, poverty, educational deficiency, broken homes, poor school administration, principals and teachers attitude to students, the peer group and effect of the mass media to in disciplinary behaviour. The problem of this research hinges on the determination to find out whether Social Studies as a problem solving subject that inculcates positive values and attitude can be used to eliminate acts of indiscipline among students in Public Upper Basic Schools in Kaduna state and proffer possible solutions. .

1.3 Objectives of the Study

The major objective of this study is to investigate the impact of Social Studies curriculum in curbing indiscipline among Upper Basic students in Kudan and Makarfi local government areas of Kaduna state. More specifically, the study is designed to:

i. examine the impact of Social Studies curriculum in curbing examination malpractice among Upper Basic Students in Kaduna state, Nigeria;

ii. ascertain the impact of Social Studies curriculum in curbing absenteeism among Upper Basic students in Kaduna state, Nigeria;

iii. explore the impact of Social Studies curriculum in curbing Drug abuse among Upper Basic students in Kaduna state, Nigeria, and

iv. determine the impact of social studies curriculum in minimizing bullying among Upper Basic students in Kaduna Nigeria.

1.4 Research Questions

The study is designed to address the following questions:

i. What is the impact of Social Studies curriculum in curbing examination malpractice among Upper Basic Students in Kaduna state, Nigeria?

ii. What is the impact of Social Studies curriculum in curbing absenteeism among Upper Basic students in Kaduna state, Nigeria?

iii. What is the impact of Social Studies curriculum in curbing Drug abuse among Upper Basic students in Kaduna state, Nigeria?

iv. What is the impact of social studies curriculum in minimizing bullying among Upper Basic students in Kaduna State?

1.5 Research Hypotheses

The following hypotheses are formulated to be tested at 0.05 level of significance:

$H0_1$: There is no significant impact of social studies curriculum in curbing examination malpractice among Upper Basic Students in Kaduna state, Nigeria

$H0_2$: There is no significant impact of social studies curriculum in curbing absenteeism among Upper Basic Students in Kaduna state, Nigeria

$H0_3$: There is no significant impact of social studies curriculum in curbing Drug abuse among Upper Basic Students in Kaduna state, Nigeria

H04; There is no significant impact of social studies curriculum in minimizing bullying among Upper Basic Students in Kaduna state, Nigeria

1.6 Significance of the Study

The study is concerned with how indiscipline and immorality negatively affected the Nigeria society. The need to find out the role of Social Studies in curbing indiscipline among Upper Basic students proved obvious. Therefore, this study could be of immense importance to the following stakeholders such as school authorities, tertiary institutions, educational planners and policy makers, parents, students, society, researchers and security agents:

It will be useful to school authorities on the cases and causes of indiscipline; it will help school authorities to identify forms of indiscipline or immoral behaviour being practiced by students. The study will further reveal to school authorities strategies to employ in dealing with indiscipline cases in their respective classes and schools. The work will bring to limelight how school authorities can manage or handle students that are deviant to school rules and regulations.

The Colleges of Education and Faculties of Education in the universities can benefit immensely with the present study. The study will make them to be more aware of such behaviour called indiscipline or immorality. The study will expose the above institutions to understand the proper way of tackling indiscipline or immoral behaviour in schools and classroom by school authorities and classroom teachers to enhance classroom management.

The study will be very useful and it will equip educational planners and policy makers in designing an effective and formidable educational contents that will take care of immoral or indiscipline cases in the school system. By introduction of such policy and educational content in

schools, it will reduce and manage immoral or indiscipline among our school students and society at large.

Parents will benefit from this study because it will enable them to know the extent to carry out their responsibility in disciplining of their wards inorder to make them responsible members of the society.

It is expected that this study will enable students to know indiscipline as a social problem that are commonly exhibited by them and the necessary precautions to be taken to avoid them. Also the result of study will help the Ministry of Education officials in realizing the important role of Social Studies education in curbing indiscipline as a social problem and other relevant authorities will become more aware of the importance of Social Studies education. It will further reveal the importance of disciplined school system for effective learning.

It will open chances for further studies on social problem and its effects on student's performance in the country generally. Both the students, teachers and parents will be able to know the causal factors and why students exhibit such behaviour and how to go about overcoming such to enhance their academic performance in school.

The researchers who will be subjected to similar research topic may find the work very useful for referencing, empirical studies among others.

The security agents who are always working round the clock to put an end to the youth's unholy and ungodly activities will also benefit from this study.

1.7 Scope of the Study

The research investigated the impact of Social Studies Curriculum in curbing indiscipline among Upper Basic students in Kaduna state, Nigeria. The study is delimited to Upper Basic III Students in Kudan and Makarfi Local Governments. The study is delimited to 10 Upper Basic Schools in Kudan and Makarfi Local Governments areas of Kaduna. The two local governments were chosen because of the incessant cases of indiscipline recorded ranging from Examination malpractices, absenteeism and drug abuse among others. Therefore, this work is delimited to examine, examination malpractice, absenteeism, drug abuse and bullying.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, relevant and related literatures were reviewed on the impact of Social Studies Curriculum in curbing indiscipline as a social problem in our schools. This was done under the following sub-headings:

2.02 Theoretical Framework

2.03 Conceptual Framework

2.04 Concept of Social Studies Education

2.04.1 Objectives of Social Studies in Nigeria

2.04.2 Nature and Scope of Social Studies Curriculum in Nigeria

2.05 Historical Development of Social Studies Education in Nigeria

2.05.1 Justification for Introducing Social Studies in Nigeria Schools

2.06. Concept of Curriculum

2.06.1. Types of Curriculum

2.07 Concept of Indiscipline

2.07.1 Manifestation of Indiscipline among Upper Basic Students

2.07.2 Causes of Indiscipline in Secondary Schools

2.07.3 Types of Indiscipline

2.08 Obstacles to Proper Implementation of Social Studies Curriculum in Nigeria

2.09 Review of Empirical Related Studies

Summary

2.2 Theoretical Framework

Theory is believed to be set of ideas put forward by someone to become a standby rule of doing something. One theory was reviewed and adopted for this study which is psychoanalytic theory.

Psychoanalytic Theory of Moral Development by Freud (2000)

This study is based on the psychoanalytic theory as propounded by Freud (2000) (in Aisha and Yunusa 2013). The theory discussed the social, emotional and political life of an individual. This is closely tied to the issue of citizenship development and political awareness. Freud believes that there is no discontinuity in mental life and that mental processes never occur randomly. Every thought, feeling or action has a cause and this cause is related to the conscious and unconscious intention of the individual. Placing the goals of Social Studies and that of citizenship training one will observe that psychoanalytic has high level of similarity because he opined that political and social life of an individual which is an embodiment of education, knowledge, skill, attitude and other factors that are subordinate to citizenship development is based on the conscious and unconscious development of an individual. Teachers are to learn and be conversant with human development in order to interact with learners positively for effective citizenship. This theory is important to this research work. It is obvious the child is connected to the mother right from the time the child is in the womb of his mother. It is believed that psychoanalytic theory can be suitable to this research work because it concentrated on conscious and unconscious development of an individual.

2.3 Conceptual Framework

The conceptual framework contains the concepts such as concept of Social Studies, objective of Social Studies, historical development, justification for introduction, and nature and scope of Social Studies. The concept of indiscipline, the causes of indiscipline, the types of indiscipline, Obstacles to Proper Implementation of Social Studies Curriculum in Nigeria, the role of Social Studies curriculum in curbing indiscipline and review of related empirical studies.

2.4 Concept of Social Studies Education

There are as many definitions as there are authorities in Social Studies. Okonkwo (2009) defines Social Studies as "the study that deals with mankind's social, economic and political behaviour at any place where people live or have lived or what people have thought, said or done, by implication, to resolve some consequences. This definition also implies that History, Geography, Philosophy and the various social sciences are part social study. These academic disciplines in relation to other people; people in relation to their environment or people in relation to ideas, although the focus may vary in time, space or value, but one element always remain in the picture-people. As inclusive but highly specific term applied to that are of the elementary school curriculum which has a primary responsibility for assisting the child to develop skill in understanding of human relationship. The school is always expected by the people to contribute directly to the development of loyalty to the democratic ideas, good citizenship, civic responsibility and human relationship, which represent the broader goals of education, but Social Studies have historically assumed a specific responsibility toward the attainment of these goals.

For Wesley (2005), Social Studies are defined as: "those portions of the social sciences selected for instructional purposes". Social Studies Education is more inclusive, broader concept

embracing the entire interpersonal, social life of the child. Social Studies as an area of the curriculum is regularly scheduled part of school day. Social Studies Education takes place whenever the child is in a social situation. According to Adoke (2006), he indicated that Social Studies is a programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with each other, their world and themselves. By these definitions, Social Studies give the students the opportunity to examine and understand their physical and human environment in order to behave as responsible citizens.

Kazi, (2007) regards Social Studies as "the investigation of human activity, since it studies man at home, at work, at workshop, in politics, at play, in the village and in the nation". He went further to say that, it is "an electric distillation of social phenomena for socio-civic living or behaviour. And a field of study that deals with the integration of knowledge, experience and effective use of resources for the purpose of citizenship education".

Shaibu (2011) defines Social Studies as "an aspect of learning which deals with how to get on (get along) with one's environment, physical as well as human, and how to develop those skills, knowledge, attitude and values that characterize a respective and responsible citizen in a free society". Despite the divergent views about what Social Studies is, there are some areas of agreement, that Social Studies is the study of society, that it is concerned with relationships within the society, that it is concerned with relationships within the society; and that the central or focus of Social Studies is "man".

2.4.1 Objectives of Social Studies Education in Nigeria

National policy on education (2013) presented the objectives of social studies at UPPER BASIC level thus:

a. Inculcation of national consciousness and national unity;

b. Inculcation of right types of values and attitude;

c. Inculcation of the mind in the understanding of the world around, and

d. Acquisition of the appropriate skills and the development of mental, physical and social abilities and competences as equipment for the individual to live in and contribute to the development of his society.

The objectives of Social Studies have been seen and categorized in various ways depending on the use in which the objectives is being employed, or the person with regard to the objectives of Social Studies. No wonder, the National POLICY on Education Revised (2004) Nigerians philosophy of education has in consequence, outline the quality of instruction at all levels according to the policy manual/guideline has to be oriented towards inculcating the following values:

i. Respect for the worth and dignity of the individual;

ii. Faith in man's ability to make rational decision;

iii. Moral and spiritual values in the interpersonal and human relations;

iv. Shared responsibility for the common good of society;

v. Respect for the dignity of labour, and

vi. Promotion of the emotional, physical and psychological health of all children.

The aforementioned values as enshrined in the national policy on education is Nigeria effort aimed at inculcating the right type of values add attitudes in the minds of the Nigerian

child right from the set which will be effective instrument for individuals and society development in all notifications. Broadly speaking, Mezeiobi (2008) advanced seven objectives of Social Studies thus:

Mezieobi, Fubara and Mezieobi (2008) identify seven (7) goals of Social Studies which are:

i. Didactic or knowledge and information goal
ii. Reflective thinking
iii. Affective goal
iv. Citizenship transmission goal
v. Pupils self enhancement goal
vi. Socio-political activism goal
vii. Skills goals

Didactic or Knowledge and Information Objectives: This objective focuses on transmitting or impacting knowledge or information that is Social Studies related or relevant. Knowledge of information that is emphasized is not that one that is dormant or inert, but knowledge that can be utilized to equip one with one's social realities and problem, or to provide the framework for putting it into effective usage.

Reflective Thinking Objectives: the utility value of any knowledge or information is the ability of the receiver of that information to digest it, analyze it, and apply it in the solution of problems, or in the creation of new knowledge through serious thinking. The ability of any knowledge to be functional is a product of reflective thinking process.

Affective Objectives: these entail the ability to develop in the recipient of Social Studies information, knowledge of content, positive values, attitude and feelings. In fact, the pervasiveness of negative values in Nigeria, valueless ness, disloyalty or unpatriotic behavioural

displays or acts, disrespect to cultural heritage, institutions of this country, coupled with dehumanization of humans lend import to this value goal-objective of Social Studies which in the context of Nigeria entail value crusade and the putting in place of a systematized educational programmes for value reorientation.

Citizenship Transmission Objectives: this involves inculcating in the children socio-civic competencies and all good citizenship entails. The attainment of these objectives makes a stable society with a minimum of maladjusted behaviour.

Pupil Self Enhancement Objectives: the ultimate focus of this goal of Social Studies is to equip the children with the psychological know-how to enable them feel committed to their society, feel a sense of being worthy members of the society who are bound to contribute to societal development.

Socio-political activism objectives: these objectives according to Mezieobi intend to make the pupil-students and client active socio-political participant in his environment and who would resort to constructive social criticism when need be.

Skill's objectives: by exposing children to Social Studies, they would acquire social skills, study skills and work habits group work skills and intellectual skills, all of which would make for social sensitivity and participation, working together with others, and participating in group affairs, and productively employing one's intellectual capabilities. No Social Studies teaching focuses on only one objective. The focuses on two or more objectives at the same time produce better results.

The above objectives of Social Studies are derived from the goals of Nigeria

The five (5) national goals of Nigeria are designed in such a way that whatever discipline or course one may desire to study in school is aimed at achieving the below goals. .

The objective of Social Studies do not exist in isolation they targeted to achieve the national goals of Nigeria. In fact, the objectives of Social Studies are derived from the national goals, educational objectives and national values as the case maybe. What are these targets which Social Studies as a subject is designed to attain them. The aims and objectives of Social Studies has reflect the countries problems and the countries national goals. The five (5) national goals are contained in the national policy on education 2004: thus are:

i. A free and democratic society
ii. A just and egalitarian society
iii. A united strong and self-reliant nation
iv. A great and dynamic economy
v. A land full of bright and equal opportunity for all citizens.

On the general goals and aims of Social Studies; Ololobou (2010) said the aims are broad target of schooling. They are general foreseen ends of education. They are often stated in a broad and vague manner. They give guidance and direction to school programmes:

i. The development of an understanding of the environment in the learners;
ii. The development of useful skills and abilities which will enable learners to deal with and manage the forces of the world around them, and
iii. To inculcate in learners the desire for harmonies living through an understanding of the social and cultural diversities in the society.

By implication social is indeed a subject that deals with human survival and a means of making the society a better place. Ismail (2018) confirmed the report of a national framework for values education in Australian school 2002 identified global education curriculum to have emphasized the development of positive values and attitude, based on a strong sense of identify and self-

esteem and encompassing caring for others, recognizing responsibility, a commitment to upholding the right dignity of all people and an appreciation of diversity and differences. It is also encourages and empowers learners to translate their knowledge, skills, values into a preparedness to participate actively in community life.

2.4.2 Nature and Scope of Social Studies Curriculum in Nigeria

Nature, according to Oxford Advance Learner's Dictionary (2010) is the basic qualities of a thing, person, and animals". Therefore, the nature of Social Studies is the quality that makes Social Studies what it is. What therefore is the nature of Social Studies? First and foremost, Social Studies are seen as a corrective study. Corrective because it aims at upsetting the colonial eras and also examining the present education system. Similarly, Social Studies, because of its nature incorporate all aspects of reforms revitalization and maintenance of the education values, knowledge and skills expected of people concerned about progress and modernization and maintenance of the education values, knowledge and skills expected of a people concerned about progress and modernization. Also as its nature, "Social Studies emphasize objectives before any content can be significant". Ololobou (2010).

Another most important nature of Social Studies is that it is a study that emphasizes the importance of man. Man is put in a central position and his activities are studies in relationship to his various environments by understanding, interacting, organizing and running his society in an order of cultural, economic and political setting. Hence Social Studies will try to gather relevant knowledge, values and skills centred on the subjects that form parts of these broad spheres of man. Ololobou (2010).

The scope of Social Studies on the other hand is the level, coverage, quantity and quality of content. In Social Studies, the scope varies depending on level of wants considered. However, the general pattern of content arrangement seems to follow a spiral or expanding horizon pattern or format. Man is put in the focus and all environmental attributes are arranged around him proceeding from known to unknown. In other words, the scope of Social Studies covers the study of man and all environmental attributes and also some aspects of the interaction between Nigeria and the wider society. Banks (2002), has this to say "The local studies should assume the major responsibility for helping children become adapt at making important decisions that affect their relationships with other human beings and the governing of their local communities and nation".

The Social Studies programme includes knowledge, concepts, attitudes and values draw from History, Geography, Sociology, Economic, Religion as well as other humanities and Social Studies. For a Social Studies programme to be effective, Eze (2008) stated that it must be directed to four objectives: knowledge, the basic skills, values and beliefs and social participation.

The importance of Social Studies as a subject of school curriculum cannot be over-emphasized. Through Social Studies, a student learns how to be useful to himself and his society. He identifies his needs, his strengths and weaknesses. The study of Social Studies gives him the opportunity to learn how to appreciate his right, and how to relate with other people in the society for his own benefit and that of others. Social Studies teach the interdependence of local communities and the wider nations. In emphasizing the importance of Social Studies, Mezieobi (2008) stressed that: It is the hope of Social Studies that the knowledge, attitudes, and skills obtained in the process of children becoming good citizen will be useful to them and to Nigeria society.

To him, project approach of teaching connects learning and experiences: this gives good training for the solution of problems in practical life. It also develops tolerance for this actions and opinion of others, since project are mostly carried out in groups. It makes learning a unified process, bringing interest, ideals character traits and attitudes together in functioning relations.

Also, Ololobou (2010) view the nature of Social Studies to be essential features or characteristics which distinguish Social Studies from other subject areas. The nature of Social Studies according to her includes the following:

i. It is a study of man as he interacts with the environment. Man is the central or core concern as he relates with the various aspects of the environment;
ii. It is integrated knowledge and information drawn from a wide variety of sources is used to study man comprehensively. Social Studies therefore portray the oneness and indivisibility of knowledge and the reality of man's interaction with the environment;
iii. Social Studies are value based. All three domains of learning cognitive, psychomotor and affective are emphasized. However, the affective aspect of learning is given prime importance because Social Studies are interested in modifying the behaviours of learners to get them integrated into their various cultural areas;
iv. Social Studies is a problem-oriented area of study. It is a response to the problems of society with a view to seeking rational solutions to the identified problem;
v. Inquire is the core of all teaching approaches in Social Studies. Learners are expected to go into the environment to investigate, collect, analyze data to make inferences and conclusions on social issues and phenomenon, and
vi. Social Studies in citizenship education. It is a study that exposes learners to the basic tenets of citizenship which emphasize rights and obligations, human dignity and worth,

dignity in labour, moral and spiritual principles in interpersonal relations to make them socially responsible citizens. All these are represented diagrammatically in fig 1.

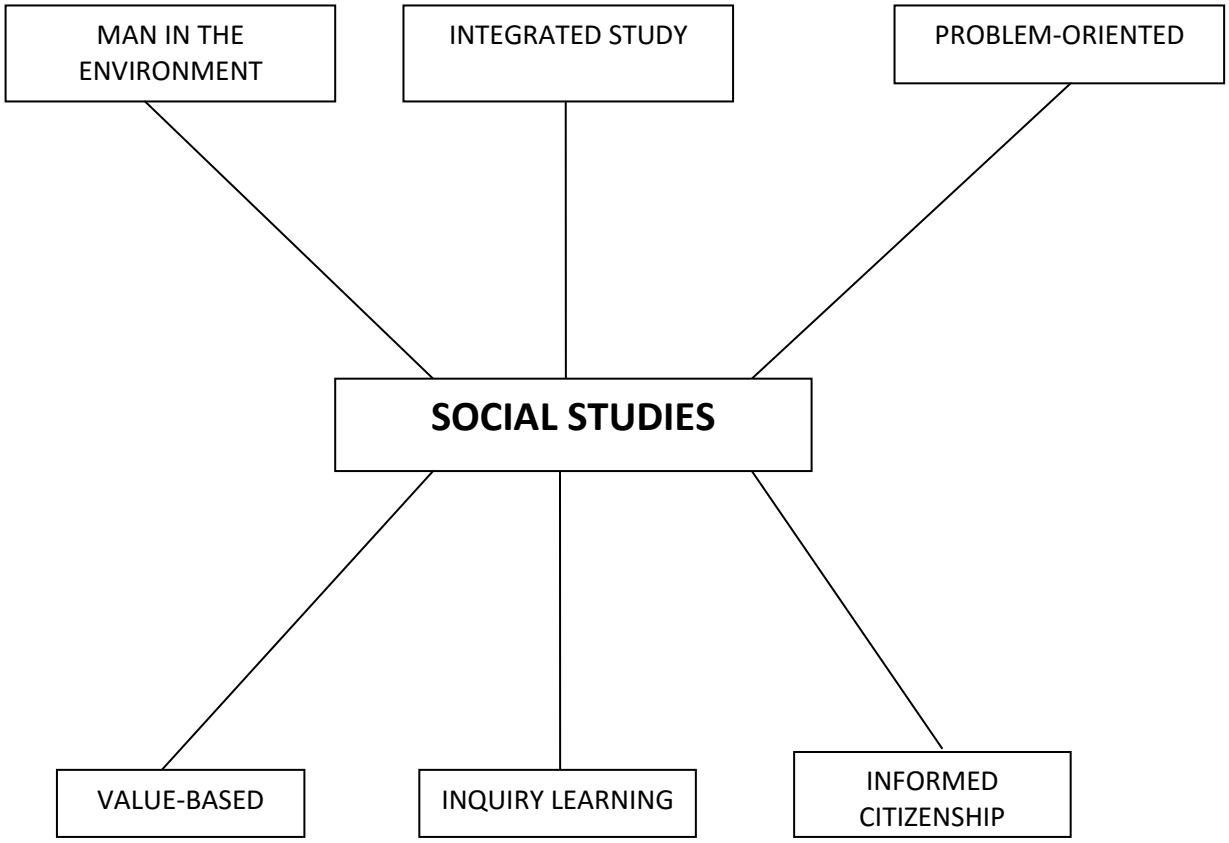


Fig. 1: ***Nature of Social Studies:*** **Source: Ololobou (2010)**

The National Council of the Social Studies (1994) in Ololobou (2010) noted that a meaningful Social Studies programme highlights these features. Learners in Social Studies focus themselves in understanding the world they live. They focus the problems around them: make inferences, conclusions and decisions based on observations made in the light of established societal values. Thus, Social Studies is the great connection between school learning and living in the real world. Learners are prepared through Social Studies for active, meaningful and challenging citizenship in a democracy like Nigeria.

The scope of Social Studies education refers to the level and extent of context coverage. This is generally wide and broad depending on the grade level. Also it is ever-coverage. This is generally wide and broad depending on the grade level. Also it is ever-changing given factors of space, time and human development. Social Studies by its nature is interested in all facets of human life and activities. Hence, the scope of Social Studies covers socio-cultural, historical, political, geographical, economic, scientific and technological issues. Contemporary public issues which are increasingly affecting the well-being of man also built into the scope to equip the learners with survival skills to make valuable contributions for the uplifting of society. Issues like population education, peace education, drug education, HIV/AIDS education, human-rights education, family-life education are all included. The essence of this wide focus of human activities is the promotion of good citizenship. Learners get to understand themselves, the environment, and the people around them through the quality of content coverage. Shipley (2008).

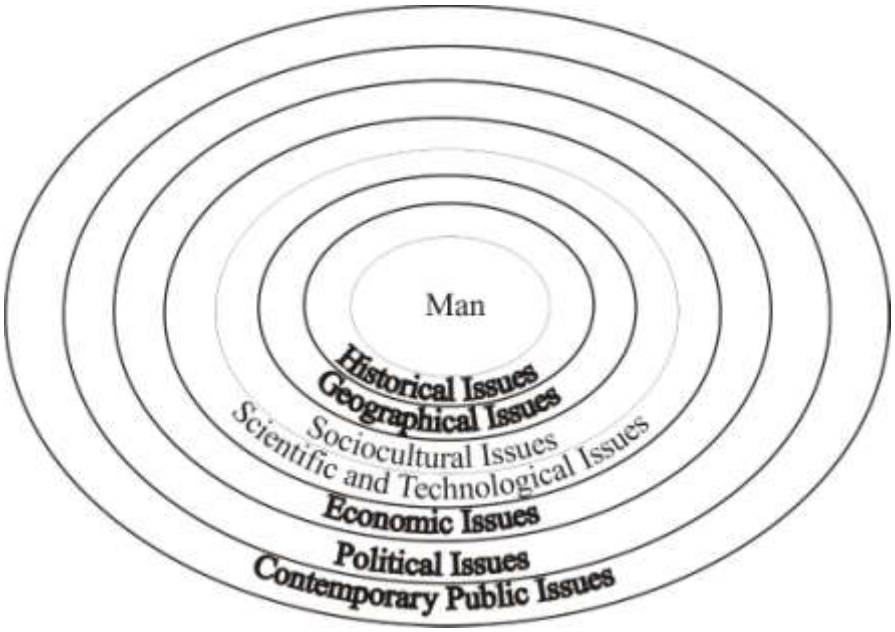


Fig. 2: Scope of Social Studies Focusing on man and the Environmental Attributes

Source: Shipley (2008) scope of Social Studies focusing on Man and the environmental attributes

2.5 Historical Development of Social Studies Education in Nigeria

Nigeria is a country with the most populous black race in the African continent and the whole world. Social Studies as an integrated discipline was not in existence during the colonial era in Nigeria (1840-1960). What was found in the primary and post primary schools in the country was the teaching of a kind of curriculum called "General Knowledge" (Udoh, 1989). Of course, the Nigerian child was therefore being educated outside his/her own environment, his/her society and culture. It was more appropriate at that time to know and explain concepts from European examples. The development of Social Studies in Nigeria however came earlier than those countries in Africa. This was because as early as 1958, the Ohio state University in the United States of America had sponsored some Nigerians for training programmes in Social Studies. The arrival of the recipients of such training programmes greatly influenced their thoughts about Social Studies. For instance, they perceived the social ills that accompanied Nigeria's transition from colonial era to independence. They discovered the high rate of acculturation among Nigerians and the rate at which the nation's cultural traditions were breaking down. They therefore, felt that the only way to salvage the country was to train the young ones in a manner that would provide them with opportunities to catch up with the new problem of change (Lawal, 2003).

This pattern of Social Studies thoughts was also complemented with an earlier effort at introducing the subject on an experimental basis in the Northern Education Project and the Aiyetoro Comprehensive High School Project of Western Nigeria. During this same period, the then Western Nigeria Ministry of Education began preparation for the propagation of the subject by convening a conference and agreeing to an outline of the Social Studies syllabus for

secondary schools classes I and II. This was later assigned to the Department of Social Studies did not experience a total success in the Eastern Nigeria due to the civil war. The Northern states' education committee of the Interim Common Services Agency (after the creation of six states from the existing Northern States), however made a decision that Social Studies should be introduced into schools and colleges in the Northern states. By 1969, Social Studies department was firmly established in the Institute of Education, Ahmadu Bello University in Zaria. In that every year, a national curriculum conference was held in Lagos and this gave a better national recognition to the subject as a means of achieving national objectives of education.

However, 1970 witnessed another tremendous position change in Social Studies as materials produced for primary and teachers colleges in the Northern states were out and the CESAC's book were modified and refined. More states such as Lagos, Kwara and Kaduna began to introduce the subject in 1971. Representatives from the East Central State Ministry of Education also attended Social Studies Association of Nigeria (SOSAN) Conference in 1971 with the full support for the teaching and learning of the subject. With the first National Curriculum Workshop held in Ibadan under the sponsorship of the Nigeria Education Research Council (NERC), the first ever National Social Studies Syllabus for primary schools was produced. Concepts, nature, objectives, teaching strategies, teaching aids, evaluation techniques were discussed at the conference.

Based on the necessity for training of pre-service Social Studies teachers in primary schools, the Nigeria Education Research Council (NERC) produced syllabus for teachers colleges in 1972 and the Institute of Education; ABU Zaria introduced the subject into its Postgraduate Diploma in Education (PGDE) programme. In the same year, a degree course in Social Studies in ABU, Zaria and Nigeria Certificate in Education (NCE) programe in Advanced

Teacher's College Sokoto was introduced in 1973. Further, 1974 and 1975 witnessed another development at the Institute of Education, University of Lagos, where the subject was introduced as Associateship at NCE levels. 1976 was another year when Universal Free Primary Education was launched throughout the country, and the teaching of Social Studies in the primary schools replaced separate subjects of the social sciences. It became compulsory in teacher's colleges. In 1978, two – year Bachelor of Education (B.Ed.) degree programmes in Social Studies was also introduced at ABU, Zaria. By 1980, the discipline of Social Studies was offered at all levels of our educational system and the National Policy on Education made it a core subject in primary and upper basic schools. In 1981, the NERC now Nigerian Educational Research and Development Council (NERDC), thought it wise to review the National Primary Social Studies Curriculum Guide which was produced in 1971. The revised guide was published by the Federal Ministry of Education in 1983". 1981 and 1984 witnessed another rapid development because many more universities started postgraduate degree programmes in Social Studies. Typical example of such institutions included: Ife, Ibadan, Ilorin, Lagos, Nsukka and Jos. The Joint Consultative Committee (JCC) also approved the Upper basic School Social Studies Syllabus (Udoh, 1989). The National Teacher's Institute did not only produce the Grade II Social Studies Syllabus and texts, it also went ahead to write course books on Social Studies for NCE for Distance Learning System, the distribution of which started in January 1990. Almost all colleges of education now offer Social Studies in their current programmes. Degree and postgraduate programme in Social Studies are now being offered in more than ten universities in Nigeria. The skepticism on the nature, scope and philosophy of Social Studies has been over to some extent. It is now a compulsory subject in the first nine years of a Nigerian child's education courtesy of the new 9-year Basic Education Curriculum launched in 2007. In a related development, there is an

on-going effort by stakeholders in the field of Social Studies education to pursue the review and full implementation of Social Studies education curriculum for senior secondary schools in Nigeria. The curriculum was developed some years back, but its implementation is yet to be realized. This will serve as a measure boost to the subject.

2.5.1 Justification for Introducing Social Studies in Nigerian Schools

A number of factors are responsible for the introduction of Social Studies in Nigerian schools. These factors according to Mezieobi and Fubara (2008) include:

a. Nigeria's positive response to the curriculum reform trends in the world community whereby Russia's launching into space of sputnik on October, 4, 1957 and American's realization of the techno-human education via Social Studies that will improve human life.
b. The identified inadequacies and irrelevances of Nigeria's education up to independence which did not reflect Nigeria's need problems and aspirations, made Nigeria to look out elsewhere Social Studies for the education of persons who will be endowed with the intellectual, reflective and social skills to make life worth the living.
c. Nigerians were disenchanted with the dichotomization or fragmentation of disciplines of social sciences and the humanities which, in their distinctiveness, presented false view of the real world. Social Studies with its integrated approach to learning was seen as being capable of cutting across artificial subject divisions and presenting knowledge as an integral whole.
d. Amid the pervasiveness of a multitude of negative values, poor attitude to work, disrespect to constituted authority and absence of a sense of patriotism, the introduction of Social Studies, a value laden subject was thought to provide a value re-orientation platform to inculcate socio-civic and affective competence in our people.
e. The introduction of Social Studies in Nigeria school was an implementation response of the decision of African countries at Mombasa, Kenya's conference in 1968 to the effect that all African countries should attune its integrated Social Studies programme to suit its peculiar needs and aspirations. The success of the Social Studies pilot test at Aiyetoro Abeokuta in Ogun State of Nigeria under the auspices or sponsorship of the USAID (American Agency

for International Development) and foundation encouraged the introduction of Social Studies in Nigerian schools on a National Wide Scale. According to Okonkwo (2011) She opined that, Social Studies was introduced in the late 1960s most educators in Nigeria clamored and agreed that the schools must be Nigerian in outlook rather than emphasizing foreign ideals.

In the light of the above, Ismail (2018) reported that the segregation and fragmentation of course in humanities and other social sciences in their distinctiveness presents the world in its false view, therefore Social Studies in its integrative approach to learning was seen as capable of cutting across artificial subject boundaries and present knowledge in an integrated and unified knowledge approach to learners. Thus, its introduction was facilitated. More so, Social Studies in Nigeria is equally justified by the multitudes of negative values, poor attitudes to work, disrespect for constituted authorities of negative values

2.6 Concept of Curriculum

Curriculum has been derived from a Latin word 'curere' which stands for a 'course to run'. In the field of education we can say a student use to run for achieving the objective, aims and goals of education, In other words, we can say all those learning experiences which help a student to understand the objectives of education.

Curriculum is a means or a way followed by the teachers and students for achieving the set goals and aims or objectives of education being provided in the school. It includes the sum total of experiences available for students for achieving the learning objectives. In this way, it is not classroom teaching or learning of some topic but all experiences curricular or co- curriculum imported by the school for achieving the aim and objectives of the school education.(Khan & Abubakar, 2016).

According to Wesley (1950) "the curriculum consists of the content and the activities which are employed for the attainment of the objectives of a particular school subject. It consists of recognized, simplified and purposefully selected portion of information and experiences". Wesley and Wronski (1973) highlighted the objectives of Social Studies curriculum:

The curriculum consists of the contents and activities that the school employs for the purpose of educating the students. Geographical facts, Historical events, mode of inquiry, the study of political behaviour, socio-drama depicting the condition of urban ghetto-dwellers, and discovery episodes are all examples of curriculum materials. They are designed to promote learning in Social Studies.

Thus, the term Social Studies curriculum, involve all those experiences whether curriculum or extra-curriculum activities imported in the school or outside the school can be included in the study of the subject (Social Studies) in view of their significance for the realization of the national objectives and Social Studies should be a joint struggle of all those who are connected with the planning, development, importation and utilization of Social Studies curriculum. In this perspective Wesley and Wronski contributed that the ideal practice of Social Studies curriculum needs to be a joint product of teachers, social scientists, curriculum specialists, administrators, textbook authors and students.

2.6.1 Types of Curriculum

2.6.1.1 Explicit/Formal Curriculum

Explicit curriculum is also called Overt or written curriculum. This is the type of curriculum that appears in documents and teachers' plans. It is that which is written as part of formal instruction of schooling experiences after being carefully designed and pilot tested by teachers and students

(Burton, 1998). It may be a curriculum document, texts, films, and supportive teaching materials that are overtly chosen to support the intended instructional agenda of a school Thus, the overt curriculum is usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers, often collectively. It is the subjects to be taught, the identified "mission" of school, and the knowledge and skills that successful students to acquire at the end of schooling (Baba, 2014; Wilson, nd.). Some critics look at the ex curriculum as that which exert control and that restricts the intuition and creative thinking of both teachers and children. They view it as a system that dictates what content and activities must be done each day and at specific times (Burton 1998).

2.6.1.2 Implicit Curriculum

An implicit curriculum is one that is embedded within the thinking processes of individual teachers but not written down or published, and therefore cannot be replicated by others (Burton, 1998). Implicit curriculums are lessons that arise from the culture of the school and the behaviors, attitudes, and expectations that characterize that culture, the unintended curriculum (Baba, 2015). Critics of the implicit curriculum arc of the view that "it is a flbn-system consisting of an ever-changing collection of random, non-sequential, and unrelated ideas and activities that teachers and children do when and if they wars to do them.

2.6.1.3 Hidden Curriculum

The hidden, which also called covert, unintended, informal or implied curriculum is that which is derived from the very structure and nature of schools, much of what revolves around daily or established routines (Hewitt, 2006; Wilson, n.d.). It refers to the kinds of things children learn from the very nature and organizational design of the public school, as well as from the

behaviours and attitudes of teachers and school administrators. Hidden curriculum is not overtly included in the planning or even in the consciousness of those responsible for the school organisation. It include the physical environment of the school as well as the interpersonal relationships formed or not formed between students, or even between students and teachers If the potentials of hidden curriculum is realized, could be of benefit to students and learners in all educational institution (DarbySofl 2014; Hewitt, 2006; Wilson, n.d.).

2.6.1.4 Null Curriculum

What is left out completely and is not taught constitute the Null Curriculum. It conveys a hidden message to students, teachers and society. Choosing one subject to teach over another, Including certain activities and/or materials over others, etc. all display a form of judgment. Instruction designers choose particular events, and so the students swayed in thinking these events are more important than others. Not caching some particular idea or sets of ideas may be due to mandates from higher authorities, to a teacher's lack of knowledge or to deeply ingrained assumptions and biases. A classical examples are issues of sex or alternate life style. (Baba, 2017; Hewitt, 2006; Wilson n.d). Also, many teachers are under pressure not to teach evolution (Wikidot, 2010). It should be noted that what constitutes null curriculum in one country may be part of written or formal curriculum in another. (Wikidot, 2010).

2.6.1.5 Recommended Curriculum

The Recommended Curriculum derives from experts in the field. Almost every discipline- based professional group has promulgated curriculum standards for its field (Glatthorn, Carr, and Harris 2001). Recommended Curriculum is the one that is developed by an advisory committee, in some cases, a law making body like the congress and the senate of a country, or a government'

s ministry of education. A university or a school can recommend a subject, courses or any academic program which is deemed necessary for national identity and security, for environmental protection and sustainable development, among others (Alvior, 2015). Such a curriculum may be accepted and approved for use in the relevant institutions or for some obvious reasons, may be shelved.

2.6.1.6 Taught Curriculum

Taught Curriculum, also called delivered or implemented curriculum has to do with the implemented of the written Curriculum. It is that aspect of curriculum that implemented. Anything that is being taught or an activity being undertaken in the classroom is a taught curriculum, when a thus, when a teacher deliver group work, or asks students to do laboratory experiment with his guidance, the taught curriculum is demonstrated. This curriculum contains different teaching and learning styles to address the students' needs and interests (Alvior, 2015; Glatthorfl, Carr, and Harris 2001).

2.6.1.7 Supported Curriculum

The supported curriculum is the one for which there are complimentary instructional materials available, such as textbooks, software, and multimedia resources like audio visual materials. Supported Curriculum also include blogs, wikis, as well a p1aygroufldS zoos, gardens, museums, and real life objects. The term supported curriculum is based on the fact that it helps teachers implement a written curriculum thus enables the students to become lifelong learners (Glatthorn, Carr, and Harris 2001; Alvior, 2015).

2.6.1.8 Assessed Curriculum

The assessed Curriculum refers to student achievement tests. Teachers use their own tests to monitor student performance. The assessed curriculum explains how teachers go about gathering and analysing information about student performance. Some of the main purpose of assessment are to determine what students already know and can do and to help them improve their learning by using data to inform to instruction. Teachers may use the pencil and paper tests, and authentic assessments like portfolio and performance based assessments as a means of evaluations in order to know if the students are progressing or not. The basic components of an assessed curriculum are Alignment, Content Coverage, Consistency, and Fairness. Alignment is when the assessment is aligned to the major purposes and learning objectives of the Written and Taught Curricula. Content coverage is whether the assessment contains a rich enough sample of the chosen learning objectives. Consistency and Fairness means it is fairly and consistently measuring what we Want it to measure (Alviot, 2015; Virginia Department of Education Office of School Improvement 2014b).

2.6.1.9 Learned/Achieved/Curriculum

Learned Curriculum, also called received, experienced or curriculum indicates what the students have actually learned can the measured through learning outcomes. A learning outcome can be manifested by what students can perform or do either in their cognitive affective or psychomotor domains. The learning outcome can be determined by the results of the tests, and it can be achieved by the student through the use of learning objectives (Alvior, 2015). Learned Curriculum is describe most important of all curricula as it is what the students learn (Glatthorn, Carr, and Harris, 2001).

2.6.1.10 Societal or Social Curriculum

Societal Curriculum or social curricula is the massive, ongoing, informal curriculum of family, peer groups, neighborhoods, churches, organizations, occupations, mass media, and other socializing forces that "educate" all of us throughout our lives. In the current dispensation it includes the effects of social media such as YouTube, Facebook, Twitter, Pinterest, and similar social networking. Social media has helped to create new perspectives, and can help shape both individual and public opinions on diverse issues.

2.6.1.11 Phantom Curriculum

The phantom curriculum is the messages transmitted through media. Types of media have expanded with the development of the internet and exposure to social media and e-learning particularly around boards which once were verbal in nature in face-to-face interactions but now leave a digital footprint (Mitchell, 2016 and Wilson n.d.). Coupled with the ever increasing amount of phantom curriculum available through media is the ease of access to it through portable devices. By use of personal computers, handsets, the internet is easily accessed by individuals all Over the world. This has made it easy for teacher in one corner of the world to interact with his student at another comer of the world.

2.6.1.12 Concomitant Curriculum

What is taught, or emphasized at home, or those experiences that are part of a Family's experiences, or related experiences sanctioned the family constitute Concomitant curriculum. This curriculum by virtue of its nature, overlaps with both the hidden and societal curriculums. It is what is taught and practised at home through religious expression, morals, ethics, behaviours and families' social experiences. This is very relevant in societies where there is a high importance of the family and religion influencing people's lives.

This type of curriculum may be received at church, at a mosque or temple which includes values, morals or ethics based on a family's preferences (Mitchell, 2016 and Wilson n.d). Unfortunately however is the fact that family societal tips and value have broken down such that in many homes and communities.

2.6.1.13 Rhetorical Curriculum

Rhetorical Curriculum: The rhetorical curriculum is comprised from reports and ideas provided by policymakers, school officials, administrators, or politicians (Wilson, n.d.). Additionally, these reports may come from organizations involved in concept formation and content changes. In essence the rhetorical curriculum are the guidelines provided by the overarching educational body that help and shape both pedagogical and content and any changes and development of the curriculum. The rhetorical curriculum may also come from the publicized works which include educational journals offering updates in pedagogical knowledge. Needs analysis documents provide good examples of works that have not provided updates in pedagogical knowledge but also the need for continual improvement in the practical aspects of teaching and learning (Mitchell, 2016 and Wilson n.d.).

2.6.1.14 Curriculum-in-Use

The curriculum-in-use is the actual curriculum that is delivered and presented by each teacher. Often times the formal curriculum is not fully taught as outlined. Thus, curriculum in-use are the component of the formal curriculum that are taught. In same cased, one may find some elements that are not in the formal in the curriculum being included in the curriculum in use either to remedy a deficiency or to adapt the curriculum.

2.6.1.15 The Electronic Curriculum

The electronic Curriculum refers to all the lessons learned through the searching of the Internet for information, or through using e forms of communication (Wilson, n.d.). This type of curriculum may be either formal or informal, and inherent lessons may be oven or covert, good or bad, correct or incorrect depending on one's perception. Hendrieson et al. (2004) refers to the electronic curriculum as the E-curriculum and expanded it to include computer-based learning, electronic educational materials (online subject, CDROMs), online data bases to search for materials, Online evaluations and assessments, and formal academic communication through email, the infrastructure such as internet enabled classrooms, digital and multi-media equipment, providing access and equipping students with laptops to be able to participate and fully integrate (Hendricson et al. (2004) as cited in Mitchell, 2016).

2.6.1.16 Interactions of Curriculum types

How do these curriculum types interact? The research literature and experience working with education\leaders and school systems on curriculum development suggest the following: The recommended curriculum in general has little impact on the written curriculum and perhaps less of an effect on the classroom teacher. The recommendations of subject matter experts and policymakers regarding curriculum co tent us all have had little influence on schools. This could be due to the fact that the schools hardly have access to it. Besides, it may not have a bearing with their examinations. The written curriculum has moderate influence fit taught curriculum. Most experienced teachers review the curriculum guide at the start of the year and then put it aside as they weigh ° factors in deciding what to teach. They tend to give greater attention to

such factors as students' interests, their own assessment of what has worked in the past, and what will be on the question papers of examinations bodies.

The tested curriculum seems to have the strongest influence on the curriculum actually taught. In an era of accountability, teachers are understandably concerned about how their students perform on tests. Much classroom time is spent on developing test questions and on practicing questions similar to those that will appear in tests and examinations. Students try to lay emphasis on topics or aspects that will appear on question papers. The supported curriculum was a strong influence on the taught curriculum, especially for basic school teachers who teach several subjects. The textbook is often their major source of content knowledge.

There is a significant gap between the taught curriculum and the learned curriculum; students do not always learn what they are taught. Several factors account for the gap: the teacher's failure to make the curriculum meaningful and challenging or to monitor student learning; and the students' low level of motivation, cognitive abilities, and short attention spans, the non-conducive learning environment and the presence of untrained teachers who find at difficult to teach. The hidden and excluded curricula have a powerful influence on students' perceptions. Every day students are exposed to the hidden and excluded curriculum and internalize their messages For instance, if the school system's leaders speak about the importance of physical education but allocate only 45 minutes per week to that subject in the primary school, the message that the L receives is that physical education does not matter when compared with other subjects (Mitchell, 2016).

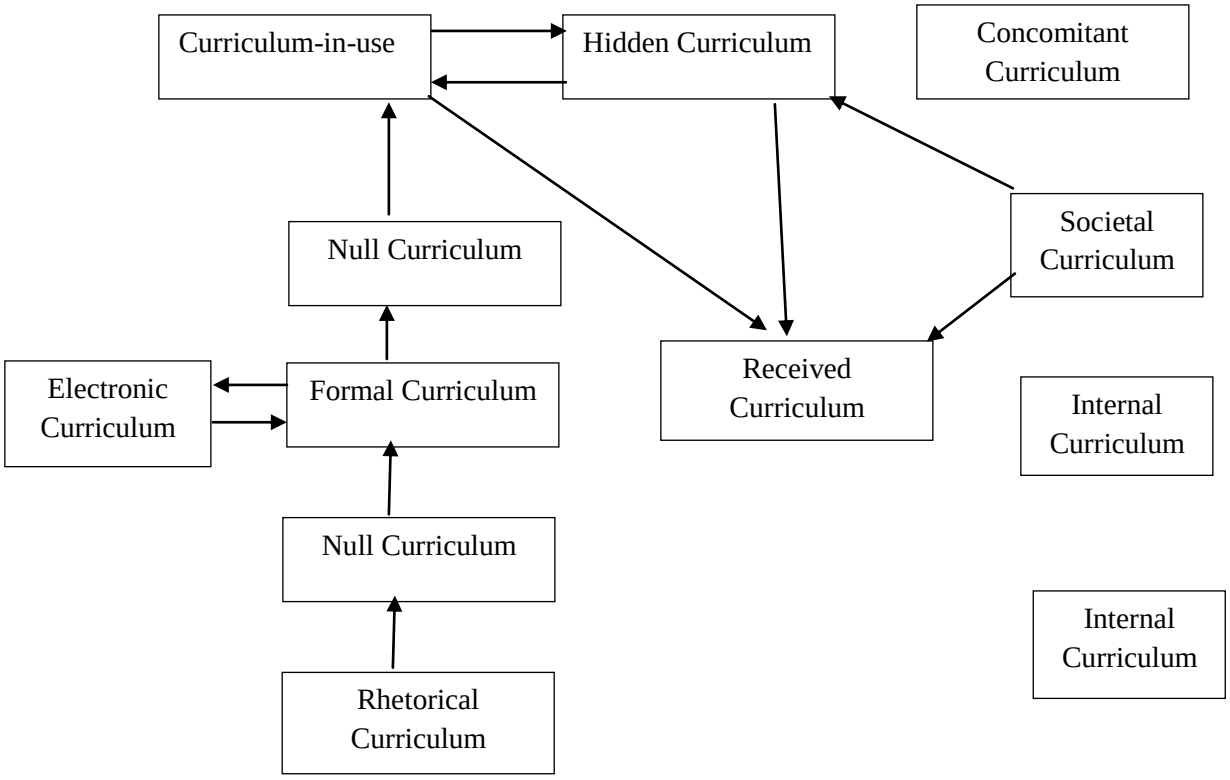


Figure 2: Relationships among some types of curriculum (Adapted from Mitchell, 2016)

2.7 Concept of Indiscipline

The Nigerian society today is bedeviled with so many forms of indiscipline such as drug abuse, gangsters, cultism, absenteeism in school, truancy among others. And it is mostly associated with teenagers who are mostly found in secondary schools. However, indiscipline can be defined in many ways. Hunkunyi (2006) defines discipline as "training of scholars and subordinates for proper conduct and action by instruction; the order maintained and observed among persons under control or command a system of rules conduct". Musaazi (1982) describes discipline in the context of school discipline as "student being provided with an opportunity to exercise self control, to solve school problems, to learn and to promote the welfare of the school.

He noted that a disciplined student is one who recognizes his rights and responsibilities and does them. Thus, school rules and regulations have to be made to guide the conduct of students to avoid school problems.

In explaining the concept of indiscipline Afolayan (2004), states that discipline in education could be used in two senses. It can be titled academic discipline and it can be referred to as social or behaviour discipline. This distinction is to avoid ambiguity that may be read into the meanings of discipline. Academic and social or behaviour discipline equally plays an important role in the character molding of a person. An academic discipline refers to the branch of learning or a subject, particularly at the university level. Musa (1994), shares these views when he says that subject areas are disciplines because the learner submits himself to the rules, implicit in them and as one progress. One's consciousness becomes structured by their procedures. Also Afolayan (2004), defined the second sense as behaviour indicative of submission to genuine authority and high ideals. Making specific reference to staff and students, he said, it denotes willing obedience to school rules and regulations as well as behaving and working in ways generally acceptable to the school community. The key idea in this definition is willingness to follow or accept effortless the authority of the school.

According to Molagun (2000) defined "moral" as word which refers to that which pertains to the conduct of a man. To her when a man is virtues, chaste and able to discriminate between right and wrong, he is said to be morally upright, in order words he is able to practice the moral duties that are expected of every member of the society. Moral degeneration comes in when people are no longer virtues, honest, law abiding, tolerant or respectful, there is decline from a notable state to a lower state and things will become morally bad. Indiscipline is defined

to be educational crisis by Brameld (1995), “is a manifestation of critical imbalance in one or more essentials of a culture structure in an environmental setting”.

In the presentation of Taiwo (1998), defined indiscipline as a state of disregard for laid down rules and regulations that govern and regulate the management and operation of a school or an organization. He goes further to say that it is the lack of training of mind and body to produce obedience, self control and all other virtues that contribute to make for peaceful non-violent, orderly, conducive, productive, progressive and happy life.

Omote, Thinguri, and Moenga(2015), define indiscipline as a behaviour by one or more students that is perceived by the teacher to initiative a vector of action that competes with or immorality is a behaviour disorder that is classified as an act of delinquency. Above definitions are relevant to our discourse here but that of Taiwo will help us to be focused. This is so as indiscipline in secondary schools is not strictly restricted to negative not discriminate essentially transcending the boundaries of gender, class and race” and is an off-shut of the societal misdemeanor.

2.8 Manifestation of Indiscipline among UPPER BASIC Students

Before the advent of western culture along with Christian religion and western education, the standard of morality in our society especially among the adolescent (secondary school age) was at its highest level. Parents as well as adult who constituted the teachers saw the need to tame the young ones. The adolescent were taught good morals as well as the cultural values of the society. Mezieobi (2008) stressed that adolescent were taught to distinguish between right and wrong behaviour and made to know how best they could live successful in the society. They were taught to respect elders, and those in authority, how to establish good human relationship, and participate in community development. Thus, adolescent in those days were very cool

headed, respectful, responsible, tolerant and self-disciplined. The society or school then did not tolerate any nonsense from offenders. Those that committed offences were either ostracized or punished. Hence, there was a drastic curtailment of the right and privileges of offenders. The Islamic religion in Nigeria, also helped to impact moral injunctions into the adolescent. In fact as Albert and Ozigi (2009), put it, "those that received Islamic education have a moral obligation to place their education at the service of their fellowmen particularly those whose circumstances are less fortunate than their own". Recipients of Islamic education were made to believe that account will be given to God in the next world and this would include ways by which they have used the knowledge acquired to help fellow members of the society.

By the time the colonialists came together with the missionaries who introduced Christianity and western education, the Nigerian adolescent were still morally sound. Although the primary aim of the missionaries was to evangelize the people, they realised that catching the people young through the education would be the best way out. As a result of this all the Christian religious instructions, which incorporated the morals, expected of the people were imparted to the young ones at school. In fact, the teaching of religion was compulsory.

Adolescent at this period engaged themselves in meritorious activities. For example they fought side by side with the politicians for the freedom of the nation. They cooperated with teachers and parents and ensured the safety of everything and people they interact with. In this millennium the manifestation of indiscipline is multifaceted. It ranges from sexual immorality-raping, embezzlement in billions and trillions, unfaithfulness, money laundry, human trafficking, kidnapping, ritual killing, cultism, smoking, drug addiction, disobedience to parents and school authority mention but a few. The under listed manifestations of social problems in society and

schools are not exhaustive but at generally common in most societies and schools in Nigeria. Their manifestation are as gearing as soiling white cloth or ones finger with red oil. They are:

Laziness, fighting, pilfering, stealing, bullying, cheating, extortion, smoking, violence, riots, gossiping, lateness, truancy, cultism, misappropriation, lettering, breaking bounds, telling lies, sexual immorality, teenage pregnancy, slandering, kidnapping for ransom/killing, loitering, drug abuse/addition, falsification of results, running away from home, leaving school without permission, examination malpractices, leaving the boarding house before vacation, armed robbery, greed, idleness, stubbornness, indecent dressing-mini skirt, transparent dresses, baggy trousers and sleeveless cloths by parents, embezzlement of public fund, inflation of contract values and payment voucher, pushing of hard drugs collections of kickback and bribery, sabotage, aiding and abating. Once more, in any of the above the people/subjects are said to have committed an offence punishable according to societal rules or schools rules and regulations.

2.9 Causes of Indiscipline in Secondary Schools

There so many causes of indiscipline among students. However, some of the causes are parental factors, environmental factors among others

a. **Social Influence:** Asiyai (2012) opined that indiscipline child is an uncontrollable child and can do any damage in school when he does not get what he wants. Indiscipline is a problem in schools and it is also an issue of national concern. Asiyai (2012) also said, let us cast our net where we are: Look into the culture of the society and see if the adolescent can be given a new orientation, a new challenge and a new faith. The society must place less importance on material gain and more on moral values. Gutuza and Mapoliza (2015) stated that the alarming increase in secondary school indiscipline is caused by the

external social environment and that the education provided will not prevent indiscipline from recurring. The growing cankerworm has threatened the cohesiveness and peaceful coexistence of students and the people in general.

b. **Home and Parental Attitude:** The in disciplinary problem arises first in the home: the family is the primary or foundation unit of the socialization of the new members of the society. When parents disciplined, there are bound to be among the children who have been deprived or parental care and supervision in this same-article he asserted than an irresponsible father who was always drunk and too occupied with natural activities, would have little or no time to train his children neither with the nagging. Jealousy, mother in most cases when the child is at home is carried out to school and the public.

   It was reported to Nigerian Tribune (2016) where Afe Babalola lamented on a situation where some secondary school students went rampage in Oyo state and in the process burnt the school buildings. The grouse of the students was stated to be the decision of the state government to adopt a new policy by which automatic promotion would no longer be guaranteed and by which students would be required to score a minimum of 50% in both mathematics and English language to proceed to the next class.

c. **Poor School Administration:** The school is regarded as the centre for the young generation to acquire the attitude, skills, values and the critical minds for the analysis of society and it's problem since children are easily influenced by what they learn, they are to be taught what the society consider culturally and socially relevant, when morals are lacking among students and are not properly controlled and managed. Schools would be in states of emergency.

According to Mariene (2012) Munyasya (2008), Onyango (2008) and Kabiru (2007), indiscipline in schools greatly affects the quality of teaching and learning, uncovered/unfinished school curriculum resulting to poor results, dropouts and wastage of resources invested by stakeholders including parents and the government.

d. **Peer group influence:** The term peer group stands for comprising individuals who are equal to some chosen characteristics, age, rank, merit and ethnicity, the school environment, the family, neighborhood and the routes to and from school, all these offer setting for the activities of peer groups and the peer group help children to broaden the horizon and develop the viewpoints that transcend a number of families. Iburun (2003) asserts that peer group is of great importance as it affects young people's way of life. Since many parents are too busy to monitor the kind of friends their children make, and are less committed to the moral training of their children, such students become easy victims of peer group pressure.

   However, there are schools where certain peer group becomes as deviant or dreadful as to take on a murky image of a secret cult. At this stage, it may be better to say that the peer group concern have degenerated to the level of a clique. The peer group provides some opportunity for certain feelings of stability and solidarity satisfying the socio-psychological needs of belonging and esteem. Most members would rather comply than run the risk of being killed. All these are transferred from adults to adolescent.

e. **Mass Media:** Mass media equally contribute to indiscipline among the adolescent. The media of communication includes radio, television, newspapers, magazines, cinema or films, posters, pamphlets and general books or novels, they are powerful instruments of socialization in contemporary societies new ideas, new beliefs, new fashions, new

techniques and new products all of which update the culture of the society concerned are communicated to the masses provides violence, criminal acts which are definitely not in the best interest of developing societies. The same thing is applicable to the pornographic shots and the conspicuous consumption habits which television advertisement endorses such things are at cross purpose with the effort of the other agent of socialization.

Kolaci (2014) believes that interacting through the appropriate channels of communication will enhance organization's effectiveness and avoid confusion and autocratic leadership leading to anarchy and chaos. In addition Akpata (1979) reported that eight percent (8%) of television programmes contains some violence and the percentage (0%) is on the increase in spite of opposition from the public. According to Akpata (1979), children spend six to eight hours day, watching this violence, even though hundreds of students have clearly established the powerful modeling effect as long lasting and that the general lesson on television is that violence by "the guys of bad guys" he concluded that there is a reliable and socially significant relationship between the amount of violence which children sees on entertainment television and the degree, which his is aggressive in his attitude and behaviour.

2.10 Types of Indiscipline

2.10.1 Examination Malpractice

Muun (1999:51), stated that "examination malpractice is any improper action carried out before, during and after examination with the intention to have undue or irrationally favoured advantages over others". Any form of fraudulent practices, that is, aimed at netter result at the expense of hard work lead to examination malpractice. Shonekan in James (2008:3) sees examination malpractice as "a premeditated irregularities by the candidates and their agents with

the intention of gaining undue advantage is an examination of gaining undue advantage is an examination". This definition considers examination malpractice as not a spontaneous reaction but a well planned and executed act.The first known leakage of papers according to James (2008), was in 1914 during the Cambridge certificate examination papers, also in 1948 a candidate was caught in Lagos center copying directly from history textbook in the Cambridge school certificate examination. Following history of examination malpractice the same author continued by saying that as early as 1963, it was discovered that examination malpractice was no longer an individual affair but a mass participation.

2.10.2 Absenteeism

Absenteeism from school contributes to indiscipline in our school. Some students absent themselves from class or from school any time or day they want, which is really affecting the school. According to Okam (2006), students who constantly play truant or turn up late for lessons are disruptive to other students, the teachers' lesson and the schools learning environment. Also, he contended that truanting has negative effects on school morals. Henry (2004), stated that students who are consistently truant sometimes have behavioural issues that disrupt classroom, making it difficult for teachers to teach other students to learn and cause administrators to spend more time on disciplinary issues rather than on academic issues. According to Smink and Zorn (2005), state aid is often distributed to schools or districts based on their average daily attendance. Truancy can thus affect a school's button line. Several municipalities have had remarkable success at increasing state aid to their school through truancy reduction programmes. Amema (2007:10) noted that "truancy" which is a delinquent act have the following effects, stealing dishonestly, sex offences, disobedience, drug abuse, assault, wickedness, suicide and charms which have negative effects on the child and the management of

secondary schools in terms of causing administrative instability, distraction to school academic programmes destruction to school properties and tarnishing of the image of the school.

2.10.3 Drug abuse and Addiction

Many school children between the ages of 13 – 21 are addicted to drugs. They are found of drinking alcohol and other substance and smoking Indian hemp, Edem (2003) stated among the teenager, the use of addictive drugs is symbolic of their participation among their social set up and also it is part of an exploratory behaviour associated with growing up. Adolescent children smoke and drink alcohol. This behaviour results to nonchalant attitude among the students. Christiana (2011), observed that between the age of 13-19 years, the adolescent child wants to gain independence and to do things that adults do such as smoking or drinking", and this results to misbehavior in school by breaking the school rules and regulations. It affects the mental and physical being of the individual with some of them ending up on the streets mad men and women and causing more havoc to the society. Majority of them also continue into the university and turn out as unserious human beings. Some of them waste their resources on the hard drugs. The use of these drugs pushes some of them into immoralities criminal act like robbery, killing and raping. Others include

2.10.4 Stealing

Stealing is one the problem encountered in the administration of secondary school, stealing means taking away of another person properly without permission or legal right especially secretly. Ijaiya (1997), opined that stealing to obtain something by trick or cleverness is clear that many school children in Nigeria are experiencing poverty. Sometimes children resort to stealing to meet their immediate needs and some steal to fulfill deep lying emotional needs or because of unfortunate emotional conditionings which accompany stealing. While some steal to

revenge themselves on parents or companies or they may steal because of buried conflicts and tensions that are relieved by the act. Most students steal to gratify desires, they are too weak to resist or too young to think that they should resist anything they see that they want.

2.10.5 Sexual Immorality

There is sexual immorality among students in secondary schools. Sex is the union of the male and female reproductive organ. Sexual immorality is common and practice in secondary schools and this was affirmed by Inaju (2005:59) who stated that "some students especially girls go out abandoning their studies for sexual pleasures that ends up destroying their futures". He further lamented on this issue by saying that there are too much sexual pervasiveness/ promiscuity and perversion in the present generation. This implies that sexual activities are prevalent among secondary school students. Writing on the issue of activities among secondary school students, Musa (2015) reported that "out of more than 500 urban adolescent aged 12 – 24 years that is 41% have experienced sexual intercourse". He asserted that 19.92% of these were female and 72% male.

2.10.6 Bullying

This is a huge problem that exists among adolescents though it is often neglected in this part of the world. Bullying is the act of intentionally causing harm to others, through verbal harassment, physical assault, or other more subtle methods of coercion such as manipulation. Bullying in school and the workplace is also referred to as peer abuse. In colloquial speech, bullying often describes a form of harassment perpetrated by an abuser who possesses more physical and/or social power and dominance than the victim. The harassment can be verbal, physical and/or emotional. Every day thousands of teens wake up afraid to go to school. Bullying

is a problem that affects millions of students of all races and classes. Bullying has everyone worried, not just the kids on its receiving end.

Yet, because parents, teachers, and other adults don't always see it, they may not understand how extreme bullying can get. Studies show that people who are abused by their peers are at risk for mental health problems, such as low self-esteem, stress, depression, or anxiety. They may also think about suicide more. Bullies are at risk for problems, too. Bullying is violence, and it often leads to more violent behaviour as the bully grows up. It's estimated that 1 out of 4 elementary-school bullies will have a criminal record by the time they are 30. Some teen bullies end up being rejected by their peers and lose friendships as they grow older. Bullies may also fail in school and not have the career or relationship success that other people enjoy. Some bullies actually have personality disorders that don't allow them to understand normal social emotions like other people enjoy. Some bullies actually have personality disorders that don't allow them to understand normal social emotions like guilt, empathy, compassion, or remorse. Such teens need help from a mental health professional like a psychiatrist or psychologist.

2.10.7 School Problem

The school constitutes a large part of an adolescent's existence. Difficulties in almost any area of life often manifest as school problems. School problems during the adolescent years may be the result of rebellion and a need for independence. Less commonly, they may be caused by mental health disorders, such as anxiety or depression. Substance use, abuse, and family conflict also are common contributors to school problems. Sometimes, inappropriate academic placement – particularly in adolescents with a learning disability or mild mental retardation that was no recognized early in life – causes school problems.

Particular school problems include fear of going to school, truancy, dropping out, and academic underachievement. Problems that developed earlier in childhood, such as attention deficit/hyperactivity disorder (ADHD) and learning disorders may continue to cause school problems for adolescents. Between 1% and 5% of adolescents develop fear of going to school. This fear may be generalized or related to a particular person.

2.11 Obstacles to Proper Implementation of Social Studies Curriculum in Nigeria

Curriculum implementation in Nigeria is confronting with so many factors militating against its proper implementation. The following are some of these obstacles of curriculum implementation in Nigeria;

1. Lack of teacher participation in decision making and curriculum planning
2. Lack of sufficient finance
3. Frequent turnover of teachers
4. Policy change
5. Rapid increased in knowledge
6. Review when needed
7. Poor ICT
8. Lack of trained and well informed teachers
9. Inflexibility
10. Unwelcoming attitude to change
11. Many exam bodies
12. Lack of instructional materials
13. Poor reading culture
14. Poor learning conditions (Abdullahi, 2019)

2.12 Review of Related Empirical Studies

There are many research work conducted on indiscipline and other forms or type of indiscipline among students at various levels of education. Below are some of these researches conducted which are closely related or similar to the ongoing research work and will serve as empirical reviewed studies. Thus are;

Catherine (2018) Worked on Students' Perception of Discipline in Public Secondary Schools in Rivers State, Nigeria. Two research questions and two hypotheses guided the study. The study was an analytical survey involving the administration of a five-point self-administered questionnaire with 67 items on 2980 SSIII students in 5 local government areas of River State. The response rate was 72%. A 4-point Likert-scale was used to elicit response from respondents. Data collected were analyzed using comparison of mean, standard deviation, t-test and analysis of variance. The instrument was validated by cross-matching the questionnaire with research questions and hypotheses and scrutinized by some expert in the related areas of interest. A test-re-test of the instrument was carried out on some SSIII students who did not form part of the study. The findings revealed among others that students' perception of what constitutes disciplinary offences are: stealing, impersonation, and smoking, late coming to school, truancy and examination-malpractice. Their perception of discipline is not influenced by their gender or type of school they attend. It also identified their perception of inhibitors of discipline as lack of proper upbringing, lack of career prospects, de-boarding of the school system and eradication of corporal punishment. The study also revealed that there was no significant difference in their perception of inhibitors when classified under gender and type of school. Based on these findings the following recommendations were made. Orientation programmes should be organized so that the students would be well informed of what constitutes discipline in the secondary school

system. Teachers and students should come up with appropriate disciplinary actions to be metered out to erring students. Career awareness programmes on occupational prospects should be a regular feature in their academic programme. Government should renovate the dilapidated school dormitories, equip the school properly and boarding made compulsory for students.

The present study differs with the previous one because the previous study worked on Students' Perception of Discipline in Public Secondary Schools in Rivers State, Nigeria while the present study is investigating the impact of Social Studies curriculum in curbing indiscipline among UPPER BASIC students. The studies locations differ. The studies differ in the aspect of respondents which are of different levels. The previous study used ANOVA while the ongoing will not use it. Similarities they both used t-test in testing the hypotheses and mean and standard deviation were used as the statistical tools. They both used the same instrument.

Mariam, (2018) investigated the causes of aggressive behavior among secondary school students in Ilorin East of Kwara State. Data for the study was collected from secondary school teachers through structured interviews. Twelve research questions were consequently raised, survey was carried out in ten (10) secondary schools which represented single sex and co-educational schools. Data were obtained through judicious use of questionnaires on teachers their responses were analyzed in percentages. The result obtained indicates that students home background and up-bringing take the lead in influencing the character of children. Other causes of aggression are that; Students behaved aggressively when their needs are not met (66); and are influence by School cliques-groups with conflicting ideas and values causes indiscipline among students thus ;Students do what is expected of them by the group to which they belong; at homes Parents constant indiscipline and quarreling at home influence the child's behavior (85%). Findings also revealed that students use abusive and foul language and involve in destructive

activities (90%) or physical fight. Negative home and family environment (broken and divorced parents and family problems), authoritative and dishonest behavior of teachers (78%), poor teacher-student interaction, pressure of studies, unfriendly relationships with peers (70%), injustice in society are the major causes of aggressive behavior of students at secondary level in students (86%). Researchers recommended that "There is the need to address the aggressive behavior among students at schools on top priority basis by arranging counseling services for students at school level to provide them psychotherapy for relaxation from aggressive behavior, and the need of teachers' training for providing counseling to aggressive students are some measures which can improve the situation. Strict rules should be implemented to keep check and balance on media for presenting material through various means of media.

The present study differs with the previous one because the previous study worked on the causes of aggressive behavior among secondary school students in Ilorin East of Kwara State while the ongoing is investigating the impact of Social Studies curriculum in curbing indiscipline among Upper Basic students. The studies locations differ. They differ in the aspect of respondents which are of different levels and the previous used teachers while the ongoing will use only students. The previous used ANOVA while the ongoing will not use it. Similarities they both used t-test in testing the hypotheses and mean and standard deviation were used as the statistical tools. The studies used the same Research design with different instruments.

Eke (2018) worked on "Indiscipline in Public Secondary Schools in Yenagoa Local Government Area in Bayelsa State " where he buttressed that, Indiscipline is a problem in our secondary schools. The incessant occurrence of chaotic situations and sometimes criminal behaviour of the students are causes for concern for parents, teachers and government. The study examined the causes of indiscipline amongst secondary schools students in Yenagoa Local

Government Area. Three research questions were used to direct the study. While the selection of the study samples was from the population. A structured and validated rating scale designed in two sections was the main instrument for the collection of data. T-test, mean and standard deviation were used in the analysis of data. The collected data were analyzed and presented in tabular form using various indiscipline acts exhibited by students. The analysis indicated that indiscipline is caused by the home environment, the school environment, and the society at large to a large extent. The parental absence and poor moral upbringing of the child have resulted in the numerous acts of indiscipline. It was therefore recommended that parents should not neglect their children, but sees them as more important than the jobs they do for a living. The society should not over-emphasis on material gains more than morality and ethics. Government should properly fund education. In other to stem indiscipline, specific disciplinary actions should be meted out against indiscipline students, to discourage others from being unruly.

The present study differs with the previous one because the previous study worked on "indiscipline in Public Secondary Schools he used SS classes while the ongoing tries to work on impact of Social Studies curriculum in curbing indiscipline among Upper Basic students. The studies locations differ. Similarities they both used t-test in testing the hypotheses and mean and standard deviation were used as the statistical tools.

Musa (2015) investigated the impact Social Studies in curbing indiscipline among Upper basic School Students in Zaria and Sabongari Local Government, Kaduna State. The study was descriptive survey. In his research work which was delimited to upper basic schools and he used a balloting system to select his respondents in 8 selected and sampled Upper Basic. The research work was guided by three (3) research objectives, research questions and hypotheses. His research was delimited to questionnaire as instrument for data collection. He used the

independent sampled t-test in testing the hypotheses. In his research, it is a part of the research work on going because some of his findings may probably be conterminous with the ones yet, to be unveiled. His research is similar with the ongoing in area of using Social Studies education in curbing indiscipline among Upper Basic students. And the study was conducted in Kaduna State and equally used the Upper Basic students as respondents. They both used the same instruments like mean and standard deviation and t-test.

The differences with the present one are in terms of scope (area of coverage) he covered Zaria and Sabongari while the current research work is delimited to Kudan and Makarfi all in Kaduna State. The previous study used both students and teachers while the current study used only students as respondent. Therefore, it has relevant information that will oil the wheel of this current research work. His findings revealed that, the use of resource persons is not given top priorities. He therefore, recommended that only qualified and trained Social Studies teachers should be employed to teach Social Studies and resource persons be given priorities.

Okwakpam & Okwakpam (2012) investigated the causes and levels of truancy among secondary school students, using Rivers State, Nigeria. The research sample consisted of 105 teachers and was purposefully sampled. Four research questions and one hypothesis were posed, formulated and tested respectively. A structured questionnaire was developed, validated and administered to the respondents selected for the study. T-test, standard deviation and mean were used to analyze the data collected. The results indicated that there is a significant difference between family background and student factor. The implication of this is that the student's family background contributes greatly to the student's level of truancy. Hence, the null hypothesis was rejected. Based on the findings, some recommendations were made towards the reducing the level of truancy among secondary school students.

The present study differs with the previous one because the previous study worked on the causes and levels of truancy among secondary school students, using Rivers State. While the ongoing tries to work on impact of Social Studies curriculum in curbing indiscipline among Upper Basic students. The studies locations differ. They differ in the aspect of respondents which are of different levels and the previous used teachers while the ongoing will use only students.. Similarities they both used t-test in testing the hypotheses and mean and standard deviation were used as the statistical tools. The studies used the same Research design with different instruments. They studies used structured questionnaire but with different number of items.

Christiana (2011) investigated the "Effects of Social Studies in Curbing Social Ills". A research instrument questionnaire was used in data collection. Simple percentage, t-test and chi-square statistical tools and ANOVA were employed in data analysis involving six null-hypotheses. Major variables discussed in the study were behavior and morality, morality of the principal/teacher of student, sociability, accountability, personality, and intuitiveness. The finding of the study includes: majority of students are no longer loyal to school authority, students, principal's personality, sociability contributes to social ills, poor parental care due to scramble for naira, polygamy, and broken homes promotes social ills. The study recommended, among other issues, that: a good principal must be selected base on intelligence, good Social Studies should see students as their own, and sociable to them, must have ability to carry others along, must be able to improve communication and delegate duties. Student equally must show a measure of discipline must be submissive, obedient, and ready to study and above all humble and abstain from any forms of social ills. The present study is related to the former study. Both the studies use Social Studies to minimize immorality (indiscipline) in the school system, use upper basic schools-the level where Social Studies are taught, and both work use research design

(questionnaire) to collect information's. The areas of differences includes employment of five (5) hypotheses in the previous study while the present study used only four (4) hypotheses; the previous research centered on principals, teachers, parents, and students while the present study is on Social Studies teachers and students and this work was carried out in Kudan and Makarfi Local Government Area of Kaduna state, while the former research was concerned in other place.

Similarly Idu and Ojedapo (2011) conducted a research titled: Indiscipline in Secondary Schools: A cry to stakeholders in education. They discovered that parental influence constituted a contribution factor to indiscipline among secondary school student's and also point out government nonchalant attitude to provision of materials as cause of indiscipline among secondary school students. Few recommendation were made such as provision of better learning facilities, in-service courses, workshops, seminars and induction courses be organized for teacher of Social Studies. He went further to say that; there is the need to incorporate contemporary issues in the existing Social Studies curriculum to make it more relevant to the school and political realities and needs of contemporary Nigeria.

The work is similar in the following ways: Both the studies used structured questionnaire to gather data from respondents, both use Social Studies education to correct students' behavior in Nigeria, both also uses upper basic school. Level where Social Studies is taught and both research work was conducted in Nigeria and use 0.05 level of significance differences includes: the former work made use of six (6) hypotheses and tested in the study while the present study make use of test hypotheses while the present study uses independent t-test, the former studies was conducted in Keffi, Nasarawa state. While this work carried out in Kudan and Makarfi Local Government Areas, Kaduna state.

Hunkunyi (2006) investigated the Concept of discipline in Islam: its role in minimizing corruption in Nigeria. A research instrument of questionnaire was used in data collection. The sample of study consisted of selected local government areas in Kwara State. Major variable discussed in the study were discipline, indiscipline, corruption, legal system, accountability and general immorality in public sector. The researcher concluded that, there are corruptions in Nigeria as a result of indiscipline and through religious teaching it can be minimized. Three (3) Research questions that were answered using the mean and standard deviation and three (3) hypotheses were formulated and tested using the independent t-test. The researcher used the questionnaire and tests scores of the data collected. He used both PPMC and Cronsbach reliability co-efficient. The previous research work is similar with this ongoing one in term of research instrument like PPMC, Mean and Standard Deviation, frequency and percentages. The difference is in terms of scope and nature of the respondents. Another difference is that the previous investigated indiscipline in area of Islamic religion and the ongoing investigated how Social Studies will curb the menace of indiscipline in schools.

Similarly, Kassah (2006) conducted a research titled: Examination malpractice as a dimension of corruption in Nigeria educational system. he discovered that students are not discipline, lazy to work, lack of teaching for hard work, break down of societal values, lack of honesty and deep ethnical vacuum, poor teaching methods by teachers, and lack of qualified teachers in schools and availability of adequate teaching materials in schools among others are causes of examination malpractice which is a form of indiscipline in our school system in Nigeria. He suggested that, good teaching books for teachers and students, and need for reorientation in the value system of the general public toward applauding the truth, hard work, honest achievement and competence.

The present study on impact of Social Studies curriculum in curbing indiscipline among upper basic school students is related in the above review of empirical studies. Hence, they all try to use education to curb indiscipline either informs of corruption, truancy, absenteeism, drug addiction, examination malpractice, sexual immorality etc. in school system. Four (4) Research questions that were answered using the mean and standard deviation and four (4) hypotheses were formulated and tested using one sample t-test. The researcher used the questionnaire as instrument of the data collection. One sample t-test and Cronsbach reliability co-efficient was used. The previous research work is similar with this ongoing one in term of research statistic like Mean and Standard Deviation, frequency and percentages. The difference is in terms of scope and nature of the respondents. Another difference is that the previous investigated examination malpractice as a form of indiscipline and one of the variables to be investigated to and the ongoing investigated how Social Studies will curb the menace of indiscipline in schools.

Moreover, Galadima's (2010) investigation focused on the teacher's assessment of the impact of Social Studies education on the development of effective citizenship: A case study of Chanchaga Local Government Area of Niger state. His study revealed that the teachers considers Social Studies education as the best channel through which good citizenship qualities can be effectively achieved; that Social Studies teachers do not significantly teach differently from non-Social Studies teachers and recommended the use of democratic procedures and classroom interactive processes for Social Studies teachers. The present study differed significantly from Galadima's (2010) work in terms of scope and the subject of assessment. The present study, unlike the former is wider in scope and focuses on the students and teachers: responses to the issues in concern. In term of the instrument, the present study unlike the former used structured questionnaires for both teachers and students.

However, in spite of the differences in scope and instruments, Galadima's (2010) study had some relevance with the present study. It agreed with the latter's assertion that it was only through Social Studies education, attitudes can be developed; and with the assumption that citizenship training by way of Social Studies demanded teachers who are well prepared not only cognitive and professionally but also in the internalization of the appropriate values (values that can make for nation building) they were to impact to the students.

Summary

In this chapter, the researcher reviewed the related literature to the study. In doing this, the functionalist theory of attitude formation as a corrective measure to indiscipline. The concept of Social Studies, Nature and scope of Social Studies education, objectives of Social Studies education, manifestation of indiscipline among Upper Basic students. It also contained the Types of indiscipline in secondary schools. The review focused on early childhood experience, which can determine the pattern of behaviour in a child and behaviour problems, how a teacher can conduct himself for achievement of effective learning. In this chapter, some major concepts in Social Studies, indiscipline were discussed.

This focused on how best the Social Studies teacher can compose himself and organize his work for effective teaching and learning. The causes of indiscipline were discussed it also looks at the socio-economic factor, influence of the peer group and mass media on the child's behaviour. An examination of three factors shows that the home is the starting point of the child. Parental supervision is very important. If effectively done by the parents may help the child to be socially and morally upright. Thus, the present crisis indiscipline, in the education system require re-orientation in our basic belief, ethnic and morality a feeling of neglect or oppression whether

found or not invariably leads to a form of escape mechanism including the all forms of development behaviour., Lack of patriotism and apathy. We need to develop a culture that will instantly invoke acts of morality and good behaviour the enthusiasm for national patriotism starting from self, parents and schools. It is therefore pertinent to understand that to handle problem of indiscipline, immorality in secondary school we should start by reforming the society from where the population for the school originate, and whose action are to a great extent influenced by the societal crisis.

The chapter also contains the review of empirical related studies, this aspect deals with some related researches conducted by different people at different places and time. The researcher reviewed these works and made comparison with the ongoing one. The researcher brought to limelight the similarities and differences in terms of title, population, instruments of data collection, statistical instrument of analysis among others. Ten empirical studies were reviewed they are: Christiana (2011), Hunkunyi (2006), Kassah (2006), Galadima's (2010), Idu and Ojedapo (2011), Musa (2015), Eke (2018), Catherine (2018), Mariam. (2018) Okwakpam & Okwakpam (2012)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This research work is designed to find out the impact of social studies curriculum in curbing indiscipline as a social problem in Upper Basic Schools in Kudan and Makarfi Local Government Areas of Kaduna State. The sub-headings of methodology for the study include:

3.2 Research Design

3.3 Population of the Study

3.4 Sample and Sampling Technique

3.5 Instrumentation

3.5.1 Validity of the Instrument

3.5.2 Reliability of the Instrument

3.6 Data Collection Procedure

3.7 Statistical Analysis Procedure

3.2 Research Design

The study used descriptive survey research method. Here the researcher surveyed the veiws of Upper Basic School Social Studies students on the impact of Social Studies curriculum in curbing indiscipline, types, manifestion and causes of indiscipline on students behaviour in Upper basic Schools in Kudan and Makarfi L.G.A.

"Descriptive survey method involves gathering of data from a target population of a sample and generalizing the findings obtained from the analysis of the sample to the entire population" Afolabi (1993) to support this Razaq and Ajayi (2000) and Osuala (2005) view survey research as a study which involves an investigation on entire population of people or

items by collecting data from samples drawn from population and assuming these samples are true representative of the entire population. In this research work only questionnaire will be used to collect information through survey and will be used in actualizing the research objectives, analysing the research questions and testing the null hypotheses.

3.3 Population of the Study

The population of the study comprises all Upper Basic Schools in Kudan and Makarfi local government areas. There are four thousand- nine hundred and seventy eight (4,978) students at Upper Basic School sections across 17 public secondary schools in Kudan and Makarfi. This was based on the official data obtained from Giwa and Anchau educational zones. Table 1 shows the population of the study based on location gender and class level at Upper basic Schools in Giwa and Anchau educational zone in Kaduna state, Nigeria.

Table 1: Population of Study by Location, Level and Gender

S/N	Schools & Location Rural Area	UPPER BASIC III		Total
		M	F	
1.	GUPPER BASIC Hunkuyi	235	204	439
2.	GUPPER BASIC Kudan	226	164	390
3.	GUPPER BASIC Doka	137	109	246
4.	GUPPER BASIC Kauran Wali	88	81	169
5.	GUPPER BASIC Taban Sani	98	89	187
6.	GUPPER BASIC Makarfi	602	594	1196
7.	GUPPER BASIC Gangara	157	112	269
8.	GUPPER BASIC Tafida	150	108	258
9.	GSS Dorayi	127	107	234
10.	GSS Marke	104	88	192
11.	GSS Durun	73	32	105
12.	GSS Nasarawa Doya	101	28	129
13.	GSS Rahama Wali	148	112	260
14.	GSS Gimi	123	72	195
15.	GSS Mayere	193	116	309
16.	GCC Makarfi	59	91	150
17.	GSS Gubuchi	142	108	250
	TOTAL	**2763**	**2215**	**4978**

Source: Anchau and Giwa Education Zones, Kaduna State, 2021

3.4 Sample Size and Sampling Techniques

The sample size of this study is three hundred and fourty six (346). This sample size is adequate based on recommendation of Research Advisors (2006) that a sample size of 346 is adequate for a population of 3580. The researcher however added up the figure and produced three hundred and sixty (360) to accommodate attrition loses and ensure wider coverage of the sample size. This is because the higher the sample size, the higher the chances for generalization of the result of findings. In order to achieve this sample size from the population, multi stage sampling technique was used which include purposive, proportionate sampling technique and simple random sampling technique were employed.

Stage 1: A purposive sampling technique was used to select ten (10) Upper Basic Schools in Kudan and Makarfi local government Area. This was done using balloting in which each Upper Basic School has the chance of being included in the study.

Stage 2: Proportionate sampling technique was used to select the respondents because it involves different predispositions of the students.

Stage 3: Simple Random Sampling technique was used to select the respondents who are present in the Upper Basic Schools and have met all the criteria required.

Table 2: Selected Upper Basic Schools in Kudan and Makarfi Local Government Area

S/N	Schools & Location Rural Area	UPPER BASIC III		Total
		M	F	
1.	GUPPER BASIC Hunkuyi	235	204	439
2.	GUPPER BASIC Kudan	226	164	390
3.	GUPPER BASIC Doka	137	109	246
4.	GUPPER BASIC Kauran Wali	88	81	169
5.	GUPPER BASIC Taban Sani	98	89	187
6.	GUPPER BASIC Makarfi	602	594	1196
7.	GUPPER BASIC Gangara	157	112	269
8.	GUPPER BASIC Tafida	150	108	258
9.	GSS Dorayi	127	107	234
10.	GSS Marke	104	88	192
	Total	**1924**	**1656**	**3580**

Table 3: Sample Size from Upper Basic Schools in Kudan and Makarfi Local Government Area

S/N	Schools & Location Rural Area	UPPER BASIC III		
		Population	Proportion	Sample size
1.	GUPPER BASIC Hunkuyi	439	439÷3580×360	44
2.	GUPPER BASIC Kudan	390	390÷3580×360	39
3.	GUPPER BASIC Doka	246	246÷3580×360	25
4.	GUPPER BASIC Kauran Wali	169	169÷3580×360	17
5.	GUPPER BASIC Taban Sani	187	187÷3580×360	19
6.	GUPPER BASIC Makarfi	1196	1196÷3580×360	120
7.	GUPPER BASIC Gangara	269	269÷3580×360	27
8.	GUPPER BASIC Tafida	258	258÷3580×360	26
9.	GSS Dorayi	234	234÷3580×360	24
10.	GSS Marke	192	192÷3580×360	19
	Total	**3580**		**360**

To get the sample size of each upper basic school, a proportionate sampling was done as shown on the table above. To get the sample size of each upper basic school a total number of UPPER BASICIII students was divided by the total population of UPPER BASIC III students of the ten upper basic school multiply by the sample size, this give a sample size of each Upper basic school.

3.5 Instrumentation

Structured questionnaire titled "Impact of Social Studies Curriculum in curbing indiscipline among Upper Basic School Students Questionnaire (ISOSCCIAJUSEQ)"was used as the instrument for data collection. The questionnaire was prepared based on modified likert four scale in which respondents will be required to respond to each item from strongly agreed (S.A) 4, Agreed (A) 3, Disagreed (D) 2 and strongly disagreed (SD) 1.The proportionate sampling technique was used in selecting the targeted population. The researcher used structured questionnaire with 40 items to generate data from the respondents. The items in the questionnaire are constructed to ascertain and obtain relevant information in answering the research questions and testing of the hypotheses. The instrument will enable the students to respond to the items appropriately.

3.5.1 Validity of Instruments

The questions was examined and corrected by the supervisors from the Department of Arts and Social Science, Faculty of Education, Ahmadu Bello University, Zaria. The initial draft of instrument consisted of 40 items. Also other experts in test and measurement as well as language experts and statistician validated the instruments for content, construct and criterion validity. The questionnaire titled “ISOSCCAJUSEQ” was subjected to thorough scrutiny to ensure the research questions are answered correctly and the hypotheses are tested appropriately in the field work. Observations were made and corrections were effected.

3.5.2 Reliability of the Instrument

Reliability is defined as the extent to which results are consistent over time and an accurate representation of the total population, and the ability of result to be reproduced under similar methodology. In order to ascertain the reliability of the instrument, the pilot study was conducted at Upper Basic Bomo under Sabongari Zaria local government area of Kaduna State. The pilot test was conducted on 30 Upper Basic III students (30 students) who have similar characteristics with the targeted schools and population. The instrument was administered once. The rationale for pilot study is to forestall any problem that might arise during the actual study by rendering the research work useless. This experience will acquaint the researcher with testadministration procedure and practical problems involved in carrying out the study. The set of the data obtained from the instrument was used to determine the tests scores on 30 respondents. Using the special packaged of social science (SPSS version: 18). The Cronsbach's reliability coefficient index of 0.844 was obtained from the data. Therefore, the result 0.844 was found to be reliable and suitable for the main study in line with Olayiwola (2011) who say that reliability coefficient of 0.05 and above is adequate to be used.

3.6 Data Collection Procedure

The researcher collected a letter of introduction from the Department of Arts and Social Science Education, Faculty of Education, Ahmadu Bello University, Zaria. This enabled the researcher to obtain official data needed for the study from Giwa and Anchau educational zones in order to reach out to 10 selected schools in Kudan and Makarfi local government areas of Kaduna State. Further, the letters of introduction was forwarded to the schools under the study sample. This will enable the research to have a hitch-free exercise as the case maybe. The two trained research assistants were selected based on competency. They assisted in distribution and

collection of the questionnaire that contained information about Social studies teachings and the various forms of indiscipline captured the research questions and to be tested in the hypotheses respectively. Moreover, after adequate preparations, the researcher with the permission of the school management carried out his work meticulously during the appropriate school hours

3.7 Statistical Analysis Procedure

The data for the study was gathered through questionnaire and was subjected to different statistical analyses and tools. Descriptive and inferential statistics was used. The study used simple percentage and frequency counts to analyses the bio-data variables of the study participants. The study's research questions were analyzed using arithmetic mean and standard deviation. The criterion mean of 2.5 was used to analyze each item. One sample t-test was used in testing all the null hypotheses at $P \leq 0.05$ level of significance. The reasons for using these statistical analysis tools is because it is within a group.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The study was carried out to assess the impact of social studies curriculum in curbing indiscipline among upper basic school students in Kaduna state, Nigeria. A total of three hundred and sixty (360) test items were administered to the research participants but only three hundred and thirty four (334) test items correctly filled and returned and were subjected to statistical test. The statistical package of version 26 was used for the data analysis. The analysis was presented in sections. The first section presents the bio data variables of location of schools and gender of the respondents in frequencies and percentage distributions. The second section answers the research questions using the frequencies of options of each of the ten items in each of the four sections and their mean computations. The cumulative mean is compared with a decision/benchmark mean of 2.50 due to the 4 Liker scale options of the study, computed thus: (4+3+2+10/4 = 2.50. The third section tested the four Null hypotheses with the one sample t-test statistics at 0.05 alpha level of significance.

4.2 Analysis of bio data variables infrequencies and percentage distributions

Table 4: Location of participants of the Study

Location	Frequency	Percent
Rural	150	44.9
Urban	184	55.1
Total	**334**	**100.**

The respondents were drawn from schools from both urban and rural locations. A total of 150 representing 44.9% are from rural located secondary schools while the rest 184 representing 55.1% are drawn from urban located Upper Basic Schools.

Table 5: Gender of the Participants of the Study

Gender	Frequency	Percent
Male	182	54.5
Female	152	45.5
Total	**334**	**100.0**

On respondents gender status, a total of 182 representing 54.5% are male Upper Basic 3 students and the rest152 representing 45.5% are female Upper Basic 3 students

4.3 Answering Research Questions

Question One: What is the Impact of Social Studies Curriculum in curbing Examination malpractice among Upper Basic Students in Kaduna State, Nigeria?

Table 6: Participant's responses to Question on curbing Examination Malpractice

S/No	Items	SA	A	D	SD	Mean	Std. Dev.
1	Social studies curriculum discourages examination malpractice through inculcation of the right type of value and attitudes in students	166	94	70	4	2.978	.85836
2	Social studies curriculum encourages learners to be honest, thus can help in addressing the problem of examination malpractice.	130	99	60	45	2.683	1.06620
3	Examination malpractice is common among Social studies Students.	144	112	40	38	2.814	.73030
4	Social Studies curriculum does not encourage discipline, thus it is normal for students to cheat during examination	47	49	118	120	1.888	1.03335
5	Social Studies curriculum has made provision for punishment for students who cheat during examination	138	145	31	20	2.921	.96431
6	Social Studies discourages communication among students during examination	83	37	60	154	1.959	.76489
7	Social Studies Teachers play prominent role in encouraging examination malpractice	36	81	90	127	1.896	1.10589
8	In a corrupt society, examination malpractice is a normal practice	72	58	128	76	2.169	.73108
9	The attitude of Parents may likely encourage examination malpractice among students.	140	130	34	30	2.863	1.11211
10	Social Studies Students are more disciplined than other students. This helps in minimizing corruption.	139	136	40	19	2.904	.85836
	Cumulative Mean					**2.508**	

Decision/benchmark mean = 2.500

The responses on the table above revealed that social studies curriculum can curb examination malpractice among Upper Basic Students in Kaduna state, Nigeria, to a very high extent. This is

because the respondent's cumulative or general mean agreement level of 2.508 is above the 2.500 decision/benchmark mean. specifically, it is strongly believed that Specifically, Social studies curriculum discourages examination malpractice through inculcation of the right type of value and attitudes in students, as this view attracted the respondents highest mean agreement level of 2.978 with details showing that while a combined total of 260 were in agreement with this view as against 74 that were in disagreement with this view.

Also, Social Studies curriculum has made provision for punishment for students who cheat during examination as this view had the second highest mean response of 2.921 with details showing that while a combined total of 283 were in agreement, the rest 51 disagreed with this view. In summary, social studies curriculum can curb examination malpractice among Upper Basic Students in Kaduna state, Nigeria, to a very high extent especially, as Social studies curriculum discourages examination malpractice through inculcation of the right type of value and attitudes in students and Social Studies curriculum has made provision for punishment for students who cheat during examination

Question Two: What is the impact of social studies curriculum in curbing absenteeism among UPPER BASIC students in Kaduna state, Nigeria?

Table 7: Participant's responses to Question on curbing absenteeism

S/No	Items	SA	A	D	SD	Mean	Std. Dev.
1	Absenteeism is common among student most especially at the UPPER BASIC Level.	129	99	61	45	2.678	.98786
2	Social studies curriculum encourages students to come to school regularly.	140	145	29	20	2.932	.68229
3	Absenteeism may leads to student's poor academic achievement in all subject area.	140	130	34	30	2.863	.99481
4	Absenteeism exposes students to punishment and other distractions in school	136	124	34	40	2.798	.72397
5	Most of the students in public schools that come to school late are overworked at home	150	90	65	29	2.811	.79438
6	Students who are always absent in school may be engaged in street hawking	139	111	44	40	2.779	.98027
7	Social Studies curriculum teaches punctuality among student. This may help them come to school regularly.	120	138	51	25	2.790	.67891
8	Most Social Studies Students do not stop coming to school despite the temptation of doing so.	119	118	60	37	2.697	.85836
9	The inability of parents to reign on their children may likely be responsible for Absenteeism among students in schools.	60	51	112	111	1.989	.83666
10	Absenteeism in school is a common phenomenon among students	55	61	124	94	2.036	.93218
	Cumulative Mean					**2.637**	

Decision/benchmark mean = 2.500

The impact of social studies curriculum in curbing absenteeism among Upper Basic students in Kaduna state, Nigeria is very high. This is based on the fact that the respondent's cumulative man agreement level of 2.637 is above the 2.500 level decision/benchmark mean. The table showed that Social studies curriculum encourages students to come to school regularly as this view had the highest mean response of 2.932 as a combined total of 285 agreed as against the rest 49 that disagreed. Also, Absenteeism may leads to student's poor academic achievement in all subject area. as this view attracted the second highest mean response of 2.863 with a total of 270 in agreement while the rest 64 disagreed. In summary, the impact of social studies

curriculum in curbing absenteeism among Upper Basic students in Kaduna state, Nigeria is very high especially as Social studies curriculum encourages students to come to school regularly and Absenteeism may lead to student's poor academic achievement in all subject area,

Question Three: What is the impact of social studies curriculum in curbing Drug abuse among UPPER BASIC students in Kaduna state, Nigeria?

Table 8: Participants responses on curbing Drug Abuse

s/no	Items	SA	A	D	SD	Mean	Std. Dev.
1	Social studies discourages drug abuse among students	139	126	39	30	2.847	.91539
2	Drug abuse is not common among UPPER BASIC students	126	109	51	48	2.680	.77385
3	Inability of parents to adequately monitor the activities of their children may lead to drug abuse among students.	135	129	40	30	2.833	.83391
4	Having access to drugs by students may lead them to engage in drug abuse.	121	120	44	49	2.680	.82768
5	Social Studies discourages taking drugs without doctor prescription	145	91	57	41	2.754	.92476
6	Drug abuse may leads to mental illness and poor academic achievement among students	129	121	45	39	2.754	.73030
7	Drug addiction may leads to aggressive behavior among students	120	127	58	29	2.749	.84690
8	Drug abuse leads to anti- social behavior among students	119	118	60	37	2.697	.73030
9	It is common for students to access drugs because it is cheaper and affordably	111	110	71	42	2.617	1.04166
10	Most students who are drug addicts learn such behaviors at home not in the school setting.	90	98	80	66	2.404	.93526
	Cumulative Mean					**2.702**	

Decision/benchmark mean = 2.500

According to the responses in the table above, social studies curriculum has high impact in curbing Drug abuse among Upper Basic students in Kaduna state, Nigeria. This is due the fact that the cumulative mean response of 2.702 is above the Decision/benchmark mean of 2.500. Specifically, They were of the strong belief that Social studies discourages drug abuse among students as this view had the highest mean response of 2.847 as a combined total of 266 were in

agreement while the rest 49 were in disagreement with this view Also, Inability of parents to adequately monitor the activities of their children may lead to drug abuse among students as this view had the second highest mean response of 2.833 as details showed that while a combined total of 264 were in agreement the rest 70 were in disagreement with this view

In summary, social studies curriculum has high impact in curbing Drug abuse among Upper Basic students in Kaduna state, Nigeria especially as most believe that Social studies discourages drug abuse among students and Inability of parents to adequately monitor the activities of their children may lead to drug abuse among students

Question Four: What is the impact of social studies curriculum in minimizing Bullying among Upper Basic students in Kaduna state, Nigeria?

Table 9: Participants responses on minimizing Bullying

s/no	Items	SA	A	D	SD	Mean	Std. Dev.
1	Social studies discourages bullying among students	139	126	39	30	2.847	.73030
2	Bullying is common among UPPER BASIC students	60	59	109	106	2.025	1.04166
3	Inability of parents to adequately monitor the activities of their children may lead to fighting after school	135	129	40	30	2.833	.79438
4	Fighting among students are sometimes caused by teachers	58	63	115	98	2.046	.98027
5	Bullying from the senior students sometimes caused fighting	145	91	57	41	2.754	.67891
6	Frequent fighting among students can make students to be expelled from school	129	121	45	39	2.754	.85836
7	Fighting and bullying among students can be an inherited trait from parents	120	127	58	29	2.749	.83666
8	Social studies encourages peaceful coexistence among students	160	135	20	19	3.016	.93526
9	It is common for students to fight their peers than their teachers	112	109	71	42	2.620	.93218
10	Fighting among students is often caused by absence of reconciliation	100	100	70	64	2.470	.91539
	Cumulative Mean					**2.611**	

Decision/benchmark mean = 2.500

The Impact of social studies curriculum in minimizing bullying among Upper Basic students in Kaduna state, Nigeria, is very high. Reasons being that the calculated p value of 2.611 is higher than the 2.500 decision/benchmark mean. specifically, Social studies encourages peaceful coexistence among students as this view attracted the highest mean response of 3.016 as details showed that while a total of 295 were in agreement only 39 were in disagreement with this view. Also, Social studies discourages bullying among students as this view had the second highest mean of 2.847 as details showed that while a combined total of 265 were in agreement the rest 69 were in disagreement.

In summary, the impact of social studies curriculum in minimizing Bullying among Upper Basic students in Kaduna state, Nigeria, is very high, especially, Social studies encourages peaceful coexistence among students and studies discourages bullying among students

4.4 Hypotheses Testing

Hypothesis One: The null hypothesis state that there is no significant impacts of social studies curriculum in curbing examination malpractice among Upper Basic Students in Kaduna state, Nigeria

Table 10: One sample t-test statistics on impact of Social Studies Curriculum on curbing Examination Malpractice among Upper Basic Students in Kaduna State, Nigeria

Variable	Mean	Std. deviation	t-value	Df	p-value
Impact of social studies curriculum on curbing exam. Malpractice	2.508	0.987	5.502	333	0.004
Test mean	2.50	0.000			

t (333) = 3.315, p <0.05

The outcome of the one sample t-test statistics above revealed that Social Studies curriculum has significant impacts on curbing examination malpractice among Upper Basic Students in Kaduna state, Nigeria. This is because one sample t-test value of 5.502 is greater than 3.315 t-test critical value at df 333 and the calculated p value of 0.004 is lower than the 0.05 alpha level of significance. This shows that respondents highly believed that social studies curriculum has significant impact on curbing examination malpractices among Upper Basic students in Kaduna state. Therefore,the null hypothesis which stated that Social Studies curriculum has no significant impact on curbing examination malpractice among Upper Basic Students in Kaduna state, Nigeria, is hereby rejected.

Hypothesis Two: The null hypothesis state that there is no significant impacts of social studies curriculum in curbing absenteeism among Upper Basic students in Kaduna state, Nigeria

Table 11: One sample t-test statistics on impact of Social Studies Curriculum on curbing Absenteeism among UPPER BASICStudents in Kaduna State, Nigeria

Variable	Mean	Std. deviation	t-value	Df	p-value
Impact of social studies curriculum on curbing absenteeism	2.637	0.983	7.609	333	0.000
Test mean	2.50	0.000			

t (333) = 3.315, p <0.05

The outcome of the one sample t-test statistics above revealed that Social Studies curriculum has significant impacts on curbing absenteeism among Upper Basic Students in Kaduna state, Nigeria. This is because the one sample t-test value of 7.609 is greater than the 3.315 one sample t-test critical value at df 333 and the calculated p value of 0.000 is lower than the 0.05 alpha level of significance. This shows that respondents highly believe that social studies curriculum has significant impacts on curbing absenteeism among UPPER BASIC students in Kaduna State.

Therefore**,** the null hypothesis which stated that Social Studies curriculum has no significant impacts on curbing absenteeism among Upper Basic Students in Kaduna state, Nigeria, is hereby rejected.

Hypothesis Three: The null hypothesis state that there is no significant impacts of social studies curriculum in curbing Drug abuse among Upper Basic students in Kaduna state, Nigeria

Table 12: One sample t-test statistics on Impact of Social Studies Curriculum on curbing a Drug Abuse among Upper Basic Students in Kaduna State, Nigeria

Variable	Mean	Std. deviation	t-value	Df	p-value
Impact of social studies curriculum on drug abuse	2.702	1.010	7.944	333	0.027
Test mean	2.50	0.000			

t (333) = 3.315, p <0.05

The outcome of the one sample t-test statistics above revealed that Social Studies curriculum has significant impacts on curbing Drug abuse among Upper Basic Students in Kaduna state, Nigeria. This is because the one sample t-test value of 7.944 is greater than the 3.315 one sample t-test critical value at df 333 and the calculated p value of 0.027 is lower than the 0.05 alpha level of significance. This shows that social studies curriculum has significant impact on curbing drug abuse among Upper Basic students in Kaduna State. Therefore**,** the null hypothesis which stated that Social Studies curriculum has no significant impacts on curbing Drug abuse among Upper Basic Students in Kaduna state, Nigeria, is hereby rejected.

Hypothesis Four: The null hypothesis state that Social Studies curriculum has no significant impacts on minimizing bullying among Upper Basic students in Kaduna state, Nigeria.

Table 13: One sample t-test statistics on Impact of Social Studies Curriculum on Minimizing Bullying among Upper Basic Students in Kaduna State, Nigeria

Variable	Mean	Std. deviation	t-value	Df	p-value
Impact of social studies curriculum on minimizing bullying	2.611	0.983	7.426	333	0.000
Test mean	2.50	0.000			

t (333) = 3.315, p <0.05

The outcome of the one sample t-test statistics above revealed that Social Studies curriculum has significant impacts on minimizing bullying among Upper Basic Students in Kaduna state, Nigeria. This is because the one sample t-test value of 7.426 is greater than the 3.315 one sample t-test critical value at df 333 and the calculated p value of 0.000 is lower than the 0.05 alpha level of significance. This shows that respondents highly believe that Social Studies curriculum has significant impacts on minimizing bullying among Upper Basic Students in Kaduna state. Therefore**,** the null hypothesis which stated that Social Studies curriculum has no significant impacts on minimizing bullying among Upper Basic Students in Kaduna state, Nigeria, is hereby rejected.

4.5 Summary of Major Findings

The study has revealed the following findings:

i. Social Studies curriculum has significant impacts on curbing examination malpractice among Upper Basic Students in Kaduna state, Nigeria.

ii. Social Studies curriculum has significant impacts on curbing absenteeism among Upper Basic Students in Kaduna state, Nigeria. .

iii. Social Studies curriculum has significant impacts on curbing Drug abuse among Upper Basic Students in Kaduna state, Nigeria.

iv. Social Studies curriculum has significant impacts on minimizing bullying among Upper Basic Students in Kaduna state, Nigeria.

4.6 Discussion of Major Findings

This section presents the discussion of result in relation to the relevant literatures and empirical studies discussed in chapter two as presented below:

Social Studies curriculum has significant impacts in curbing examination malpractice among Upper Basic Students in Kaduna state, Nigeria. This outcome corresponds with a study conducted by Kassah (2006) on Examination Malpractice as a dimension of corruption in Nigeria educational system. Results showed that Students are not discipline, lazy, lawless, dishonesty and deep ethnical vacuum, poor teaching methods by teachers and lack of qualified teachers in schools and availability of adequate teaching materials in schools among others are causes of examination malpractice. This is true, considering the reported cases of examination across our institution of higher learning in Nigeria and even in our primary schools today, pupils use to cheat during examination. This ugly trend is disturbing, today in our education system, drastic measures must be put in place to deal with examination malpractice. According to Ijaiya (1997) examination malpractice is a form of stealing to obtain high grade or marks by students in a dishonest manner that portents danger to the overall wellbeing of the society. Social Studies Education plays significant role in addressing the menace of examination malpractice through its teaching and the inculcation of the right type of attitudes and values to students.

Social Studies curriculum has significant impact in curbing absenteeism among Upper Basic Students in Kaduna state, Nigeria. This outcome is consistent with the study carried out by Christiana (2011) on the Effects of Social Studies in Curbing Social Ills. Result of the study showed that majority of students are no longer loyal to school authority, students, principal's personality, sociability contributes to social ills, poor parental care due to scramble for easy money, polygamy, and broken homes promotes social ills. This outcome is not coming as a surprise because there is decay societal moral values, children are not giving proper and quality education, failure on the side of parents as well as corruption in our school system culminate to aggravate indiscipline in our school system. Catherine (2018) investigated Students' Perception of Discipline in Public Secondary Schools in Rivers State, Nigeria and found out that students' perceptions of what constitutes disciplinary offences are: stealing, impersonation, and smoking, late coming to school, truancy and examination-malpractice. Absenteeism is a critical factor that undermines academic achievement of learners. Students abscond from school for no justifiable reasons; indulge in various forms of anti-social behavior that hurts them and the society at large.

Social Studies curriculum has significant impacts in curbing Drug abuse among Upper Basic Students in Kaduna state, Nigeria. This outcome collaborates with a study carried out by Bawa (2015) on the Perceptions of youth on substance abuse in Sokoto state. Findings showed that most commonly abused substances were Marijuana and the least abused was cocaine, the reasons were availability and affordability of these substances. Alcohol was not commonly abused due to religious prohibition. Drug abuse is a common practice across the world most especially among the youths although it cut across all strata's in the society. Drug abuse is a maladaptive use of a drug, resulting in impairment of functioning or distress, as manifested by a failure to perform adequately at home, school or work (Adewuya, 2013). Drug Abuse entails

harmful use of any drug for mood altering purposes which lead to several problems. These problems can affect performance at school, work or home. Relationships may be destroyed due to intake of illicit drugs. According to Junston, Omalley and Bachman (2003) there are several drugs which are used and abused among adolescent student, they include; - Alcohol: Alcohol is an extremely potent drug. It acts on the body as a depressant and slow down the brain activities. However, in Nigeria, adolescent drink a variety of alcoholic beverages such as bear, stout. *burutkutu* illicit gin or ogogoro, palm wine and various other alcoholic. These substances have implications for the overall wellbeing of the student. Social studies education discourages the abuse of drugs by students; the content of social studies curriculum on drug abuse is rich and adequate to address the problem of drug abuse among students

Social Studies curriculum has significant impacts in minimizing bullying among Upper Basic Students in Kaduna state, Nigeria. This findings is in line with a study carried by Galadima (2010) on the Teacher's assessment of the Impact of Social Studies Education on the Development of effective citizenship. Findings showed that teachers consider Social Studies education as the best channel through which good citizenship. Bullying can be verbal, according to Isernhagen and Harris, (2018) Verbal bullying is a kind of intimidation through words such as threatening, taunting, calling names with inappropriate calls, which are intended to humiliate or destroy the victims. There are four types of bullying: verbal, physical, psychological, and cyberbullying. Although verbal bullying (name-calling, teasing, insults, etc.) might begin inconsequentially, it may rise to extremes that impact the particular target. Physical bullying (pushing, hitting, kicking, etc.) intends the short term as well as long term effects (Monks and Smith, 2006). Whatever the type bullying is not the best practice among the learners. The problem of bullying among students can be solve through developing good citizenship attitudes

in learners, because bullying is a form of violence that has impact on the teaching and learning processes. Similarly Mariam, (2018) investigated the causes of aggressive behavior among secondary school students in Ilorin East of Kwara State findings indicates that students home background and up-bringing take the lead in influencing the character of children. This suggest that parents may be culprit in the negative behavior of their children most especially the bullying.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the work titled" Impact of social studies curriculum in curbing indiscipline among Upper Basic Students in Kaduna State Nigeria". It presents the summary, conclusion, recommendation, contribution to knowledge and suggestions for further studies.

5.2 Summary

The study titled “impact of social studies curriculum in curbing indiscipline among upper basic school students in Kaduna state” was presented in five chapters. Chapter one introduced and discussed in the general background as well as statement of the problem. The objectives of study, research questions and hypotheses were also stated here. Chapter two concentrated on the general review of related literature, citing several empirical studies. Chapter three dealt with the research design and the methodologies. The study sampling and population technique were thus discussed including the validity of the study and mention of the proposed method of data analysis including the instrumentation technique used to gather data. Chapter four which was the data analysis answered four research questions and tested four research hypotheses. The various bio-data variable distributions were presented and discussed in this chapter. Chapter five summarizes the five chapters of the study, concludes the entire work, offered useful recommendations and presented the suggestions for further studies.

5.3 Conclusions

In the light of the findings obtained from this study, the study concludes the following:

1. Social Studies curriculum is an instrument for curbing examination malpractice among Upper Basic Students in Kaduna state, Nigeria.
2. Social Studies curriculum is a tool for curbing absenteeism among Students in Kaduna state, Nigeria. .
3. Social Studies curriculum serves as platform for curbing Drug abuse among Students in Kaduna state, Nigeria.
4. Social Studies curriculum is an apparatus for minimizing bullying among Students in Kaduna state, Nigeria.

5.4 Contributions to Knowledge

Based on the findings of this study, the following contributions were made:

1. The study revealed that Social Studies curriculum has impacts on curbing examination malpractice among Upper BasicStudents in Kaduna state, Nigeria.
2. The study confirmed that Social Studies curriculum has impacts on curbing absenteeism among Upper BasicStudents in Kaduna state, Nigeria. .
3. The study established that Social Studies curriculum has impacts on curbing Drug abuse among Upper BasicStudents in Kaduna state, Nigeria.
4. The study affirmed that Social Studies curriculum has impacts on minimizing bullying among Upper BasicStudents in Kaduna state, Nigeria.

5.5 Recommendations

Based on the findings from the analyzed data, the following recommendations were made:

i. School authority should adhere to the provision for punishment for students who cheat during examination in social studies curriculum, this will encourage the students to read hard and pass their examinations without depending on any forms of malpractices.

ii. Students who absent themselves from the school without being authorized should be sanctioned appropriately to deter students who may want to indulge in absenteeism, this may encourage punctuality.

iii. Regular briefings and sensitization of students on the negative effects of drugs should be encouraged by the school authority. Parents should adequately monitor the activities of their children that may lead to drug abuse and nip such negative tendencies

iv. Students engaged in bullying of other students should be punished appropriately by the relevant school authorities, by so doing, it will deter frequent crisis within and outside the school often instigated by students.

5.6 Suggestion for Further Studies

The study titled impact of social studies curriculum in curbing indiscipline among upper basic school students in Kaduna state, Nigeria, can be further studied under the following headings:

1. Assessment of the implementation of social studies curriculum in promoting positive attitude and interest in academic activities of Upper Basic students in Kaduna metropolis
2. Effect of social studies on monitoring the social and emotional development of adolescents in senior secondary schools in Kaduna state

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APPENDIX A

Impact of Social Studies curriculum in curbing indiscipline among Upper basic School Students Questionnaire

Department of Arts and Social Science Education,

Faculty of Education,

Ahmadu Bello University, Zaria.

Date_____

Dear Respondent,

QUESTIONNAIRE

The researcher is an M.Ed student of the above named institution carrying out a research work titled **"**Impact of Social Studies curriculum in curbing indiscipline among Upper basic School Students in Kaduna State, Nigeria**"**The questionnaire items are designed to elicit the right typeof response based on your own objective opinion. The reliability of the study depends on your sincerity in judgment. Thank you in anticipation of your kind response, on the available options please.

Yours faithfully,

SIGNED

AWOLAJA ABIODUN

P17EDAS8086

PART A: BIO DATA

Please fill the appropriate information and tick the appropriate box.

1. Location: Rural [ ] Urban [ ]

2. Class: UPPER BASIC 111 [ ]

3. Gender: Male [ ] Female [ ]

PART 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

S/N	What is the impact of Social Studies curriculum in curbing examination malpractice among Upper Basic Students in Kaduna state, Nigeria?	SA	A	D	SD
1.	Social Studies curriculum discourages examination malpractice through inculcation of the right type of value and attitudes in students				
2.	Social Studies curriculum encourages learners to be honest, thus can help in addressing the problem of examination malpractice.				
3.	Examination malpractice is common among Social Studies Students.				

4.	Social Studies curriculum does not encourage discipline, thus it is normal for students to cheat during examination				
5.	Social Studies curriculum has made provision for punishment for students who cheat during examination				
6.	Social Studies discourages communication among students during examination				
7.	Social Studies Teachers play prominent role in encouraging examination malpractice				
8.	In a corrupt society, examination malpractice is a normal practice				
9.	The attitude of Parents may likely encourage examination malpractice among students.				
10.	Social Studies Students are more disciplined than other students. This helps in minimizing corruption.				
	What is the impact of Social Studies curriculum in curbing absenteeism among Upper Basic students in Kaduna state, Nigeria?				
11.	Absenteeism is common among students most especially at the Upper Basic Level				
12.	Social studies curriculum encourages students to come to school regularly.				
13.	Absenteeism may leads to student's poor academic achievement in all subject area.				
14.	Absenteeism exposes students to punishment and other distractions in school.				

15.	Most of the students in public schools that come to school late are overworked at home				
16.	Students who are always absent in school may be engaged in street hawking				
17.	Social Studies curriculum teaches punctuality among student. This may help them come to school regularly.				
18.	Most Social Studies Students do not stop coming to school despite the temptation of doing so.				
19.	The inability of parents to reign on their children may likely be responsible for Absenteeism among students in schools.				
20.	Absenteeism in school is a common phenomenon among students				
	What is the impact of Social Studies curriculum in curbing Drug abuse among Upper Basic students in Kaduna state, Nigeria?				
21.	Social studies discourages drug abuse among students.				
22.	Drug abuse is not among Upper Basic students.				
23.	Inability of parents to adequately monitor the activities of their children may lead to drug abuse among students.				
24.	Having access to drugs by students may lead them to engage in drug abuse.				
25.	Social studies discourages taking drugs without doctor prescription.				

26.	Drug abuse may leads to mental illness and poor academic achievement among students				
27.	Drug addiction may leads to aggressive behavior among students				
28.	Drug abuse leads to anti- social behavior among students				
29.	It is common for students to access drugs because it is cheaper and affordably.				
30.	Most students who are drug addicts learn such behaviors at home not in the school setting.				

31	Social studies discourages bullying among students				
32	Bullying is common among Upper Basic students				
33	Inability of parents to adequately monitor the activities of their children may lead to fighting after school				
34	Fighting among students are sometimes caused by teachers				
35	Bullying from the senior students sometimes caused fighting				
36	Frequent fighting among students can make students to be expelled from school				
37	Fighting and bullying among students can be an inherited trait from parents				
38	Social studies encourages peaceful coexistence among students				
39	It is common for students to fight their peers than their teachers				
40	Fighting among students is often caused by absence of reconciliation				
	Cumulative Mean				

APPENDIX B

OUTPUT OF DATA ANALYSIS

T-Test

One-Sample Test

	Test Value = 2.50					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
item1	16.832	333	.000	.76347	.6743	.8527
item2	7.643	333	.000	.44012	.3268	.5534
item3	10.659	333	.000	.58383	.4761	.6916
item4	-7.627	333	.000	-.43114	-.5423	-.3199
item5	15.223	333	.000	.70060	.6101	.7911
item6	-5.188	333	.000	-.35329	-.4873	-.2193
item7	-7.526	333	.000	-.42216	-.5325	-.3118
item8	-2.116	333	.035	-.12275	-.2369	-.0086
item9	12.540	333	.000	.63772	.5377	.7378
item10	14.579	333	.000	.68263	.5905	.7747

T-Test

One-Sample Test

	Test Value = 2.50					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
item11	7.542	333	.000	.43413	.3209	.5474
item12	15.538	333	.000	.71257	.6224	.8028
item13	12.540	333	.000	.63772	.5377	.7378
item14	10.411	333	.000	.56587	.4590	.6728
item15	10.683	333	.000	.58084	.4739	.6878
item16	9.822	333	.000	.54491	.4358	.6540
item17	11.304	333	.000	.55689	.4600	.6538
item18	8.402	333	.000	.45509	.3485	.5616
item19	-5.402	333	.000	-.32036	-.4370	-.2037
item20	-4.755	333	.000	-.26946	-.3809	-.1580

T-Test

One-Sample Test

	Test Value = 2.50					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
item21	12.071	333	.000	.61976	.5188	.7208
item22	7.521	333	.000	.43413	.3206	.5477
item23	11.817	333	.000	.60479	.5041	.7055
item24	7.687	333	.000	.43713	.3253	.5490
item25	9.031	333	.000	.51796	.4051	.6308
item26	9.511	333	.000	.51796	.4108	.6251
item27	9.959	333	.000	.51198	.4108	.6131
item28	8.402	333	.000	.45509	.3485	.5616
item29	1.166	333	.244	.06886	-.0473	.1850
item30	2.277	333	.023	.13473	.0183	.2511

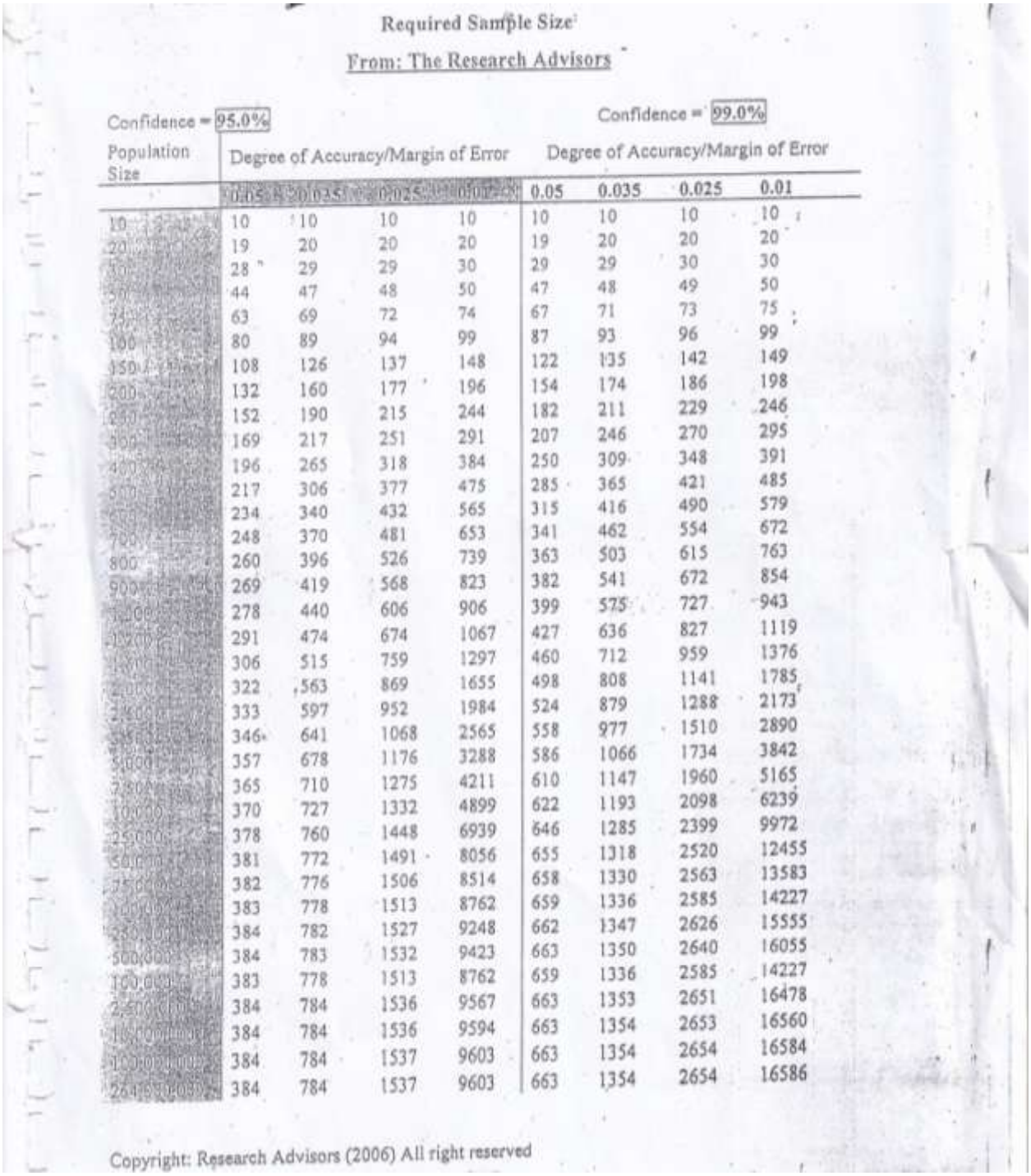
T-Test

One-Sample Test

	Test Value = 2.50					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
item31	12.071	333	.000	.61976	.5188	.7208
item32	-4.759	333	.000	-.28144	-.3978	-.1651
item33	11.817	333	.000	.60479	.5041	.7055
item34	-3.238	333	.001	-.17665	-.2840	-.0693
item35	10.899	333	.000	.59880	.4907	.7069
item36	9.483	332	.000	.51802	.4106	.6255
item37	9.959	333	.000	.51198	.4108	.6131
item38	17.912	333	.000	.80539	.7169	.8938
item39	6.661	333	.000	.37126	.2616	.4809
item40	3.457	333	.001	.20659	.0890	.3241

APPENDIX C

TABLE FOR DETERMINING THE SAMPLE SIZE



Required Sample Size

From: The Research Advisors

Population Size	Confidence = 95.0% — Degree of Accuracy/Margin of Error				Confidence = 99.0% — Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1000	278	440	606	906	399	575	727	943
1200	291	474	674	1067	427	636	827	1119
1500	306	515	759	1297	460	712	959	1376
2000	322	563	869	1655	498	808	1141	1785
2500	333	597	952	1984	524	879	1288	2173
3500	346	641	1068	2565	558	977	1510	2890
5000	357	678	1176	3288	586	1066	1734	3842
7500	365	710	1275	4211	610	1147	1960	5165
10000	370	727	1332	4899	622	1193	2098	6239
25000	378	760	1448	6939	646	1285	2399	9972
50000	381	772	1491	8056	655	1318	2520	12455
75000	382	776	1506	8514	658	1330	2563	13583
100000	383	778	1513	8762	659	1336	2585	14227
250000	384	782	1527	9248	662	1347	2626	15555
500000	384	783	1532	9423	663	1350	2640	16055
100,000	383	778	1513	8762	659	1336	2585	14227
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
250,000,000	384	784	1537	9603	663	1354	2654	16586

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APPENDIX D

Impact of Social Studies curriculum in curbing indiscipline among Upper basic School Students Questionnaire

Reliability (all combined reliability)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.844	.857	30

Item Statistics

	Mean	Std. Deviation	N
Social Studies curriculum discourages examination malpractice through inculcation of the right type of value and attitudes in students	3.2333	.85836	30
Social Studies curriculum encourages learners to be honest, thus can help in addressing the problem of examination malpractice.	3.0333	1.06620	30
Examination malpractice is common among Social Studies Students.	3.5333	.73030	30

Social Studies curriculum does not encourage discipline, thus it is normal for students to cheat during examination	2.9667	1.03335	30
Social Studies curriculum has made provision for punishment for students who cheat during examination	2.9667	.96431	30
Social Studies discourages communication among students during examination	3.6333	.76489	30
Social Studies Teachers play prominent role in encouraging examination malpractice	2.8667	1.10589	30
In a corrupt society, examination malpractice is a normal practice	3.5000	.73108	30
The attitude of Parents may likely encourage examination malpractice among students.	2.9333	1.11211	30
Social Studies Students are more disciplined than other students. This helps in minimizing corruption.	3.2333	.85836	30
Absenteeism is common among students most especially at the UPPER BASIC Level	3.3000	.98786	30
Social studies curriculum encourages students to come to school regularly.	3.5000	.68229	30
Absenteeism may leads to student's poor academic achievement in all subject area.	2.9000	.99481	30
Absenteeism exposes students to punishment and other distractions in school.	3.4000	.72397	30
Most of the students in public schools that come to school late are overworked at home	3.3000	.79438	30
Students who are always absent in school may be engaged in street hawking	2.9333	.98027	30
Social Studies curriculum teaches punctuality among student. This may help them come to school regularly.	3.4333	.67891	30
Most Social Studies Students do not stop coming to school despite the temptation of doing so.	3.4333	.85836	30
The inability of parents to reign on their children may likely be responsible for Absenteeism among students in schools.	3.3000	.83666	30

Absenteeism in school is a common phenomenon among students	3.4000	.93218	30
Social studies discourages drug abuse among students.	3.3000	.91539	30
Drug abuse is not among UPPER BASIC students.	3.4333	.77385	30
Inability of parents to adequately monitor the activities of their children may lead to drug abuse among students.	3.1667	.83391	30
Having access to drugs by students may lead them to engage in drug abuse.	3.2667	.82768	30
Social studies discourages taking drugs without doctor prescription.	3.2000	.92476	30
Drug abuse may leads to mental illness and poor academic achievement among students	3.5333	.73030	30
Drug addiction may leads to aggressive behavior among students	3.2000	.84690	30
Drug abuse leads to anti- social behavior among students	3.4667	.73030	30
It is common for students to access drugs because it is cheaper and affordably.	3.1333	1.04166	30
Most students who are drug addicts learn such behaviors at home not in the school setting.	3.4333	.93526	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.264	2.867	3.633	.767	1.267	.047	30

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.805	.815	10

Item Statistics

	Mean	Std. Deviation	N
Social Studies curriculum discourages examination malpractice through inculcation of the right type of value and attitudes in students	3.2333	.85836	30
Social Studies curriculum encourages learners to be honest, thus can help in addressing the problem of examination malpractice.	3.0333	1.06620	30
Examination malpractice is common among Social Studies Students.	3.5333	.73030	30
Social Studies curriculum does not encourage discipline, thus it is normal for students to cheat during examination	2.9667	1.03335	30

Social Studies curriculum has made provision for punishment for students who cheat during examination	2.9667	.96431	30
Social Studies discourages communication among students during examination	3.6333	.76489	30
Social Studies discourages examination malpractice among students	3.4333	.77385	30
Examination malpractice is common among UPPER BASIC students	3.1667	.83391	30
Inability of parents to adequately monitor the activities of their children may lead to examination malpractice after school	3.2667	.82768	30
Social Studies Students are more disciplined than other students. This helps in minimizing corruption.	2.8667	1.10589	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.210	2.867	3.633	.767	1.267	.067	10

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.723	.874	10

Item Statistics

	Mean	Std. Deviation	N
Absenteeism is common among students most especially at the UPPER BASIC Level	3.5000	.73108	30
Social studies curriculum encourages students to come to school regularly.	2.9333	1.11211	30
Absenteeism may leads to student's poor academic achievement in all subject area.	3.2333	.85836	30
Absenteeism exposes students to punishment and other distractions in school.	3.3000	.98786	30

Most of the students in public schools that come to school late are overworked at home	3.5000	.68229	30
Students who are always absent in school may be engaged in street hawking	2.9000	.99481	30
Social Studies curriculum teaches punctuality among student. This may help them come to school regularly.	3.2000	.92476	30
Most Social Studies Students do not stop coming to school despite the temptation of doing so.	3.5333	.73030	30
The inability of parents to reign on their children may likely be responsible for Absenteeism among students in schools.	3.4000	.72397	30
Absenteeism in school is a common phenomenon among students	3.2000	.84690	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.270	2.900	3.533	.633	1.218	.050	10

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.733	.744	10

Item Statistics

	Mean	Std. Deviation	N
Social studies discourages drug abuse among students.	3.4667	.73030	30
Drug abuse is not among UPPER BASIC students.	3.1333	1.04166	30
Inability of parents to adequately monitor the activities of their children may lead to drug abuse among students.	3.3000	.79438	30
Having access to drugs by students may lead them to engage in drug abuse.	2.9333	.98027	30

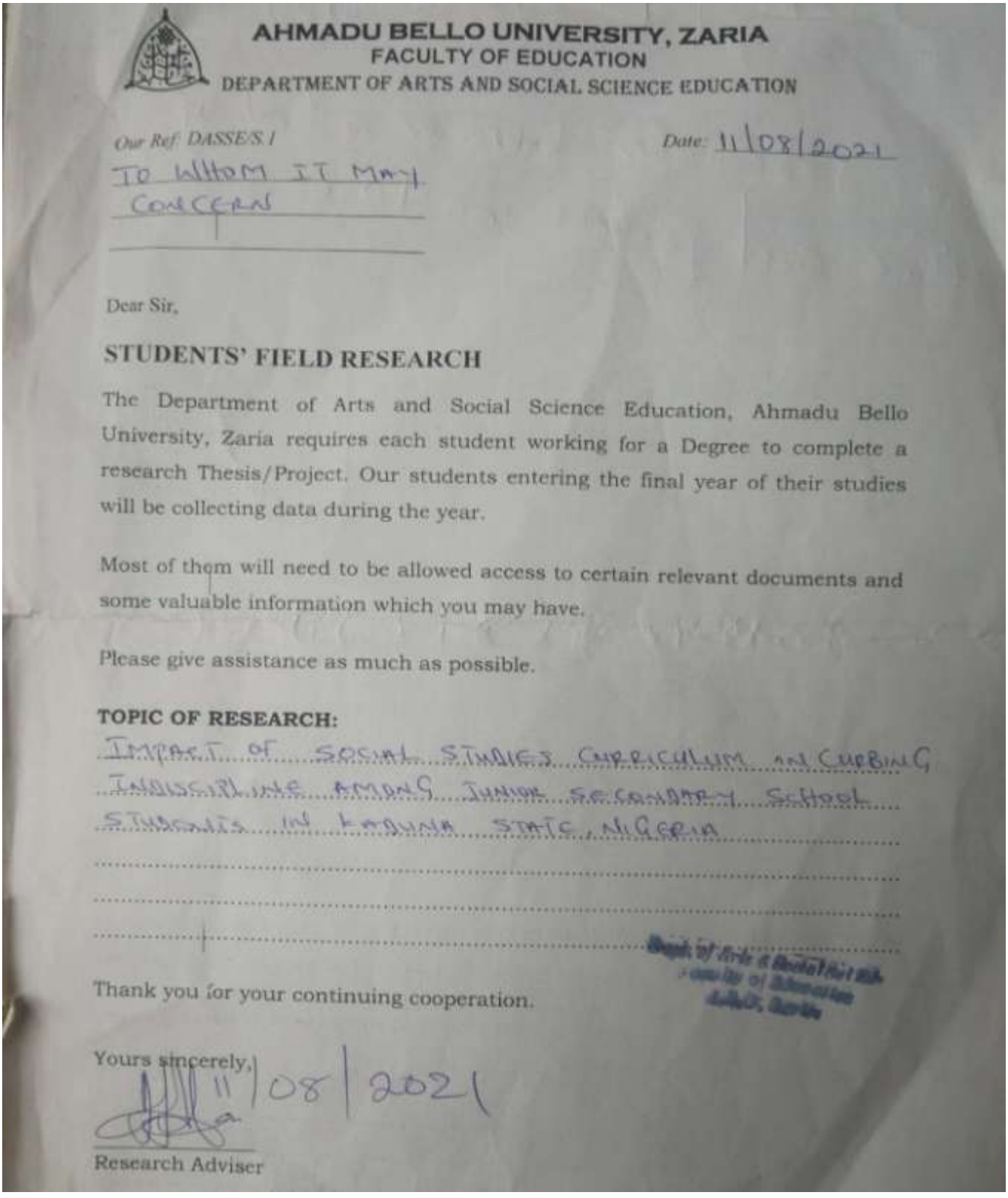
Social studies discourages taking drugs without doctor prescription.	3.4333	.67891	30
Drug abuse may leads to mental illness and poor academic achievement among students	3.4333	.85836	30
Drug addiction may leads to aggressive behavior among students	3.3000	.83666	30
Drug abuse leads to anti- social behavior among students	3.4333	.93526	30
It is common for students to access drugs because it is cheaper and affordably.	3.4000	.93218	30
Most students who are drug addicts learn such behaviors at home not in the school setting.	3.3000	.91539	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.313	2.933	3.467	.533	1.182	.028	10

APPENDIX E

LETTER OF AUTHORITY/PERMISSION FROM THE DEPARTMENT



AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

Our Ref: DASSE/S/1 Date: 11/08/2021

TO WHOM IT MAY CONCERN

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Arts and Social Science Education, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please give assistance as much as possible.

TOPIC OF RESEARCH:

IMPACT OF SOCIAL STUDIES CURRICULUM ON CURBING INDISCIPLINE AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE, NIGERIA

Thank you for your continuing cooperation.

Yours sincerely,
11/08/2021

Research Adviser

KADUNA STATE
MINISTRY OF EDUCATION
INSPECTORATE DIVISION, GIWA
P.M.B. 103, GIWA

Our Ref: _____

Your Ref: _____

Date: _____

The Principal,
TO WHOM IT MAY
CONCERN.

INTRODUCTORY LETTER TO CARRY OUT RESEARCH

ABIODUN AWOLAJA - P17EDAS/8086

I am directed to write and introduce to you the bearer from department of Arts and Social Science, A.B.U. Zaria currently undergoing a research on "The impact of Social Studies Education in curbing indiscipline among junior secondary schools in Kudan and Makarfi Local Government Areas of Kaduna State".

However, you are kindly requested to accept and assist him to succeed please.

A.P.O.
For Director

MINISTRY OF EDUCATION
KADUNA STATE, NIGERIA

CNC/F.95/S.2/I/68

21ST October, 2019

The Zonal Director,
Zonal Quality Assurance Office,
Anchau.

RE: REVIEW OF PUBLIC SCHOOLS PAYMENT SYSTEM COLLECTION

Reference:

A: Dated 17th September, 2019

I am directed to forward herewith copy of a letter referenced "A" on the above subject matter.

You are to inform all Management and Non-Management Schools under you Zone for compliance, please.

A.
To ALL PRINCIPAL.
Above and attached ffua pls

Mohammed Hayatuddeen, FCNA, ACTI
Director Administration and Finance
For: Commissioner

DIRECTOR M.O.E.S.T. ZONAL OFFICE ANCHAU DATE

State Secretariat Complex, P.M.B 2017, Kaduna, Kaduna State-Nigeria
Tel: +234 (0) 818407 9036 Website: www.kdsg.gov.ng Email: education@kdsg.gov.ng

APPENDIX F

GIWA EDUCATIONAL ZONE
KUDAN LOCAL GOVERNMENT
STUDENTS DATA

1. GUPPER BASIC Hunkuyi (JNR) UPPER BASIC III

Male	Female	Total
235	204	439

2. GUPPER BASIC kudan

Male	Female	Total
226	164	390

3. GUPPER BASIC doka

Male	Female	Total
137	109	246

4. GUPPER BASIC Kauran wali

Male	Female	Total
88	81	169

5. GUPPER BASIC Taban Sani

Male	Female	Total
98	89	187

Anchau educational zone.

Makarfi local government

UPPER BASIC III

S/No	Schools	Male	Female	Total
1.	GUpper Basic makarfi	602	594	1196
2.	GUpper Basic gangara	154	112	269
3.	Gss tafida	150	108	258
4.	GUpper Basic marke	104	88	192
5.	Gss durum	73	32	105
6.	Gss nasarawa soya	101	28	129
7.	Gss Rahama Wali	148	112	260
8.	Gss dorayi	127	107	234
9.	Gss Gimi	123	72	195
10.	Gss Mayere	193	116	309
11.	GCC makarfi	59	91	150
12.	Gss Gubuchi	142	108	250