ASSESSMENT OF CONTENTS OF SELECTED JUNIOR SECONDARY SCHOOL SOCIAL STUDIES EDUCATION TEXTBOOKS IN KADUNA STATE AND IMPLICATIONS FOR CURRICULUM REVIEW

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BEING A THESIS SUBMITTED TO THE POST GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MED SOCIAL STUDIES

JANUARY, 2014

DECLARATION

I hereby declare that this thesis titled "Assessment of Contents of Selected Junior Secondary School Social Studies Education textbooks in Kaduna State and Implications for Curriculum Review" was written by me as a record of my own diligent research work. It has not been presented in any previous application for a higher degree, and I am liable for the mistakes in this work. All quotations are indicated by quotation marks or indentation. The information used in this research report as definition, quotation, reference and statistics are properly acknowledge by means of references. The results and conclusions presented in this report are the original findings of this study.

_____ _____

Joseph Iorlaha ZAWUA Date

CERTIFICATION

This thesis on "Assessment of Contents of Selected Junior Secondary School Social Studies Education textbooks in Kaduna State and Implications for Curriculum Review" by Zawua Iorlaha Joseph, meets the regulations governing the award of the degree of masters of Education in Social Studies Education of the Ahmadu Bello University, and is approved for its contribution to knowledge and literacy presentation.

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DEDICATION

This thesis is dedicated to my late parents Mr. Zawua Tyozua and Mrs. Shiminenge Zawua whose passionate hope for my post graduate studies was apparently unfulfilled on her death on the tenth months after my enrollment in the master's programme.

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ABSTRACT

The study assessed contents of selected Junior Secondary School Social Studies Education textbooks used in Kaduna State and implications for curriculum review. The variables examined were national curriculum, readability of registers, and the technical provision of textbooks. Three objectives, research questions and hypotheses were formulated. The research design adopted and used was survey design. The population of the study comprises of all Social Studies Education teachers in Kaduna state, the sample population was 275 Social Studies Education teachers in the five Local Government Area of the research study; Kaduna north, Kaduna south, Zango Kataf, Kachia and Jema'a Local Government Areas. The instrument for data collection used was questionnaire. They were distributed to respondents within the research areas. Three null hypotheses were analysed using Pearson product moment correlation coefficient at 0.05 level of significance. The result of the first hypothesis revealed that, significant relationship existed between the contents of the selected Social Studies Education textbooks and the national curriculum. This is because the calculated p value 0.000 was less than the o.o5 level of significance at a correlation index r level of .993 at df 273. Hence the null hypothesis which states that, there is no significant relationship between assessment of contents of selected Junior Secondary School Social Studies Education textbooks and national curriculum was here by rejected. The result of the second hypothesis showed significant relationship, because the calculated p value of 0.000 was less than the 0.05 level of significance at a correction index r level of .995 at a df 273. This null hypothesis was also rejected. The out come of the analysis led to the rejection of the third hypothesis also because the calculated p value of 0.001 was less than the 0.05 level of significance at a correlation index r level of .985 at df 273. This implies that there is a significant relationship, between the contents of selected Junior Secondary School Social Studies Education textbooks and technical provision of Social Studies Education textbooks. The study recommended that, these textbooks be adopted in Nigerian schools generally, and Kaduna state in particular. Also, that author of textbooks should write along side the objectives of the subject and that of the national policy on Education to have harmonious and well trained personnel capable of tackling the societal problems. In addition, the textbooks should contain teachers' and students guides as supplementary materials, to enable students read on their own and understand the contents of concepts in Social Studies Education.

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OPERATIONAL DEFINITION OF TERMS

1.Readable: Ability to read easily without hitches.

2.Registers: the range of words used by a speaker in a particular social circumstances or text book.

3.Coverage: the area covered by Social Studies Education textbooks in relation to national curriculum.

4.Assessment: to carry out a thorough check or examination of Social Studies Education Textbooks.

5.Contents: The component part that makeup Social Studies Education textbooks.

6.Implications: The result of an action or effects of teaching Social Studies Education with the textbooks assessed.

7.Curriculum: A guide used for instruction in conventional teaching and learning of Social Studies Education.

8.Review: To have a critical analysis toward change.

9.sensational: The application of ones common sense, feeling, Awareness and knowledge in handling problems.

10.Ideational: The used of values that are realistic, measurable and practicable.

11.Pendulum: it's a swinging gadget that determined the position in between two items, or object.

12.Organic: the characteristic of an organism based on life span or the changes that occurred in the society.

ABBREVIATIONS

JSS:	Junior Secondary School
ASESP:	African Social and Environmental Studies Programme.
NERDC:	National Educational Research Development Council
USA:	United State of America
USSR:	United Soviet Socialist Republic
JSSCE:	Junior Secondary School Certificate Examination
SOSAN:	Social Studies Association of Nigeria
NPE:	National Policy on Education
USAID:	United State Agency for International Development.
NNTEP:	Northern Nigeria Teachers Education Project.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Social Studies Education is a programme of study which has some allocated time on the time table for instruction. It is considered as a programme that is a by-product of the society in which it is to be implemented. It is also a programme which emphasizes the relationships human beings have with their physical and social environment. From these variables Social Studies Education is defined, according to Kissock (1981), as a programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationship human beings have with each other, their world and themselves.

To Aina, Adedoyin, Obilo, & Ahmadu (1982) Social Studies Education is the study of man in his totality, it draws from a variety of sources to relate the individual to social environment developing the right attitudes, values and abilities to help him grow to become a responsible citizen capable of performing his civic and national obligations. In a different view, Ololobou (1999) considers Social Studies Education as "an organized integrated study of man and his environment both physical and social

emphasizing on cognition, functional skills and desirable attitudes and action for the purpose of producing an effective citizenry".

In a nutshell, Social Studies Education is "an integrated study of man as he battles for survival in the environment preparing him for citizenship through the acquisition of useful knowledge and information, skills, values, attitudes and positive actions. Indeed, the problems of the Nigerian society, such as integration, unity, reconstruction and rehabilitation, tribalism, lack of patriotism, corruption, high rate of crime and indecent partisan culture gave rise to the need of solving these problems through the school. The school is considered by the Nigerian government as an instrument par excellence for effecting national development (National Policy on Education 2004). Thus Social Studies Education was introduced and charged with the responsibility of developing in the young the right attitudes towards these societal problems. The question is, are these problems solved or tackled as expected? What are the possible obstacles militating against the attainment of these problems? Could it be lack of qualified Social Studies teachers? Or lack of good Social Studies Textbooks? These questions lingered in the mind of the researcher in the course of implementing the Social Studies curriculum in the classroom.

According to Brown and Harcleroad (1959) the benefits of text books are as follows:-

- It helps for individualized instruction i.e students can proceed to learn at their own space with their text books.
- They help to organize and provide uniformity for class instruction. This is felt by providing a set of common reading experience, suggested activities, reading and questions to be answered etc.
- Textbooks aid students to learn how to read better, to weigh evidence and to solve problems.
- It is helpful in improving the skills of teachers. This is because many teachers draw their subject matter from text books. If textbooks are shallow in scope then subsequent learning in the classroom will also be shallow. If this assertion is true then, which of the Social Studies Education textbooks are worth referred to as instrument for achieving Social Studies Education objectives? In comparison of these books there is variation in the use of language, content and scope, quality of printing, manner of diagrams, accuracy of facts and up to date ness. It is for these reasons that this study opted to assess contents of selected Social Studies Education textbooks in Kaduna state and their implications for curriculum review.

1.2 **Statement of the Problem**

The modern society exists in a troubled world saturated with urban, technological and industrial related problems. Suffice it to say, that sensational and disturbing headlines in the news media, in the past decades have shown the realities of our time, as they reflect major societal problems and challenges. The problems range from riots, strikes, confrontation among communities, pollution (Koko toxic waste dumping by Bopal India Union carbide co. disaster of (1984), wars and disputes (Biafran, Nigeria and Chad border disputes, Nigeria and Cameroon peninsula dispute) armed robbery, child abuse, child battering, assault, assassinations and political thuggery.

Social Studies Education is primarily introduced to tackle these realities in conjunction with the more pleasant aspects of human living, such as our cultural heritage. The programme became more important part of education because it was meant to help children to understand the troubled world in which they live and to make them live productive and happy. It should help pupils to accept change and deal with it thoughtfully and intelligently. Although the National policy on education has accepted Social Studies Education as a major tool for inculcating the norms of active citizenship, the researches carried out in this direction have demonstrated that, the Nigerian society is yet to achieve this goal. Although the

acceptance of Social Studies Education as a medium for citizenship transmission has gained ground in Nigeria, the following curriculum processes, which are intrinsic to the teaching of Social Studies Education, have largely been relegated to the background in many classrooms, namely, methodology of inquiry and adoption of investigative – oriented approaches, decision making processes, critical thinking and problem solving. The teaching and learning of Social Studies Education in our schools has done little to encourage the development in young children, a positive social orientation to citizenship with particular reference to Nigerian democracy. The findings underscore the unsatisfactory status of Social Studies Education in schools. These studies are unanimous in demonstrating that the teaching of Social Studies Education in these schools is not functioning adequately because of low level of citizenship education to which young learners are exposed through teaching and learning of the subject area. They blame ineffectiveness of the programme on the basis of incompetence of teachers and lack of instructional materials. A generous supply of learning resources and aids will do much to ensure a good Social Studies Education programme; and ignore it would make Social Studies Education teaching dull, uninteresting, and largely ineffectual. In light of this, the assessment of Social Studies Education textbooks along the following variables of readability of the text,

presentations of fact, manner of diagrams, accuracy of fact, content coverage and the use of language, becomes necessary. The research work will primarily concentrate on these variables in assessing some selected Social Studies Education textbooks used in teaching and learning at Junior Secondary School level of education and their implications for curriculum review.

1.3 **Objectives of the study**

The major objective of this study is to assess the contents of Social Studies Education textbooks used in teaching and learning of the subject at Junior Secondary Schools level, specifically, the study is out to:

i To ascertain teachers assessment of Social Studies Education textbooks used in Junior Secondary Schools in Kaduna State in connection with cover of the contents area of the course as contained in the national curriculum.

ii Ascertain whether the group of registers or language used in these textbooks is suitable for the age, level, interest and the need of the students.

iii Determine the extent to which the contents of Social Studies Education textbooks used in school cover the national curriculum.

1.4 **Research Questions**

The research questions of the study include:

i. Do Social Studies Education textbooks used in Junior Secondary Schools in Kaduna State cover the content area of the course as contained in the national curriculum?

ii. To what extent do Social Studies Education teachers find the registers in the subject textbooks easy to teach?

iii. Do Social Studies Education textbooks provide accuracy of facts as expected by Social Studies Education teachers?

1.5 **Hypotheses**

The hypotheses for this research study are:

i. There is no significant relationship between the contents of Social Studies Education textbooks used in Junior Secondary School in Kaduna State and the national curriculum.

ii. There is no significant relationship between the readability of the registers and the academic qualifications of the teachers.

iii. There is no significant relationship between the assessment of selected Social Studies Education textbooks in the technical provision with regard to years of teaching experience.

1.6 **Significance of the Study**

The role of textbooks in determining the content of subject matter taught in school can not be over emphasized. Considering the use of textbooks/specialized equipment or printed materials, authors should expect that these will be used for more than one school calendar year. The implication, therefore, is that the authors of these books must include in the text the desirable learning in the form of facts, concepts, values, generalizations which are essential for over all development of the students. It was on these bases that, the assessment of contents of selected Junior Secondary School Social Studies Education textbooks used in Kaduna state and implications for curriculum review viable. The research study conducted stand to be of great benefit and importance to the tutors of Social Studies Education, Social Studies Education Students, Kaduna state ministry of Education and the curriculum planner in Nigeria. The research study would serve as a guide to teachers and students in making selection of Social Studies Education textbook for reading and teaching for functional learning. And a pre-requisite for curriculum review by the state ministry of Education and National curriculum planners.

1.7 **Scope of the Study**

The research work covered assessment of selected Social Studies Education textbooks used in Kaduna state and implications for curriculum

review. Some of the textbooks include Spectrum Social Studies by Ogunniyi and Obili(2000), Comprehensive Social Studies by Salawu et al (2008), Macmillan Social Studies, Social Studies for JSS by Ahmed and Basic Social Studies for JSS by Anikpo, Mohammed, Ezegbe, Salawu and Okunamiri (2007) as some of the selected Social Studies textbooks used at junior secondary school level of education in Kaduna state of Nigeria. The reason for the choice of these books primarily is that they are the most widely used textbooks among schools in Kaduna state. The study does not aimed at assessing these texts as the worst Social Studies Education books, but as a limit and scope the study could cover in the assessment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

The chapter presents reviews of the related works to the current study. It considers other scholars work, ideas, opinion and related contribution in regard to the present problem under the study.

The chapter focuses on:

- the theoretical framework – cyclical and functional theory of change and its implication to the study,
- historical development of Social Studies Education meaning, aims, objectives and nature of teaching Social Studies Education;
- the scope of Social Studies Education,
- the content of Social Studies Education curriculum patterns or nature of curriculum organization,
- registers,
- content of Social Studies Education textbooks
- Reasons for using instructional materials in Social Studies Education, Readability of Social Studies Education textbooks.
- selection of Social Studies Education textbooks for classroom teaching,
- presentation of content in Social Studies Education textbooks,

- Assessment of Social Studies Education textbooks in Nigeria, review of related empirical studies, and the summary.

2.02 **Theoretical Framework**

In this research work, two theories of social change are used as a back up clarifying the need for this research study.

2.03 **Cyclical Theory**

The three most widely known proponents of this school according to Mezeobi (1992) are Spengler (1965), Toynbee (1962-1964) and Sorobin (1941). The cyclical theories of social change, also known as the "Rise and fall" theory of social change perceived the development of society as a cyclical process. Put succinctly, the theory views society as a living organism which passed through an organic life cycle: they are born; they grow from childhood to maturity, disintegrate and die just as an organism. This theory did not see change as leading to societal perfection. Rather societies rise and fall, experience ups and downs, encounter challenges which must be successfully tackled for the survival and progress of the society, and of course, eventually disintegrate and go into obscurity or oblivion. Change to the cyclical theorist simply leads to extinction. Sorokin considers all societies to alternate between sensation and ideational values or cultures, at times, the pendulum giving to the sensate, at times to the

ideational and at times, there is a mixture of both sensate and ideational. A change in the sensation affects the ideational and vis-à-vis.

2.04 **The Functional Theory of Change**

The proponents of the functional theory of change or the systems theory of change according to Mezieobi, (1992) are Bronsilar Malinowski; Rade Liffe-Brown, Coser (1956), Talcott Parsons and Robert Bales (1953). They perceive society as an organic unit which has two fundamental requirements or needs – the instrumental behaviour to accomplish goals and expressive behaviour to hold the group together which must be met in order that the society must function effectively. Since the society is viewed as an organic unit, a change that results in one segment of the society invariably brings about change in the other parts of the society. When each part of the society adjusts to a change occurring in the other parts of the society, the change is smooth, successful, resulting in the fulfillment of the societal functional needs or requirements, but when the other segments of a society are unable to adjust to change in one segment of the society, for instance, there are disruption in the un adapting segments of society, resulting in unsuccessful change and un fulfillment of the functional needs of the society, and its associated dissatisfaction and social disturbance which stimulate pressure for societal change.

2.05 **The Implication of these Theories to the Study**

The African continent has experienced the rise and fall in her societies as postulated by the cyclical theory of change for example as posit by Okon and Anderson (1982) in prior to 1861, indigenous Nigerians practiced their diverse ways of life spanning through all spheres of life viz education, religion, health, family, economic, political and marriage systems. There was the indigenous education at the time which focused on all aspects of life of the people particularly the history, customs and folklore of the people. Education was functional and prepared the citizens for life in the society. The teaching methods utilized in this community based education included imitation, instruction, apprenticeship, story telling, watching, observation, role –playing, discipline, games, recitation, memorization, proverbs, riddles and demonstration (Okon and Anderson (1982). The advent of colonialism and Europeans via contact with Arabs has eroded this reach cultural values and virtuous with bewildering changes in the social cultural life of the people. The changes are continuously affecting our society today and indeed it is arising and fallen phenomena.

The functional theory reflect the progressive nature of the state of our society which places high demand on change in Social Studies Education curriculum for co-existence and achievement of success in

human endeavour for the society's effective functionality. Dewey, (1983:225) presented a progressive slogan which emphasizes that Social Studies Education is concerned essentially with studying the real world of the child's environment as a starting point for further learning and for future citizenship orientation.

Progressivism further asserted that in these days of knowledge explosion and rapidly changing social condition, Social Studies Education would appear to be very relevant and infinitely more valuable for proffering ways and means of acquiring knowledge for the purpose of addressing and solving problems which confront man's existence in any societal setting. Banks & Clegg (1977), Tanner & Tanner (1980) and common (1984) opined that Social Studies Education has to display a unique "functionality principle". This "functionality principle" presupposes that the subject has to be problem –solving in its orientation; it must posses a retentive and transfer value, and it must display a purpose that relates to life situation. For this to be accomplished requires constant curriculum innovation in Social Studies Education by which the materials (text books) used in teaching and learning must take the same trend due to the dynamism of the society.

2.06 **Historical Development of Social Studies Education**

Social Studies Education programme in several nations of the world are essentially introduced to meet specific needs and aspirations of the people (Ololobou 2007). In Nigeria, Social Studies Education can be described as a solution to the nation's problems of integration. The 1969 national curriculum conference called attention to make education relevant to the needs of the child and the Nigeria nation by de-emphasizing foreign values and ideals.

Okobiah (1985) and Ololobou (2007) posits that the teaching of Social Studies Education has been accepted in many societies as one of the most critical pivots of educational practices which is essentially charged with the responsibility of aiding the child in his interpretation of the social frameworks in which he operates as a human individual. It possesses unique potentialities for inculcating the right type of skills, attitudes and virtues in young learners through a unified and integrated interdisciplinary study of man with particular references to his social environment. Osuji (1986) and Mezieobi, (1992) posit that there is the unshakable belief in education today as the panacea to our societal ills and as an instrument for social, political, economic, technological reconstruction and development. This depicts that education stand as an agent of change.

The historical trend of Social Studies Education in Nigeria can be trace back in 1958 in the former western region, a cooperative effort of the region and the university of Ohio, U.S.A The Ohio project as the name implies was a bilateral educational arrangement between the former western state of Nigeria and university of Ohio (Makinde 1979).In 1963, at the comprehensive high school, Aiyetoro Egbado the joint effort between the western region and the united states agency for international development (USAID) saw the appearance of Social Studies Education in the school curriculum (Kadiri 2007).In the northern part of the country, there was the northern Nigeria teachers education project (NNTEP). One of the major responsibilities of this project was to write a syllabus and develop teacher education materials that would explain the theory and practice of Social Studies Education to participating teachers, colleges, the Bauchi, Bida, Illorin, Katsina, Maiduguri and Sokoto. The NNTEP which lasted from 1964 to 1969 and was staffed by Nigerians and Americans form the university of Wisconsin succeeded in establishing the concept of Social Studies Education at the teacher training level and produced a textbook on Social Studies Education methodology for teachers (Ikwumelu 1993). The institute of education, A.B.U Zaria was very instrumental in organizing activities that promoted the teaching of the subject; it organized workshops that produce curriculum materials especially at the

primary level and sponsored frequent Social Studies Education in-service courses for teachers at all levels (Ololobou and Kadiri 2007). According to Ikwumelu (1993) by 1965, the Social Studies Education department of Aiyetoro comprehensive high school was assigned with the task of developing and working out the materials for the early classes of secondary education. The American agency for international Development (USAID), university of Washington and western state university of education gave support to the project. In the course of their assignment, the academic members of the Social Studies Education department drew up tentatively the aims and objectives of Social Studies Education in the Nigerian context. They were as follows according to Ikwumelu 1993:

- To help students know that all subjects are related.
- To improve and broaden the basis of the Nigerian educational system.
- To help Nigerian teachers, pupils and students discover what is good and unique in the physical, social, economic and cultural traditions which hitherto have been implied or neglected.
- To develop, encourage and strengthen inquiring mind in pupils and students to re-discover what has been neglected or forgotten.

The idea of Social Studies Education as a school subject in African as a whole was proposed at a conference, holds at queen's college, oxford, United Kingdom in 1967.

A year later, 1968, the African Social Studies Education programme (ASSP) was set up by fifteen African countries in association with the United States of America and Britain, in response to the Oxford conference. The mombasa Social Studies Education conference in 1981 selected four general objectives to give support and guide to growth of Social Studies Education in Africa.

They are:

- To create awareness and an understanding of the evolving social and physical environment as a whole, its natural, man made cultural and spiritual resources, together with the rational use and conservation of these resources for development.
- To develop a capacity to learn and acquire skills including not only the basic skills of listening, speaking, reading and writing and of calculation, but also the skills of observation, analysis and inference which are essential to the forming of sound judgment.
- To ensure the acquisition of the relevant knowledge which is an essential prerequisite to personal developments as well as to the positive personal contribution to the betterment of mankind
- To develop a systematic appreciation of the diversity and interdependence of one members of the local community, and of the wider national and international community.

These objectives were to be adopted to suit the individual needs or participating countries (Ikwumalu 1993).

The major landmark in Social Studies Education nationally was the 1969 national curriculum conference which sought to make education relevant to the needs of the child and the nation Kadiri (2007). Just before this conference in January 1969 the Social Studies Association of Nigeria (SOSAN) has been launched at the cooperative college, Ibadan to promote the effective teaching of Social Studies Education in Nigeria. However, with the national curriculum conference, an educational agency, the Nigeria Educational Research Development Council (NERDC) was formed in 1970. This agency with the comparative education study and adaptation centre (CESAC) organized a series of curriculum workshops which led to the production of Social Studies Education curriculum for primary, junior secondary, senior secondary and teachers colleges in Nigeria.

Although the history of Social Studies Education may appear short, it has continued to make tremendous strides and impact on the Nigeria educational scene. Social Studies Education is now taught as core subject in primary and Junior Secondary School, it is offered as a single –major and double major course in most colleges of education. At various universities (ABU Obafemi Awolowo Unvieristy ife, University of Nigeria Nnsuka, University of Jos, University of Lagos etc) Social Studies

Education can be studied from the first degree level to the doctoral levels. In keeping with its dynamic nature Social Studies Education now have new themes infused into the curriculum to make it relevant to the needs and aspiration of the society and for preparing learners to become productive and functional members of the society. Social Studies have indeed come along way but more still need to be done to maximize its benefit to the citizens and the nation (Ololobou and Kadiri 2007).

2.07 Meaning, Aims, Objectives and Nature of Teaching Social Studies Education

The objective of education varies from society to society, based on the problems and needs of the particular society. But generally speaking, education is a process of changing the behaviour patterns of people. behaviour in this sense means the way a society will change the learner in his thinking, feeling and his over actions (Gbamanja 1989). The main reason societies and parent accept quality education to their children is to empower them to be productive, responsible, good citizens and capable of competing in the world growing technological advancement (Legesse 1986). Education therefore serves as the vehicle for social change i.e up/down or vertical or horizontal mobility. The chances of an individual securing a better position largely depends on the kind/type of education he received.

The quest for better living in the society has placed a high demand for a suitable education that will enhance students with knowledge, skills, competencies and technical know-how that will make them to be responsible citizens of their communities in fulfilling their duties/functions by contributing immensely towards solving the prevailing problems in their society. This virtue of the citizenship can only be acquired and learnt via teaching when such concepts are incorporated in the student's textbooks. Educational objectives are built around knowledge, attitudes and skills to be learned. It is possible that knowledge can be acquired through conversation with people, social interactions, and listening to the teacher. A student who has acquired reading skills would learn more from the Social Studies content by acquiring more knowledge, outside his direct experience, through reading pertinent Social Studies Education textbooks. The availability of Social Studies Education textbooks and the constant reading of the books help to improve the reading skills of the students as well as improve their difficulties with spelling, punctuation, word usage and sentence consternation.

In the absence of professionally trained Social Studies Education teachers conversant with the methods of Social Studies Education who know exactly what to do in Social Studies Education instruction most of the present crop of Social Studies Education teachers in the Junior Secondary

School drawn from the textbooks academic disciplines of sociology, history, government, economics, geography, depend extensively on textbooks for their instruction. In fact… most teachers in our schools, once they leave the four walls of educational institution with their meal 'tickets' or credentials are not prepared to learn anything new (Mezieobi 1983.7). However, most of today's textbooks in Nigeria on Social Studies Education are not "produced from good sources", (Dubey 1980:81) with the introduction of Social Studies Education in the Junior Secondary School, persons who studied geography, sociology, political science, economics, history, without or with professional training in education, have clashed in on the situation to write books that have been titled "Social Studies Education". Because these writers are not professionally acquainted with Social Studies Education philosophy, their books lack both integrative and methodological perspectives of Social Studies Education as well as its problem solving orientation. It is correct to say the "most of these books are merely geography and history (sociology, government) books presented traditionally under the same cover with the new title Social Studies Education on them" (Dubey, 1980:77). This is indeed a misrepresentation of Social Studies Education.

On the other hands, it is difficult to produce Social Studies Education textbooks sufficiently located with materials based on the interdisciplinary

approach essential for the achievement of the Social Studies Education objective. According to Jarolimek, (1977:33) "Social Studies Education texts are designed more to be studied and thought about than read …". Textbooks in Social Studies Education are supposed to give insights in to learning objectives they are not to be solely depended upon for the achievement of learning outcomes most inadequately trained Social Studies Education teachers are iii-equipped with modern methods of teaching Social Studies Education, particularly as it affects the use of textbooks. An effective Social Studies Education instruction does not require much of textbooks. This is why some scholars have condemned the excessive use of textbooks in Social Studies Education instruction. According to Crosby (1964:266) it has been difficult for many school systems to move too far from the textbooks … because they fail to recognize the basic promise of any modern Social Studies education programme mainly, that the problems of living which boys and girls face are centered in themselves and in their world and not in a textbook. Textbooks … can in no sense ever constitute the dynamic core of the programme itself.

For an effective Social Studies Education instruction, teachers should de-emphasis their wholesome commitment to or excessive dependency on textbooks as a crucial instructional tools, and fixes their attention on

teaching the students through participation in activities. A good Social Studies Education teacher sees himself and his students as the must significant resource materials for his lesion, Dubey (1980:77) Lent credence to this idea when he asserted that: "the well trained teacher (in Social Studies education methods and philosophy) can provide much of his own relevant materials (while) the inadequately trained teacher depends on … (books) for materials … (Dubey, 1980:77). According to association for education in citizenship (1950), Man's education should make him feel himself to be consciously at one with the community, sharing in his traditions of the past, his life and action in the presents and his aspirations and responsibilities for the future. His daily work will require a new significance, when he becomes aware that it may be done for the service of his nation and through his nation of humanity at large. It is this aim of Education for citizenship that social studies have recently been given prominence in Nigerian school curriculum. This statement is in consonance with the views held by African Social and Environmental Studies Programme (ASESP) (1994). When they assert that the purpose and content of Social Studies Education as a school subject are closely related to African traditional citizenships education.

Social Studies Education specialist maintains that, Social Studies Education is a study in which students, acquire knowledge of citizenship

and reflective inquiry. It is in this perspective that a quite number of scholars have defined Social Studies education in terms of citizenship Education. The National Council for Social Studies Education, an accredited professional body for Social Studies Education in united states firmly endorsed this view of citizenship education by pointing out that the objectives of Social Studies Education is to prepare young people to be human, rational thinking and participating citizens in a world that is becoming increasingly interdependent. Barth and Shermis (1970) Ehman, Mehlinger and Patrick (1974), Ololobou (1989) and ASESP (1994) posts that Social Studies Education is an organized integrated study of man and his environment both physical, social, political and economic emphasizing on cognition, functional skills and desirable attitudes and action for the purpose of producing an effective citizenry. The implication of this definition is that Social Studies Education provides students, the ample opportunity to assess and understand their physical, social, technological and human environment in order to be responsible citizens of their community.

According to Nigeria Education Research and Development Council (1981), Social Studies is Education "those common learning of man's interaction with his social and physical environment… it is not only a study but a way of life of how man influences and is influenced by his physical,

social, political, economic and cultural environment". Kissock (1981) conceptualized Social Studies Education as: a programme of study which a society uses to instill in students the knowledge, skills, attitude and actions it considers important concerning the relationships human beings have with each other their world and themselves. Dubey (1980) put its: Social Studies Education is a process of education which utilizes the study of human life for the purpose of giving children the opportunity to practice solving problems of crucial importance both for the individual and society. The scholarly assertion here has clearly indicated why aims, goals and objectives of Social Studies Education been directly on man and his society, demand and out come. Michaelis (1980) and Aina et al (1982) agree to this fact that, Social Studies Education includes: the study of those human relationships believed to be most important in the general education of students. Its central aim is to develop responsible citizenships. This aim is broken down in to goals and objectives that include knowledge, thinking process, skills, attitudes and values; instruction focuses on the interaction of people with their human and physical environment. Students investigate human interaction to identify relationships between people and the earth, people and institution and people and value system.

These expected outcomes for effective inculcation must be well reflected in the textbooks used in Nigerian schools if the desired objective is to be achieved. Hallowell (1964), Engle (1977) and Adaralegbe (1980) opined that one of great challenge and difficulties faced by Social Studies Educators in recent times is not to give value to pupils but to help them understand the value systems, learn the sources of some of our values, recognize and deal with the value components of civil and social issues, and their own value system on a rational basis. Hallowell continued that maintenance of any particular form of human social organization does not only require provision for the addition of new individuals by reproduction but also ways and means of structuralizing the psychological field of the individual in a manner that will induce him to act in certain predictable ways. Okam (1998) stressed that human will continue to have much less than totally predictable ways. There always seems to be an exception to any rule of behavior among our species. We celebrate this fact of human existence and we hope students will gain an appreciation of the limitations this humanness places on the generalizability of data based statements in social science inquiry. We must develop a tolerance for ambiguity while continuing to seek relationships among human phenomena. Engle (1978) suggests that, Social studies Education is accurately viewed as an applied field which attempts to fuse scientific knowledge with ethical,

philosophical, religious and social consideration which arise in the process of decision-making as practiced by the citizens. In other words, any Social Studies Education enterprise must commit itself to ethical problems and questions and seriously speculate about future states to which human beings could conceivably aspirer. In Nigeria educational scene, the responsibilities and problems are succinctly summarized under the "social studies Education objectives for primary education as enumerated by Dubey and Barth (1980) as they meant to encourage and develop the following among young children:

- self confidence and initiative
- power of imagination and resourcefulness
- desires for knowledge and continued learning
- sense of compassion for the less fortunate,
- Sense of respect for and tolerance of the opinions of others etc.

Babando (1986) assert that, for Social Studies Education to achieve the above objectives, its contents, skill and knowledge are required and there can only be accessed to by the organization of experience in various social studies Education teaching methods and text-books. Okam (1998) state that the problem of traditionalism in Social studies Education classrooms seem to leave students unprepared for meeting the social challenges they would encounter in the modern world of work affairs.

According to Obemeata, Ogugua, Agu and Laosebikan (1982) and Okam (1998) Social Studies Education should be studied through problems-approach, because of its significant advantages as follows:

- It conforms to life because life is simply problem- solving;- it arouses interest which aids the education process;
- It trains students on the art of good judgment formation; it develops critical thinking in learner activity.

This implies that Social Studies Education have a methodological concept of integrated educational and social experiences. Its information and data arise from and are based on the solely and its concepts are of man's functional existence within his environments. Social Studies Education is therefore not designed to pick bits and pieces from other social sciences but as a program integrating their various concepts.

It is in this perspective that NERDC (1981) posits that social studies Education is not only a study by away of higher Social Studies Education by its interdisciplinary nature offers a glorious opportunity to examine, clarify and isolate the needs, assets and problems of society, through proper development, implementation and utilization of the knowledge that Social Studies Education could provide about a social or the best society the right environment could be treated for involving the right laws, ethnics and values for the society in a way far superior to what could be obtained

via the application of any knowledge attainable from any one of its component subject parts. It is sad to note that many of the Social Studies Education textbooks used in teaching and learning in Nigerian schools fail to pass information as required; Rather topics and discussed as though they are treating topic of distinct social science subjects. Dubey and Barth (1980) Uche (1980) funtua (1980) Obemeata (1983) and Ogundare (1984) confirmed that many Social Studies Education teachers are yet to come to grips with the epistemological and ontological demands of the subject because they demonstrate a single subject approach not only to teaching but also evaluating the work done in the subject. Corbin (1981) put this blame on the practice of assigning the teaching of Social Studies Education in Nigerians schools to history and geography teachers. Adejumobi's (1979) opinion survey demonstrated unsatisfactory the methods of training to which prospective teachers of Social Studies Education for Nigerian schools were exposed. He criticized the inadequate supply and application of teaching aids including lack of adequate books for the effective classroom dispensation of Social Studies Education. He summarized that the "teacher factor" is the major source of the ills militating against a functional dispensation of Social Studies Education and the ills hinge on the very limited professional competence of Social Studies Education teachers in Nigerian schools. Journey through the meaning, aims,

objective and nature of teaching Social Studies Education is convincing that, the subject has a prospect of character sharpening, molding and restructuring our society with virtues necessary to cope with the problem of the modern society.

2.08 **The Scope of Social Studies Education**

The scope of Social Studies Education refers to the content or subject matter, skills, values, attitudes and beliefs that have been or can be included in the Social Studies Education programme. It is the content coverage of the Social Studies Education syllabus, curriculum or programme. (Mezieobi, Fubara & Mezieobi (2008). The scope of Social Studies Education is vast or broad and ordinarily limitless. The scope of Social Studies Education, however extensively covers the following:

- Content is tailored specifically to a particular society like Nigeria. Nonetheless, content can be drawn from anywhere in the universe to enrich or complement the local content.
- The content focuses largely on what is on ground the present –with an eye on what it should be in the future content of Social Studies Education.
- The content of Social Studies Education programme is drawn from the social science, the humanities, oral history, contemporary issues, mass media, personal or group experiences of learners, teachers, and

parents and from resource persons, places, ideas, past activities and thoughts (Mezieobi 2008).

- The syllabus or curriculum of Social Studies Education is flexible and accommodates new trends or changes, problems or aspirations in the world or in a society that bear relevance to Social Studies Education teaching as the classrooms must reflect the going on in the society. The implication of this is that the scope of Social Studies Education in continuously enlarging to accommodates the rapidity of knowledge explosion and knowledge implosion.

  According to Mezieobi (2008) while the scope of Social Studies Education looks limitless or terrifying broad; restricted or limited by:

a. The society –relative or specific nature of Social Studies Education which makes it very possible for any country to prescribe what its curriculum content will be for any level of the educational system including the primary schools.
b. Curriculum content is also limited by the level of the educational strata i.e primary schools to which the content prescription is designed for.
c. The goal-emphasis differs from country to country and from one level of the educational system to the other. For example, Social Studies Education goals in Nigeria and for primary education are not the same with the U.S.A; USSR and Japan.

d. The scope is also limited by the quality of Social Studies Education programme implementers. Social Studies Education goals will be better achieved by qualified and committed Social Studies Education teachers than the uncommitted non-qualified 'teachers' in Social Studies Education classrooms.

e. Uncongenial school and work environment and poor conditions of service may impair Social Studies Education teacher's classroom imput.

f. Death of professionally qualified Social Studies Education teachers who would be barren in the ontological, axiological and epistemological requirements of effective Social Studies Education teaching and learning.

g. Poor attitudes of learners to learning and bad study habits may lead to uncommitted attitudes of teacher to teaching: instability in schools occasioned by teacher, student unrest and the frequent closure of schools due to inability of the government to meet its financial obligation –salary, fringe benefits or regular basis.

- Lethargic behaviour of the political class and their education agencies in accepting Social Studies Education and giving it the desired attention.
- Paucity of instructional resources in schools.
- Nigerian schools being in general turmoil and

- The value confusion in school and society which make what to teach in school not certain (Mezieobi and Domike (1996).

2.09 The Contents of Social Studies Education Curriculum

The concept of Social Studies Education curriculum planning is an umbrella term which in its connotation encapsulates the process whereby selected contents and learning activities are organized, implemented and evaluated in order to ensure the accomplishment of predetermined Social Studies Education goals in a society (Mezieobi (1992). The contents of Social Studies Education curriculum as asserted by Mkpa (1987), should not only study more closely and with keener interest, the trends, needs, problems, and values of the society. This implies Social Studies Education curriculum content must be based within a social context or milieus. Ezegbe (1988.64) observed, "The society is the basis of Social Studies Education". If this is acceptable and we endorse it, then for an effective selection of Social Studies Education contents, the planners must recognize Nigerian values, ideas, life ways, cultural diversities and the social, economic, political, technological and industrial needs of the Nigerian society. This is the only way to make the content of Social Studies Education curriculum appropriately sensitive, relevant and responsive to the needs of our society.

The concept of contents in Social Studies Education according to Mezieobi (1992;17) and Adekeye(2008) is " the knowledge, ideas, concepts, generalizations, skills, attitudes, methods, structure, procedures, values and principles which the learner is exposed to and guided to learn. Contents are derived from various sources or disciplines. Each subject has its own specific skills, values and knowledge, but what makes up a given contents will be based on the objective previously set. When contents are selected, suitable experiences are designed on the basis of their relevance to the content. Social Studies Education as an inter disciplinary study derives its source of contents from social sciences, the humanities, the physical sciences as well as some non-conventional disciplines which according to Jarolimek (1977) include law-related education, environment education, career education, and human relations education. Other sources of Social Studies Education contents are the society or community, books and other published materials, government documents, policy statements, circulars of pronouncements, resource places, oral tradition, oral or local history which is a situation where "the informant was himself a participant or an eye-witness of events that took place in relative recent times", mass media as well as the parents, learners and teachers interest Mezieobi (1998).

The Social Studies Educators has to accept and propagate the view that modern curriculum trends in the context of his subject area has become developed to solve the problems created by the traditional subjects approach of the social science disciplines. In this new dispensation, Social Studies Education aims at incorporating integrative knowledge from the social sciences and inspirations from many other realms of learning. The strength of pedagogy in Social Studies Education is essentially dictated by the understanding that the knowledge from any one social science discipline is too limited to enable an individual or citizen to fully understand the immense complexity of human behaviour and to make reflective decisions on personal and social issues (Bank and clegg (1977). Thus it has become a willy-nilly affair that all the social sciences (geography, economics, sociology, anthropology, political science etc) and other areas of disciplined though including history, philosophy, law, ethics and the arts need to future in social studies program's because terms, concepts, propositions, laws, theories, facts and generalization from these disciplines and subject areas constitute the curriculum contents or bedrock of the subject area. These disciplines largely provide the subject matter for dealing with the central issues in citizenship education and which Social Studies Education, as a discipline, can not afford to relegate to the background if it is committed to the dispensation and propagation of the

tenets of this curriculum area (Okam (1998). The central issues of citizenship education largely hinge on a cultivation of excellent human relations by the individual or citizens. This development implies among other things, that such a person is quite a breast with an employment and meaningful use of a host of such concepts which stem and cut across the social sciences as 'empathy', 'rationality', 'needs and interests', 'interactions', 'morality', 'loyalty', 'adaptation', 'patriotism,' 'authority', 'values', 'critical thinking,' 'progress', and democracy'. The various forms of thought processes represented in these concepts are expected to function as differentiated focal points in terms of which not only the language and most of the subject matter of Social Studies Education are formulated but also in respect of which young learners are assisted to develop needed fundamental knowledge and positive attitudes which they could use in buttressing their rational behaviors as effective citizens sooner or later within a given political frame work. The language of Social Studies Education also underscores a mastery of the skills associated with the expanded meaning and knowledge of the interconnections and inter-relationship stemming from these foregoing concepts and many others. A possession of a sound knowledge of the networks of relationships arising from them and many others which derive mainly from the social sciences implies that meaningful propositions and conceptual frame works can be

formulated and understood in the Social Studies Education. Thus because of its inter disciplinary emphases, classroom work in the Social Studies Education must move towards a new synthesis by bringing the component part of the curriculum into source coherent shape so that various kinds of disciplined thought and inquiry which bear upon the practical activity of education be brought to a new focus in order that new kinds of understanding be generated (Okam(1989). The innovation arising from this move and arrangement has to de-emphasize the structure of the individual social science disciplines, to a very large extent, in favour of attention to more urgent issue, problems and life itself. The envisaged curriculum has to be visualized in terms of activity and experience rather than of knowledge or facts to be stored and regurgitated when demanded. According to Okam (1998) the emphasis would be upon the highest examples of excellence in life and conduct rather than upon the outstanding genius in academic affairs.

The content of Social Studies Education at the secondary Education level (specifically at the junior secondary school level) is organized in such a way that objectives of Social Studies Education can be achieved. In organizing the content, expanding environment' format is adopted that is the child is put at the centre while all his environments, features, attributes and phenomena are organized around him starting from known

to unknown or from simple to complex (Ikwumelu 2001). The selection and organization of Social Studies Education content satisfy qualitative and quantitative dimensions of national development for example, such themes as 'co-operation and conflict; 'culture and identity', and university of man; take charge of the qualitative aspect, while 'National Resources' Transport and communication; as well as science and technology focus on the qualitative realm. This dualization agrees with the view expressed by Ezeaku (1993:139) that national development encompasses the, totality of those input – output functions the net products of which is improvement in the quantity, quality and variety of goods, and services consumed by the populace and improvement in the way and manners in which they are governed and treated by their leaders, and in the totality of their life pattern and behaviour. Social Studies Education contents assist the learners to gain knowledge of development problems of their country and then devise way (s) of solving them. This is done through:

Inculcating in the students those skills attitudes and values that are necessary for understanding and initiating or institutionalizing development programmes;

- Providing environment sustaining national development.
- Serving as a tool for political and citizenship education.
- Providing a forum for societal analysis.

On the importance of the acquisition of the right types of values and attitudes Elele (1993:116) insists that "without having the right values and attitudes one may not contribute much to national and economic development, Social Studies Education thus exposes the learners to the realities of their environment –laying bare inadequacies of the leadership and followership as well as the needs of the environment via such topics as 'settlement partners' 'physical feature', 'common economic experiences', 'vegetation and human occupation'. The integrated nature of Social Studies Education programme in Nigeria enables learners to have a better and more intimate knowledge of their country. They are thus community – centered rather than self-centered. The survival and interpersonal skills implicit in the nature and scope of Social Studies Education thus make the discipline a vital tool for national development in Nigeria. This becomes more obvious when we remember that Social Studies Education as a discipline "focuses on man, his environment, particularly the problems their in trying to find solutions to them, and that it seeks to create an effective citizenry through promotion of cognition development of needed skills and encouragement of desirable attitudes and actions Ololobou (1989:24).

Contents selected according to Adekeye (2008) should satisfy some important criteria such as validity, significance, interest of the learners,

utility, learn ability and balance. However, Mezieobi (1992) sum it that, an effectively organized Social Studies Education curriculum contents should satisfy four main criteria viz; sequential or logical ordering of content, learning continuity in terms of accumulation in learning, content integration and a measure of contents flexibility.

2.10 **Meaning and Nature of Social Studies Education Curriculum**

Curriculum is a document containing educational objectives and process of a country which are to be achieved through school. It is a document that outlined the intended learning outcome in education and the procedure that will facilitate the achievement of the expected end. Instruction is a highly considerable factor in curriculum which includes the method of instruction and instructional materials to be used. The textbooks being one of the instructional materials as a matter of fact should meet the standard laid down by the curriculum. The concept of curriculum has been defined by many authors. According to Tanner and Tanner (1975), curriculum is the planned and guided learning outcome, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school for learner's continuous and willful growth in personal social competence. Denga (1994), view curriculum as the planned and unplanned learning experiences by which

the learner is exposed within or outside the school environment for individual and collective growth.

The definitions incorporate both ends and means and also balances the two concepts of curriculum as experience and as discipline. The experiences and intended outcomes are presented in form concept which in the course of instruction are taught or learn in the classroom. Any textbook that parts to handle these concepts has faired in passing down the right information and so should be seen as sub-standard.

2.11 **Patterns or Nature of Curriculum Organization**

There are various patterns or nature by which curriculum is seen and viewed. These are subject centre curriculum, the activity curriculum, core curriculum, and broad field. Proliferation of ideas on curriculum, has led preferences of one over the other by some people. As the need of the society changes from time to time, the school curriculum keeps changing to meet up with trend of events. The Social Studies Education curriculum which is the bedrock of this work is categorized under the broad field curriculum. This pattern or nature of curriculum aimed at integrating different subject areas. This implies that a number of most important concepts or elements of each composite subject are merge or combined to yield a new subject (Yunusa 2000).

There exist a number of integrated subject in Nigerian schools in recent times mostly at the primary and junior secondary school level. As subject like Social Studies Education, it consists of social science subjects like economics, history, government, political science, geography, sociology etc. Integrated science comprises of composite element of physical sciences like physics, chemistry and biology. In this pattern of curriculum, greater breadth and coverage of content is enhanced than those of the subject design. Fragmentation of knowledge is avoided and the emergent subject relates to man in society. This signifies that experiences are drowned from a wider range of subject matters which touches on a number of contemporary situations. Writing on this nature or pattern of curriculum as posited by Onwuka (1985), "it helps learners to get a grimes of a total field end thus bridge the gap between different aspects."

Since the Social Studies Education curriculum at junior secondary school has intended to achieve this, the text-books authors also should bear this in mind so as not to write Social Studies Education books that consist of fragment of unrelated topics from the composite social science subjects. This problem can be tackled and avoided in the way the concepts are discussed if the authors invest a lot of effort. The content of Social

Studies Education curriculum used in this work will form part of the appendix of this study.

2.12 Registers

Vocabulary texts (Glossaries and dictionaries) may be difficult to learn from because they provide little information to link unknown words to students' prior knowledge, and so little collaboration for each word. Anderson and Jones (1981) identified some effective instructional strategies for teaching word meanings that include using the domain of the word, the critical features of the definition, examples and non examples of the word, and its use in sentence context. Jones (1983) examined glossaries widely from Social Studies Education texts and dictionaries widely used in elementary schools and found that the definitions provided sentence contexts or examples. But she also found that the definitions were seldom broken down into critical feature, and that the domain was infrequently specified (except by the occasional reference to synonyms, many of which were unfamiliar words). She documented the all too familiar tendency of dictionaries to define one unfamiliar word with another unfamiliar word. (A mesa, for example, may be defined as butte). Jones asserts that many words are much easier to understand when illustrated, yet found few pictures in the glossaries and dictionaries she examined.

Armbruster (1985) said one way to reduce the readability level is to simplify the vocabulary and shorten the sentences. But some authors discovered that simplifying the vocabulary often involves substituting vague words for precise words, that the costs of using "easy" words include some loss of meaning and more than a little ambiguity. Shortening sentence can also have disastrous effects. Dividing sentences by separating clauses and deleting connectives such as "and', "but", "then", and "because" often makes them harder, rather than easier, to understand because the reader must infer the missing connectives. The problem is particularly sever in sentence that use causal connectives ("because", "therefore", "since") to give explanation that our author wrote for a 6th grade social studies textbooks on why indiscipline act are rampant at youthful age. She realize that this paragraph, almost devoid of causal connectives, reads more like a list of facts than an explanation, and she wonders how many 6th graders will understand from reading it why indiscipline act are common among the youth. Armbruster and his colleague simply put; "children can read and understand texts within a wide range of difficulty, and it is probably to their advantage to do so".

2.13 **Contents of Social Studies Education**

The availability of nearly endless list of Social Studies Education instructional materials, according to Kissock (1981:84) is "a curse in that it

requires significant effort to select those particular items which will be most worthwhile". If abundance of instructional materials is a curse, then it absence is educationally dangerous. Consequently, Jarolimek (1977:79) "warns that the absence of instructional materials in Social Studies Education lessons makes the teacher "to fail victim to textbook teaching, ignoring individual differences in children and making Social Studies Education teaching dull, uninteresting, and largely in effectual". The importance of instructional materials lies on the fact that abstract ideas, data, or information expressed in printed page become tangible and concrete when they are translated or reflected in forms of instructional materials and resources. The interdisciplinary or integrated nature of Social Studies Education demands that well thought-out materials be used in the classroom instructions to enable the learners comprehend the interrelatedness of knowledge and unity of various disciplines making up the Social Science and humanities. The materials will also be such that can unambiguously reveal the dynamic nature of man, his activities, decisions and problems. Iyewarun (1989:60) rightly notes that, "any teaching materials selected must be relevant to the age, interest aspirations and capabilities of the students concerned. That is the aid should aim at developing one or more of the attitudinal behaviour of the learners especially those identified as acceptable in the society".

To ensure the attainment of Social Studies Education objectives and take care of individual differences, instructional materials are not selected in a haphazard manner, rather certain guidelines are followed (Ikwumelu 2001). This becomes more understandable when we remember that every instructional material has its unique qualities that are not easily replicable. Each teaching material has its unique intrinsic value quite different from another. Social Studies Education teachers by the nature of the subject make valuable use of a lot of instructional materials when implementing the curriculum. Curriculum materials are otherwise called teaching aid or instructional materials which the teacher uses as aid to complement or supplement his verbal effort. According to Adekeye (2008) instructional materials available for instruction in Social Studies Education includes:

Printed materials:- Encyclopedias, textbooks, magazines, journals, newspapers, pamphlets, novels, poems, simulation games, government records, and publications, almanacs, biographic, editorial cartoons and case study.

Visual aids:- pictures , maps, charts, graphs, diagrams, chalk board, sketches, atlases and painting.

Audio- Visual aids:- Television, computer programme, film strips, video recordings and projectors.

Auditory aids:- Audio recordings, radios, records or cassette tapes, music etc..

For any instructional material to be useful, it must satisfy certain criteria such as appropriateness to the age of the intending learners, simplicity in presenting just the essential details, clarity in illustration, durability readability improvisable and truthfulness of materials.

According to Ikwumelu (2001) some of the criteria that can be adopted in the selection of instructional materials are:

1. Appropriateness of the materials to instructional objectives
2. Freedom of the content from bias
3. Degree of the quality and variety of the materials
4. Quality of the format, print, sound or photography.
5. Availability of the manuals to clarify objectives of and how to operate the materials
6. How reasonable the time, effort and expense are for both the students and the teacher.

Similarly, Iyewarun (1989) admit that in order to select and use resource materials appropriately, the Social Studies Education teacher must be able to respond satisfactorily to the following questions:

- Can the resource materials serve the intended purposes?
- Are the resource materials appropriate for the intended learners?

- Are the resource materials readily available?
- Can the resource materials serve as adequate supplements?
- Are the resource materials carefully and systematically organized for effective use?

These questions serve as the impetus for the selection of instructional materials in Social Studies Education teaching and learning. However, Nicely 1970 in educational leadership (1985) summaries the nature of texts when states that the analytical tool consist of four lists which, will enable analysts to classify printed instructional materials according to type of content, level of cognitive activity, stage of mastery and mode of response.

2.14 **Reasons for using Instructional Materials in Social Studies Education**

Social Studies Education has been described as "a medicated; Mosaic; a patchwork quit; a college of forms, structures and colours" (Wornski, 1981:27). This peculiar nature makes it possible and necessary for great variety of resource materials to be employed in Social Studies Education teaching and learning. Other justifications for the use of instructional materials in Social Studies Education according to Ikwumelu are:

- Instructional materials concretize abstract issues or topics;

- They motivate the pupils interest in the topic under discussion;
- They help in developing a continuity of reasoning and coherence of thought.
- They save time, the teacher does not have to say or write much because a well made picture, sketch, or table is self –explanatory. From the various instructional materials enumerated, this study is mainly concerned with the textbooks.

2.15 **Readability of Social Studies Education Textbooks**

Textbook according to Muther (1985) is a manual of instruction; as containing the "principles of a subject used as a basis for instructions". Most textbooks are designed by publishers to provide the base of instruction in a given subject. Osborn, Jones and Stein (1985) state that good textbooks are more than attractive transmitters of information; they relate to students lives, helps students summaries and ask pertinent questions, use graphics judiciously to augment content, present concepts in a logical manner, and use appropriate vocabulary. They went further that, pictures closely integrated with the meaning of the text may markedly increase comprehension while those that are unclear or poorly integrated may actually decrease comprehension. In line with this Shannon (1983) admits that there is no such thing as a "perfect" textbook or textbook program. This incompetence's and inadequacies of instructional

materials result from a combination of factors. For example the conditions under which they are developed, marketed and the constraints on those who design them. The qualification's of those who choose them and the capabilities of those who are to use them. Any attempt to correct the situation must address all these factors (Brandt 1985).

The over dependence of teachers and student on textbooks is rather unfortunate because publisher expect teachers to judiciously select topics, units or activities and support them with other resources. But today the textbooks has become the total programme and not as a guide anymore. Research shows reliance on the textbook from 70-95 percent (EPIE 1977 and Shannon 1982). This is eminent because a study in reading discovered that both teachers and administrators believed textbooks were based on scientific truth and that application of textbook materials would produce student learning (Shannon 1983).

Anderson (1984) advocate that "A reader comprehends a message when he is able to bring to mind a schema that gives a good account of the objects and events described in the message". He describes reading as an interactive process that involves the reader in the simultaneous analysis of many different levels of many different processes: graphophonemic, morphemic, semantic, syntactic, pragmatic, and interpretive. To support his claims that a reader's schema affects both learning and remembering

information and ideas in a text, Anderson proposes six hypotheses about the way in which schema's function in the processing of text:

- Schemas provide "ideational scaffolding" for assimilating text information that is a reader's or slot, for a piece of information.
- Schemas provide the reader with a basis for determining importance in a text and the parts of the text to attend to most closely.
- Schemas enable inferential elaboration, given that no text is completely explicit, a reader's schemas provide the basis for making inferences and for elaborating the meaning of a text.
- Schemas allow orderly searches of memory and provide the reader with a guide to the types of information that need to be recalled.
- Schemas facilitate the readers editing and summarizing of what is being read.
- Schemas permit a reader to reconstruct gaps in memory: the reader can use schema, along with text information, the generate hypotheses about missing information.

Anderson also proposes five implication of schema theory for reading instruction and for teaching reading in the content areas:

- Teachers manuals should include teaching suggestions designed to help children activate relevant knowledge before they start reading.

- Teacher's manuals should include suggestion for building prerequisite knowledge.
- Teachers' manuals should features activities (for example, prediction technique) that will lead readers to meaningfully integrate what they already know with what they are reading.
- Publishers should employ devices (such as advance organizers) to highlight the structure of a text.
- Researchers and the publishing industry (as well as teachers) should be aware of the strong effects of culture on comprehension, and not so confidently assume that children from different sub cultures will bring common schemas to written materials.

According to Muther (1985), the most important thing is a publisher must produce a product that "appeals" to the buyer. This means the textbook must be "attractive", pictures must be "appealing". The instructional part of the programme must not be too lengthy, or the programme will appear difficult to teach. Ideally, the pupil page and the teacher's manual page should be turned at the same time. For content subject in the middle and high schools, "attractive" also means "coverage".

2.16 Selection of Social Studies Education Textbooks for Classroom Teaching

It is quite obvious that confusion surrounds textbooks selection today. According to unpublished research by publishers, the primary determiners are pretty pictures, heaps of independent seats work and easy to – use manuals. Also publishers who provide the best wine and cheese presentations, free consumable materials, or free "pilots" and accompanying gift always win many selection decisions Muther (1985). The questions posed by Muther is, who selects textbooks in your district? How is the selection made? Do decision makers know how to examine textbooks? Were they ever taught how? Unfortunately, textbooks selection is not always wisely determined. First many methods for selection are out dated. Because today's textbooks are designed to sell, traditional evaluation strategies and questions may no longer be effective (Muther, 1984). Second, "the average teacher has never been trained to evaluate or to select materials for classroom use" (EPIE, 1976 .1) I informally surveyed some teachers training institutions and found that textbook evaluation courses, when taught, are often part of a "materials" course offered at the graduate level. Second, Several professors interviewed were totally unaware of the change in textbooks; they distributed outdated checklists and materials and required students to evaluate these materials and report

back to the rest of the class, rarely were students shown where – and why – textbooks are weak, how they differ, and specifically how to determine which programme best matches in identified goal (Muther 1985). Third, many districts are not aware that there is a problem. After all, they have evaluated text-books for years and have established policies and procedures. Many feel that there are more pressing issues to address.

This is emphatically true and not the best because studies have shown that 70 to 90 percent of classroom decisions are based on text books; that between 30 to 70 percent of classroom times is spent by students working on dittos and work books; that less than 1 percent of reading time is spent on instruction in comprehension (Durkin, 1978 21), and that the text books may be, in some cases, the only book a student ever reads – it seems a crime that any textbook would be selected because of pretty pictures, favorite topics, entertaining sales agents or "the best deal".

The process of textbooks selection can actually be an easier task than it currently is in many part of the world said Muther the Key to success, however, lies in the identification and description of what you want the programme to do and in not deviating from that goal. The more specific the description, the easier the task of finding a text book program that most closely matches it – or is easiest to fix. Each selection committee

must first define the role the textbook should play in the subject; should it be used as a reference manual or as the foundation from curriculum? Is it a manual of instruction, or is it the total curriculum? How your district defines the textbooks in a specific subject for specific students used by a specific faculty for an identified goal will not only result in the best program selected for your district; it will also make selection far easier Muther (1985). Selection of textbooks according to Holliday (1964) in Akaan (1998) is the process of arriving at an inventory of teaching items". In the process of language teaching, not everything can be taught but part of it has to be selected. Romero (1975) observes that there are many things one should consider when choosing a textbooks for a programme. He shares the same opinion as Baird (1973) and Lee (1975) that since most modern language programmes are oriented toward oracy, conversation should assume primary objective with reading and writing being equally important but placed second. Writing on what may be considered as 'general' criteria: Romero identifies that the age, ability and interests of students must be considered when choosing a book other considerations that cannot be left out include preparation of the teachers, the time and facilities available.

2.17 Presentation of content in Social Studies Education Textbooks

Textbooks serve as an important guide in teaching and learning process. It is on the basis of this that Lee (1975) and Akaan (1998) posit that teachers should take great care in selecting a textbook that will really serve the purpose for which it is intended. He rejects the textbook that "gives long grammatical explanations, lists of words to be learned in translation, and exercises for translation from the native language in to English and viz-a-vis. According to Elliott, Nagel and Woodward (1985) although many children enjoy Social Studies Education topics, the textbooks are a turn off. This is significantly true because Social Studies Education have the ability to spark children imagination, stretch their understanding, and stimulate learning. In deed, when we interviewed elementary school students to discover their opinions of Social Studies Education, we found that while they had definite likes and dislikes, many students were keenly interested in the myriad topics that the Social Studies Education encompasses. However, when we asked them what they liked and disliked about their Social Studies Education textbooks we heard negative after negative comment that "sometimes they just mention a person's name and then don't talk about them anymore in the whole book". "They should talk more about each topic. For the war of 1812 there

should be more information about the fighters and the treaties. What did the treaty of Ghent contains? Who wrote it? "There should be more illustration to help you know what the environment was like, and the captions should say more so we really know what the pictures are showing".

This is indeed true of Social Studies Education textbooks even in Nigeria at the moment where many of them in wide use throughout the country are uniformly eye-catching. They are colorful, and attractive with many colour illustrations, photographs, maps and charts. Indeed, it is rare for a page not to contain some sort of graphic and, in many cases; graphics make up a hefty – if not disproportionate – part of the textbook. But Elliott et al stated, as we delved below the surface feature, we found that the quality of the layout and design typically did not transfer to the instructional quality. Thus, as issues considered such as the teaching skills, the articulation of textbooks between grades, the treatment of the present and future, the representation of women and minorities, family and career role modeling, and "dominant" subject matter, we were impressed by the distance Social Studies Education textbooks have yet to go before we can whirly recommend them as effective teaching vehicles. In the words Elliott (1985) six major problems are found based on the analysis of the ten Social Studies Education textbook and these were:

1. The series were basal in name only. Most of the programmes were made up of a loosely related collection of separate grade level texts rather than an integrated sequence of topics that built concepts, skills, and generalization from one level to the next. Even with in single grade levels, Social Studies Education, appeared as it did many year's ago – a collection of separate, unrelated topics that often appeared as little more than lists of dates, events, activities, famous and not – so – famous people, and vignettes.
2. The study of the United States was dominant
3. Most series were similar in contents, methodology, and scope and sequence: many of the series followed the same pattern of organization. Typically the textbooks assumed that teachers would use recitation, reading, and simple exercises when teaching contents.
4. Many topics were covered superficially. Because publishers try to include as much contents as possible, many topics were merely mentioned outside of the appropriate context or contents to understand them.
5. Representation of women and minorities were unrealistic: women and blacks were represented as hired farm laborers and Asian

were shown in science related roles such as veterinarians, laboratory technicians and doctors.

6. Skills strands emphasized map and globe skills: the skills found in the Social Studies Education series were generally those that were most easily measurable such as locating information on maps. Most texts contained separate skills chapters despite publisher's claims to have integrated content and skill teaching.

2.18 Assessment of Social Studies Education Textbooks in Nigeria

Good textbooks are more than attractive transmitters of information; they relate to students lives, help students summarize and ask pertinent questions, use graphics judiciously to augment contents present concepts in a logical manner, and use appropriate vocabulary. To this note Ubahakwe (1979) and Akaan (1998) note that, there are three stages in textbook evaluation which includes:

i. The author's objectives

ii. Approaches and methods

iii. Evaluative opinion.

The 'objectives' are what the author intends to achieve and writers aims are usually state in the introductory part of the book. Here, the author usually states categorically some of the following:

a. The audience for whom the book is meant.
b. The language skill and the level of competence aimed at and
c. The approaches the writer intends to follow in order to achieve his terminal goals.

Ubahakwe warns that "any competent assessment of a text must be based on the aims of author". Critics should therefore found out the aims of the author and then determines whether the stated aims agree with those stated in the school curriculum.

The second stage is the "authors' approaches and methods" forwards the actualization of the stated objectives which he outlines as thus:

- The traditional approach which makes use of the translation techniques
- The oral approach and structural approach which utilize pattern drills and direct method.
- The situational skills and language skill approach which dominate the modern linguistic analysis.

The last stage is the evaluative opinion where the evaluator passes his final judgment after determining to what extent the author keeps to his stated objectives, the suitability of the approaches and methods for the desired skills and to what extent the author really succeeds. A lot of scholars in trying to assess and evaluate textbooks in Nigeria have come out with various strategies and criteria's, such people like Ngaghem (1980)

Obanya (1981) and Williams (1990). In the assessment of contents of Social Studies Education textbooks in Nigeria, Williams criteria is adopted which encompasses a checklist of seven criteria as:

a. General: according to Williams (1990) this refers to things like guidance in the presentation of language materials, students work books, the relationships between materials presented in the series and the syllabus etc.
b. The speech criterion which suggests various aids to the teaching of pronunciation, speech situations relevant to the learner's background etc.
c. The grammar criterion outlines various techniques and meaningful situations for the teaching of structural units.
d. The vocabulary criterion: Williams, selects vocabulary on the basis of frequency, functional load etc.
e. Reading criterion: this provides guidance on the presentation of passage for reading comprehension.
f. The writing criterion: This given various techniques for controlling and guiding content and expression of written composition exercises".
g. Technical criterion embraces technical aspects of textbook production and design, durability and cost of text books, quality in cover, illustrations etc.

The researcher adopted Williams (1990) set of procedures to evaluate the spectrum Social Studies, comprehensive Social Studies, Macmillan Social Studies, Social Studies for JSS, and Basic Social Studies for JSS series for the fact that William evaluative criterion has indicated the link in gradual integration between materials presented in units, lessons or modules in the series and the syllabus which are important factor that can not be ignored in this research work.

2.19 **Review of Related Empirical Studies**

It is worthy of note to mention that varieties of research works and done in Social Studies Education by expert irrespective of its newness in the school system. But there are relatively few works or study done on the assessment of contents of Social Studies Education textbooks at junior secondary school level. In the opinion of Gage (1972) and Okam (1998), this failure is observed to be caused by:

- The issue of non-utilization of available or substantive knowledge that has accrued to Social Studies Education by way of research.
- Methodological problems and
- Logistic problems.

To this end Holt (1982) posited that research is not a popular word in schools and as a result much work is not carry out in this respect. This instinctive distrust stems, among others form a feeling that most

educational research is either irrelevant to the work of schools or of dubious value in its own right, or both and this development has affected the progress of Social Studies Education. Despite this, some of the below research work will be consider as the empirical studies to this work.

Anunobi (2000) made an analysis of Social Studies Education textbooks used in junior secondary schools in Kaduna State. The study was carried out to analyze the junior secondary school Social Studies Education used in Kaduna municipal and environs with the aim of determining the extent to which the treatment of Social Studies Education objectives in the textbook used in Kaduna and how this objective can be realize. The sample population was all the teachers within the area which she categorized into three zones (AB&C) with the total number of 223 teachers. Two hypotheses were formulated and tested, the design adopted for the study were evaluative and analytical method of research; questionnaire were used as the instrument for data collection and the statistical used for data analysis was one tail T-test and percentage. Based on the analysis of the result of the responses of the teachers, it was seen emphatically that the textbooks do not contain the concept; theory and generalization that will help achieve the objectives of Social Studies Education.

Anunobi's study had some short coming in that she failed to indicate the titles or authors of textbooks used in her work for the analyses. She also failed to indicate the level of significant at which her formulated hypotheses were tested even though they were too few in number. The research design was not survey. Despite this short-coming's the work is a relevant instrument towards assisting this research work in achieving the objective of the study. The present study is concerned not with the objectives but the content of Social Studies Education textbook used at JSS level of education in Kaduna state: implication for curriculum review.

Akaan (1998) carried out a research work on the teacher evaluation of selected English textbooks used in secondary school in Benue State of Nigeria. The study was done to evaluate the two English textsbooks (intensive and effective English used in Benue State schools from book 1-6). The purpose of the study was to determine the effect of each of the text on student academic performance. In view of this the study aimed at ascertaining the weakness and strength of the textbooks towards making appropriate adjustment. The design adopted by Akaan was the survey method. The target population was teachers of English language and a total of ninety (90) of them were randomly selected from three hundred (300) schools, three (3) each from ten (10) schools. Five (5) hypotheses were raised and tested at 0.05 level of significance. The instrument used

for collection of data was the Liker type of questionnaire, Pearson moment correlation was used in analyzing the data while t-test was use in testing the hypotheses because of the size of the sample involved which is too few/little. The result of the responses from the questionnaire and test scores indicates that the books have been found good worthy and effective in the teaching of English language in Benue State. Akaan's research work was conducted in Benue State using English text, despite that the study is relevant and helpful to the present study.

Okam (1989) attempt a critical analysis of the content validity of the junior secondary certificate examination text instruments in the Social Studies Education: A case study of student's performance in Plateau State. The objective of the study was to determine the extent of student's performance at JSSCE in Plateau State in relation to the teacher's methodology and the kind of text used in teaching Social Studies Education. The sample population was 158 Social Studies Education teachers drawn from seventy nine (79) Junior Secondary School spread across the former six zonal inspectorates of Education (Jos, Pankshin, Langtang, Shendam, lafia, and Keffi) and all the final year students (20, 792) who respectively offered Social Studies Education at the JSSCE between 1987, 1988 and 1989. Questionnaire was used as data gathering instrument, percentages and (X^2) Chi-square were used in the analyses of

student performance. The outcome of the research indicates that the JSSCE test instruments in Social Studies Education posses a very limited content validity. The teachers involved in this research largely revealed ignorance of the content areas, the resources and the requisite methodological approaches from where current assessment or evaluative procedures in the Social Studies Education are expected to derive sustenance, vitality and validity. It was unlikely that the low level of competence exhibited by these teachers could engender an appreciable degree of mastery learning in the Social Studies Education on the part of students exposed to it by way of instructions. However, it was doubtful of the content as constituted in the JSSCE test instrument, could be used for mobilizing the young learner in our secondary schools for effective citizenship yet, this should represent the centerpiece of all forms of instructions and assessment in Social Studies Education in this country. On the whole, the failure of a good majority of the students that featured in this study to demonstrate mastery has been confirmed by their result in the JSSCE in Social Studies Education for the first three years the scheme operated in Plateau State. This development goes to confirm that no educational system can be stronger than its teachers (Ukeje, 1976). Even though the research work was based on the content validity of the test instrument used in JSSCE in Plateau State it has relevant ideas toward

helping the present study which is on the contents of selected Social Studies Education textbooks in Kaduna State and implication to curriculum review.

Nicely (1985) carry out a research on the higher – order thinking skills in mathematics text-books. The study was done to evaluate and analyze mathematics textbooks in their active involvement of students in the development, practices, acquisition of higher – order thinking skills, the research was based on mathematics text printed between 1961 and 1984, and to the "decimals" portion of elementary (grades 3 through 6) text –books printed in the mid-1980s widely used in United States.

The analytic and procedures method were adopted. The result of the analysis of the complex numbers portion of the text books published in the 1960s revealed that the number of overt responses that required some sort of cognitive process ranged from a low of 210 to a high to 961. The average number of opportunities for students to be actively involved in learning this particular content was 458 instances per book. In all of these textbooks, 62 percent or more of the problems /tasks were iterative (level 2). The average amount of iterative behaviours per book was slightly more than 75 percent. Relatively few behaviours, others than iterate, appeared more than 10 percent of the time. One book had 18 percent at the application level, while another had 11 percent at that level. All others

were significantly lower in terms of application and similarly complex behaviours. Only one book had more than 3 percent hypothesizing and generalization, and several books had no behaviours at that level.

In the entire textbook at least 77 percent of the problems / tasks were iterative with the average amount of iterative actively more than 86 percent per book. Again, in only two books did behaviours other than iterate appear more than 10 percent of the time. These two books devoted 10 percent and 12 percent of the overt students tasks to behaviours at the prove level. No books contained opportunities for students to operate at the highest level – evaluate. The study was conducted in mathematics texts and in United State of America but even though the research is a useful material to this research work.

Summary

This chapter has reviewed some related literature to the present study. The review is divided into two sections. The first part is the theoretical frame work which comprises of the cyclical, functional theory of social change and its implication to the study. The second part covers the historical development of Social Studies Education, the meaning aims, objective and nature of Social Studies Education, the scope of Social Studies Education, contents of Social Studies Education curriculum, meaning and nature of Social Studies Education curriculum, pattern or

nature of curriculum organization, registers, content of Social Studies Education textbooks, reasons for using instructional materials in Social Studies Education, readability of Social Studies Education textbooks, selection of textbooks for classroom teaching, presentation of contents in Social Studies Education textbooks, assessment of Social Studies Education textbook in Nigeria, the empirical study and the summary.

CHAPTER THREE:

RESEARCH METHODOLOGY

3.1 Introduction

The chapter explains the methodology used in the study. The main focus of the chapter includes:

- the research design,
- the population of the study,
- sample and sampling procedure,
- instrument for data collection,
- validity and reliability of the instrument,
- procedure for data collection,
- Statistical tools for data analysis and summary.

3.2 The Research Design

The design adopted for this research work is the survey research design. The reason is that, Survey design is used to asses thoughts, opinion and feelings, it can be used to analyzed behaviour. It consists of a predetermined set of questions that is given to a sample. With a representative sample, that is, one that is representative of the larger population of interest, one can describe the attitudes of the population from which the sample was drawn. It allows one to generalize the findings from the sample to the population. The assessment of Social Studies

Education textbooks by teachers at Junior Secondary School level of Education in respect to the content of the national curriculum was made. The work focused on finding out what exist against what ought to exist. The responses are drawn from teachers in four local government of Kaduna state; the findings obtained from the study are applied to the entire population.

3.3 **The Population of the Study**

The target population of this study comprises of all the Social Studies Education teachers in Kaduna State. The total population of Social Studies Education teachers in the (23) twenty three local government area of Kaduna State is 1310 with 436 Junior Secondary Schools (Kaduna State Ministry of Education November, 2012).

The books covered in this study includes series of spectrum social studies book (1-3), comprehensive social studies book (1-3), Macmillan social studies book (1-3) Social Studies for JSS book (1-3) and Basic Social Studies for JSS book (1-3).

3.4 **Sample Size and Sampling Technique**

The sample size of the study was drawn from the target population sharing the same characteristics as Social Studies Education teachers. Ochuche (1990) and Nwanna (2005) states that, twenty – five percent (25%) of every population sample is adequate to make generalization in

survey research. To this end the research study using purposeful random sampling, sample five local governments out of the twenty three in the state. The sample population of Social Studies Education teachers in five local government is (290) two hundred and ninety which is in agreement with the opinion of Krejcie and Morgan (1970) that a population of about 1310 can have a sample of about 290 for the research work.

Table 3.1 Sample Schools

L.G.A	S/N	NAMES OF SCHOOLS	SAMPLE OF TEACHERS
Kaduna North Local Government Area	1	Federal Government College Malali	3
	2	Capital School	3
	3	Air Force Secondary School	3
	4	Government Secondary Sch. Kurmi Mashi	3
	5	Clara International School	2
	6	Government Day Secondary School Kawo	3
	7	Sardauna Memorial College	3
	8	Government Girls Sec. Sch Tafawa Balewa	3
	9	Secred Heart International School	2
	10	Rimi College	3
	11	Labayi International Sch.	3
	12	St Patrick's	2
	13	Prudence Secondary School Malali	3
	14	Gray International School	3
	15	Zamani College	3
	16	Betty Queen Secondary School	2
	17	Essence International School	2
	18	Jemeah International School	2
	19	Aunty Nicas Secondary School	3
	20	Govt. Girls Sec. Sch. Independence Way	3
	21	Uncle Bado College	3
	22	Government Girl secondary school kawo	3
	23	Government secondary school Hayin Banki	4
	24	Government Girl sec. sch. Kabala costain	4
	25	Government Girl sec. sch. Ungwan sarki	4
	26	Government junior sec. sch.Badarawa	3
Kaduna South Local Government Area	1	Government Junior Secondary School Kabala	3
	2	Government Secondary School Kakuri	3
	3	Danbo International School	3
	4	Immaculate International School Babala West	3
	5	Gunmi College	4
	6	Queen Amina College	4
	7	Government Girls Secondary School Barnawa	4
	8	Haward International School	2
	9	Morgan International School	2
	10	Challawa Secondary School	3
	11	Trinity Secondary School	2
	12	Christ High School Kakuri	2
	13	Supreme International School	3
	14	Command Secondary School	3
	15	ECWA, Secondary School	3
	16	Wilson Secondary School	2
	17	Foundation Secondary School	3
	18	Jupari International School	3
	19	Premier International School	3
	20	Becs International School Barnawa	3
	21	Pety Secondary School	2
	22	Imperial College	3
	23	Model International School	2
	24	Purity Secondary School	3
	25	Christ Comprehensive College	3
	26	Heyik International School	3
	27	Chloe Height School	2
	28	Government college kurmi mashi	3
	29	Arch.Namadi Sambo Govt junior sec. sch kabala west	4
	30	Government secondary school Barnawa JNR	4

	31 32 33	Government Girl sec. sch. Ungwan Muazu Government Junior sec. sch. Kurmi mashi Government secondary school makera	4 3 3
Zango Kataf local government area	1 2 3 4 5 6 7 8 9 10 11 1 2 13 14 15 16 17 18 19 20 21 22 23 24 25	Government secondary schoolUngwan Rimi kaje Government junior sec. sch. Aduwan Gida Government Junior secondary school Akupa Government sec. sch. Fadan kamantan Government Junior sec. sch. Gidan Ali Government sec. sch. Kamuru Ikulu Government Junior sec. sch. Sako Government secondary school Madakiya Government junior sec.sch. Ungwan Juju Government Junior sec. sch. Ungwan Ruhogo Government secondary school Zango kataf Government Junior sec. sch. Zauru Government secondary school Zonkwa Government secondary school Gimba Government Junior sec. sch. Zagom Government Girl sec. sch. Zonkwa Government Junior sec. sch. Kurdan Government Junior sec. sch. Boto Government Junior sec. sch.Ashafa St. Francis college Zonkwa Government secondary school kurmin Bi Government secondary school kurmin masara Government secondary school Samaru kataf Government Girl College Zonkwa Government secondary school Fadan kaje	 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2

Kachia local Government Area	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	Government Junior sec.sch. Ankwa Government Junior sec. sch. Antong Government Junior sec. sch. Anturu Government Junior sec. sch. Gadanaji Government Junior sec. sch. Gidan Gyara Government Junior sec. sch. Gidan Mana Government secondary school Gidan Tagai Government secondary school Gumel Government Junior secondary school Gora Government secondary school Jaban Kogo Government secondary school kachia Government secondary school Kurmin musa Government Junior sec. sch. Mai-Ido Rafi Government Junior secondary school Sarki Government Junior sec. sch. Ungwan Atte Government sec. sch. Kachia Urban Government Junior sec. sch. Agunu Dutse Government Junior secondary school Awon Government Junior sec. sch. Kurmin Mazuga Government Junior sec. sch. Kurmin Sara.	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
Jema'a Local Government Area	1 2 3 4 5 6 7 8 9 10 11 12	Government Senior Sec. Sch. Fadan Kagoma Government Senior Sec. Sch. Kaf Government Senior Sec. Sch. Kaf Government Senior Sec. Sch. Sonje Government Senior Sec. Sch. Godogodo Government Senior Sec. Sch. Jagindi Tasha Government Senior Sec. Sch. Katsak Tafan Government Senior Sec. Sch. Kusom Government Senior Sec. Sch. Ungwa Mailafya Government Senior Sec. Sch. Nisama Government Senior Sec. Sch. Rafinraga Kafan Government Girls Senior Sec. Sch. Kaf	3 2 2 2 2 3 2 2 2 2 3 3
Total	**115**		**290**

3.5 **Instrument for Data Collection**

The instrument for data collection for this study was questionnaire designed by the researcher. The choice of questionnaire arose out of the desire to obtain current and reliable information, it is relatively effective to be administered, and scored. The structured type of questionnaire adopted was divided into two forms i.e the descriptive and analytic parts.

The descriptive part consists of the demographic characteristics of the respondents required for the study. These were name of the school,

class handle, name of textbooks used, educational qualification, area of specialization and teaching experience. The analytic parts of the instrument were measured on a modify 4 point interval scale and the Likert type of questionnaire was adopted which has the following assigned values: agree, strongly agree, disagree and strongly disagree.

3.6 Validity and Reliability of the Instrument

(a) Validity

The instrument used for validating the questionnaire is the contents validity together with the objectives and hypotheses of the study to ensure that, the measuring instrument measures truly and accurately what it intends to measure. Contents validity is the extent to which the items of an instrument are representative of the contents and behaviours specified by the theoretical concept being measure (Npa 1997). The instrument was further presented to some research specialist for their suggestions, comments and possible modifications. They were the major, minor supervisors and analyst. The decision by the researcher to employ expert is based on the remark of Kerlinger (1983) who posits that validation of instrument by experts is an effective tool for contents validity of research instruments.

(b) Reliability of the Instrument

Reliability is the consistency of an instrument to measure what ever it purported to measure. To ascertain the consistency of the questionnaire used in this study, the instrument was printed and a pilot study was conducted with forty (40) Social Studies Education teachers in chikun local government area who do not constitute part of the study but share similar attributes. Acronbach's alpha reliability analysis was used and a reliability coefficient of .778 was obtained. This was considered reliable for the internal consistency of the instrument. This reliability coefficient was considered reliable as according to Spiegel and Martins (1999) an instrument is considered reliable if its reliability coefficient is between .5 and 1. The closer it is to 1 the more reliable and the closer it is to 0 the less reliable. Hence this reliability coefficient is considered fit for the study.

3.7 **Procedure for Data Collection**

The instruments were administered by the researcher and a research assistant. The questionnaires were administered and retrieved in one week interval. Despite these measures, out of two hundred and ninety (290) questionnaires used for gathering data's, 275 were retrieved.

3.8 **Method of Data Analysis**

A total of two hundred and ninety (290) questionnaires were used in this study. Data collected were subjected to statistical analysis; statistical analysis used was frequencies and percentage, for the analysis of demographic variables. Inferential statistics, such as, the Pearson Product Moment Correlation Coefficient was used to compute the assessment of contents of some selected Junior Secondary School Social Studies Education textbooks in Kaduna State and Implications for Curriculum Reform. The reasons were that inferential statistics are used to make inferences from data to more general conditions. It helps to reach to conclusions that extend beyond the immediate data alone. It's been used to infer from the sample data what the population might think. All hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The study is an assessment of contents of selected Junior Secondary School Social Studies Education textbooks in Kaduna state and implications for curriculum review. This chapter presents an analysis and discussion of the data collected in two parts.

- The first part presents the Bio data using frequency distribution and percentages.
- The second presents the analysis of data
- The third presents the testing of the hypotheses
- The fourth is the discussion of findings
- The Summary of research findings

SECTION A Bio-Data of Respondents

The table below indicated the representation of the respondent's bio data's

4.2.1 Analysis of Selected Social Studies Education Textbooks

Name of textbooks	F	%
Spectrum Social Studies	135	49.0909
Comprehensive Social Studies	60	21.8182
Macmillan Social Studies	40	14.5455
Social Studies for JSS	20	7.2727
Basic Social Studies	20	7.2727
Total	**275**	**100%**

Table 4.2.1 showed the frequency and percentages of textbooks choice made by respondents in the research study areas. The spectrum Social Studies is mostly used by respondents with 135 frequencies out of 275 totals of respondents which had 49.909%. This implies that the text covered more deeply in contents. The register and the technical areas of textbook were within the corvine of students to learn and teachers to teach.

Comprehensive Social Studies had 60 frequencies with 21.8182% showing its levels of relationship to content, registers and other aspect of textbooks publication. Macmillan Social Studies had 40 frequencies with

14.5455% relating content coverage, register used and illustration, pictures, fonts, legibility of writing in the textbooks. The last two which is Social Studies for Junior Secondary School and basic social studies tallies with 20 frequency with 7.2727% which indicate their level of relationship of contents coverage, the registers used and the technical aspect of textbooks publication.

4.2.2 Educational qualification

Respondents	**B.ED**	**NCE**	**NO**
Total	**145**	**130**	**275**

The table above indicated that, the majority of respondents were B.ED with 145 frequencies and 130 NCE.

4.2.3 Teaching Experience

Years of Teaching experience	1-5 years	6-10 years	11-15 years	21-25 years	26- above	**Total**
Frequency	155	106	14	-------	-------	275

The table 4.2.3 showed that large number of respondent's years of experience is within the years of one to five (1-5 yrs) with frequency of

155.This followed by frequency of 106 between six to ten years (6-10 yrs) and then, eleven to fifteen (11-15 yrs) with 14 frequencies respectively

Section B Answers To Research Questions And Testing Of Hypotheses.

4.2.4 Answers to research questions

The research questions one: state that, do Social Studies Education textbooks used in junior secondary school in Kaduna state cover the contents area of the course as contained in the National curriculum?

Table 4:3:1 Opinion of Respondents on the Level of Relationship between the National Curriculum on Assessment of contents of Selected Junior Secondary School Social Studies Education Textbooks.

S/N	ITEMS	RESPONSE CATEGORIES				MEAN	S.D	S.E
		SA	A	D	SD			
7	The textbooks take into account the modern method of teaching Social Studies Education	45	175	25	25	3.6618	1.12300	.06772
8	The textbooks make use of colour picture diagrams, charts, maps and symbols in illustration.	38	162	35	40	3.5018	1.20029	.07238
9	The textbooks relate contents to culture and environment of the learners.	75	100	70	30	3.4364	1.38769	.08368
10	The textbook has close relationship presented in the series and the syllabus	50	90	70	75	3.0000	1.46741	.08849
11	Social Studies Education textbook cover the content of Social Studies Education syllabus	45	80	100	50	2.9091	1.39437	.08408
12	The objectives of Social Studies Education relate to that of the textbook authors	55	65	105	50	2.8909	1.39959	.08440
13	The textbook caters for individual difference among students in their socio-cultural background	50	80	90	55	2.8909	1.37327	.08281
14	Textbook tend to inspire student to pursue feather academic objective in life	57	53	97	68	2.7236	1.45366	.08766
15	The authors of this textbooks are Social Studies Education specialist	40	68	70	90	2.6800	1.45221	.08757
	Cumulative mean					3.0771		

Decision mean 2.500

Note: The cumulative (aggregate) mean for the responses on all items in this table was 3.0771.since this cumulative mean is higher than the decision 2.500,it means that respondents perception on level of relationship between the national curriculum on assessment of the contents of selected Junior Secondary School Social Studies Education textbooks is positive and a high relationship established.

According to the table above, the highest means response of 3.6618 is that the textbooks take into account the modern methods of teaching and learning Social Studies Education. This opinion is the highest level of relationship between national curriculums on the assessment of contents of selected Social Studies Education textbooks. According to them, 45 strongly agreed, 175 agreed, 25 disagreed and the rest 25 strongly disagreed with this items. The means response of 3.5018 states that the textbooks uses colour pictures, diagrams, charts maps and symbols in illustration. This opinion is the second highest level of relationship between national curriculum and the assessment of contents of selected Junior Secondary School Social Studies Education textbooks. According to the respondent 38 strongly agreed, 162 agreed, 35 disagreed, 40 strongly disagreed. The mean response of 3.4364 states that the textbook relate contents to culture and environment of the learners. The opinion took the third highest level of relationship between national curriculum on the

assessment of contents of selected Junior Secondary School Social Studies Education textbooks. According to them, 60 strongly agreed, 95 agreed, 65 disagreed and 30 strongly disagreed.

The next mean response is 3.0000 which is with the opinion that the textbooks have close relationship between materials presented in the series and the national curriculum. This opinion is the fourth highest level of relationship between national curriculum on the assessment of contents of selected Junior Secondary School Social Studies Education textbooks. According to the responses 50 strongly agreed 90 agreed, 70 disagreed 75 strongly disagreed.

The mean responses of 2.9091 are the fifth highest level of relationship between national curriculums on the assessment of contents of selected Social Studies Education textbooks. The responses shows that 45 strongly agreed, 70 agreed, 105 disagreed, 50 strongly disagreed that the textbooks did not cover the contents area of Social Studies Education syllabus. The mean response of 2.8909 tallies with question number six (6) and seven (7). On the opinion of the objectives of Social Studies Education relate to that of the textbooks authors, the responses are 55 strongly agreed, 65 agreed, 105 disagreed and 50 strongly disagreed which implies that the assessment of contents of selected Junior Secondary School Social studies Education textbooks authors objectives varies with that of Social

Studies Education objectives. On the opinion of the textbooks catering for individual difference among students in their socio-cultural background, the breakdown indicates that 40 strongly agreed, 80 agreed, 90 disagreed and 55 strongly disagreed that Social Studies Education textbooks did not cater for the individual difference among students in their socio cultural background. The mean responses of 2.7236 states that the textbooks tend to inspire students to pursue further academic objectives in life. The opinion shows low level of relationship between national curriculum on the assessment of contents of selected Junior Secondary School Social Studies Education textbooks. According to them, 57 strongly agreed, 53 agreed, 97 disagreed and 68 strongly disagreed. The last mean response on this table is 2.6800 which indicate that the authors of these textbooks are not Social Studies Education specialist. According to them 40 strongly agreed, 68 agreed, 70 disagreed and 90 strongly disagreed.

The research question two: state that, do Social Studies Education teachers find the registers in Social Studies Education textbooks easy to teach?

Table 4:3:2 Opinion of Respondents on the Level of Readability of Registers Relationship on Assessment of Contents of Selected Junior Secondary School Social Studies Education Textbooks.

S/N	ITEMS	RESPONSE CATEGORIES				MEAN	S.D	S.E
		SA	A	D	SD			
16	The use of language in this textbook is within the age range of learners.	108	100	51	16	3.7309	1.12712	.06797
17	The textbooks select vocabulary on the basis of functionally and competence	106	77	55	37	3.5709	1.49374	.09008
18	The text books relate topics to the learners socio-cultural background	66	120	72	17	3.5309	1.26504	.07628
19	The group of registers used build and impact skills in the students	60	107	76	32	3.3273	1.37037	.08264
20	The textbooks contain teachers and students guide as supplementary material	50	69	90	68	2.8218	1.47271	.08881
21	The textbooks demonstrate techniques for handling societal and environmental problems in the learners background	64	57	95	59	2.8945	1.51386	.09129
22	The textbooks include stories and examples situations relevant to the learners background	15	65	111	84	2.2945	1.23090	.07423
	Cumulative mean					3.1672		

Decision mean 2.500

The cumulative mean of 3.2872 is above the decision mean of 2.500. Hence their responses on items relating technical provision of textbooks

and assessment of contents of selected Junior Secondary School Social Studies Education textbooks is positive and high.

The cumulative means of 3.1672 is higher than the decision aggregate mean of 2.500.This implies that respondents view on level of relationship of readability of registers on assessment of contents of selected Junior Secondary School Social Studies Education textbooks is positive and a high relationship.

An understanding of the above table revealed that the highest relationship of readability of registers on assessment of contents of selected Social Studies Education textbook is that, the use of language in these textbooks is within the age range of the learners. Detail of response on this item revealed that 108 of the respondents strongly agree, 100 agreed, 51 disagreed and the rest 16 strongly disagreed with mean response of 3.7309. The item with the third highest relationship of readability of registers on assessment of contents of selected Junior Secondary School Social Studies education textbooks is the mean response of 3.5309 which state that the textbooks relate topics to the learner's social cultural background. The details of response on this item revealed that 66 respondents strongly agreed, 120 agreed, 72 disagreed, 17 strongly disagreed. This show's that majority of the responses agreed to

this fact that the textbooks relate topics to the learner's socio- cultural background.

The second item with the highest level of relationship between readability of registers and the assessment of contents of selected Junior Secondary School Social Studies Education textbooks is with mean responses of 3.5109. The opinion here state that, the textbooks select vocabulary on the basis of functionality and competence. The opinion of the respondent's shows that 106 strongly agreed, 77 agreed, 55 disagreed, and 37 strongly disagreed. The next mean response of 3.3273 is the fourth highest level of relationship between readability of registers and the assessment of contents of selected Junior Secondary School Social Studies Education textbooks. The details of response on this item revealed that – 60 strongly agreed, 107 agreed, 76 disagreed and 32 strongly disagreed. The responses here shows that majority of respondents agreed that the group of registers used build and impact skills in the students. The item with means responses of 2.8218 is the fifth level of relationship between readability of registers and the assessment of contents of selected Junior Secondary School Social Studies Education textbooks. The opinion on this item is that the textbooks contain teachers and students guide as supplementary materials. According to the respondents 50 strongly agreed, 69 agreed, 90 disagreed while 68 strongly disagreed. The

detail of this analysis depict that majority of respondents disagreed with the idea which state that Social Studies Education text at Junior Secondary School contain teachers and students guide as supplementary materials.

The next item on this table is with mean response of 2.8945 that the textbooks demonstrate techniques for handling societal and environmental problems in the learner's background. This item shows the sixth level of relationship between readability of registers and the assessment of contents of selected Junior Secondary School Social Studies Education. The data collected shows that 64 respondents strongly agreed 57 agreed, 95 disagreed and 59 strongly disagreed. This emphatically proven that the textbooks authors have demonstrated no techniques in handling societal and environmental problems in the learner's background. The last item is with the mean response of 2.2945 which is with the opinion that the textbooks include stories and examples situations relevant to the learner's background. This item shows the lowest level of relationship between readability of registers and assessment of contents of selected Junior Secondary School Social Studies education on this table. The detail of the responses revealed that 15 strongly agreed, 65 respondents agreed, 111 disagreed while 84 respondents strongly disagreed with the fact that the textbooks include stories and examples situations relevant to the learner's background.

The research questions three: state that, do Social Studies Education textbooks meet up with the standard of textbooks publication as speculated by Social Studies Education teachers?

Table 4:3:3 Opinion of Respondents on level of Relationship between the Technical Provision of Textbooks and the Assessment of contents of Selected Junior Secondary School Social Studies Education Textbooks.

S/N	ITEMS	RESPONSE CATEGORIES				MEAN	S.D	S.E
		SA	A	D	SD			
23	The textbooks make use of picture diagram and charts in illustration	120	140	6	9	4.2945	.76688	.04604
24	The textbooks have quality cover type face and illustration	103	160	8	4	4.2655	.74877	.04515
25	The textbooks are up to date in the technical aspects of textbook publication and design	77	109	69	20	3.5455	1.22650	.07396
26	The textbooks suggest aids for the teaching and learning of Social Studies Education (e.g symbols and colour)	45	120	90	20	3.1091	1.04065	.06275
27	The textbooks are durable and not expensive.	66	46	105	78	2.6545	1.36454	.08229
28	Social Studies Education texts are too bulky for the learner needs and interests.	25	10	127	113	1.8545	.87999	.05307
	Cumulative mean					3.2872		

Decision mean 2.500

Out come of the table 4.2.3 above related the level of technical provision of textbooks and the relationship on assessment of contents of

selected Junior Secondary School Social Studies Education textbooks. The highest mean response of 4.2945 is that the textbooks make use of picture diagrams and charts in illustrations. The detail response on this item revealed that 120 strongly agree, and the rest 140 agreed. The second highest means response of 4.2655 is that the textbooks have quality cover, type face and illustration. The detail responses revealed on this item is that 103 strongly agreed and 160 agreed. This shows that the opinion of the respondents totally agreed that the textbooks have quality cover, type face and illustrations.

The next item with the highest level of relationship between the technical provision of textbooks and the assessment of contents of selected Junior Secondary School Social Studies Education textbooks is the mean response of 3.5455. The opinion states that the textbooks are up to date in the technical aspects of textbooks publication and design. The details of responses demonstrated that 77 respondents strongly agreed, 109 agreed, 69 disagreed and 20- strongly disagreed. From the response it is glaring that the technical provision of this textbooks is up to date. The next item is with the mean response of 3.1091 which is the fourth highest level of relationship between technical provision of textbooks and assessment of contents of selected Junior Secondary School Social Studies Education. The detail of responses shows that 45 strongly agreed, 120

agreed, 90 disagreed and 20 strongly disagreed. An understanding of the responses shows in favour of the opinion which state that the textbooks suggest aids for the teaching and learning of Social Studies Education.

The fifth item with the next level of relationship between technical provision of textbooks and assessment of contents of selected Junior Secondary School Social Studies Education textbooks is the mean response of 2.5545. The opinion presents the idea that the textbooks are durable and not expensive. According to them, 66 respondents strongly agreed, 46 agreed 105 disagreed to this idea and 78 strongly disagreed. This indicates that the textbooks are not durable and are too expensive because majority of respondents disagreed.

The mean response of 1.8545 is Social Studies Education textbooks are too bulky for the learner's needs and interest. This opinion is the lowest level of relationships between technical provision of textbooks and the assessment of contents of selected Junior Secondary School Social Studies Education textbooks on this table. The responses show that 25 strongly agreed, 10 agreed 127 disagreed, and 113 strongly disagreed in favour of the text that they are not too bulky for the learner's needs and interests.

4.2 **Hypotheses Testing**

This figure (4.4) shows the analyses of hypotheses testing to determine weather the hypotheses were rejected or accepted and why?

Hypothesis 1 : This null Hypothesis State that in light of teacher assessment there is no Significant Relationship between the contents of Social Studies Education Textbooks used in Junior Secondary School in Kaduna State and the national curriculum.

Table 4.4.1 Pearson Product Moment Correlation (PPMC) Slashes on the Relationship between Assessment of contents of selected Junior Secondary School Social Studies Education Textbooks and national curriculum.

Variables	N	Mean	S.D	Df	Correlation index r	P
Assessment of the contents of selected Junior Secondary School Social Studies Education textbooks	275	61.5964	24.14148	273	.993**	.000
Contents and National curriculum	275	24.2400	11.01528			

** correlation is significant at the 0.05 level

The results of the Pearson Product Moment Correlation (PPMC) statistics showed that significant relation exist between assessment of contents of selected Junior Secondary School Social Studies Education textbooks and national curriculum. This is because the calculated p value of .000 is less than the 0.05 level of significance at a correlation index r level of .993 at df 273. Hence the null hypotheses which state that there is no significant relationship between the assessments of contents of selected Junior Secondary School Social Studies Education textbooks and national curriculum is hereby rejected.

Hypothesis 2: The Null Hypothesis State that there is no Significant Relationship between the readability of Registers and academic qualifications of teachers.

Table 4.4.2 Pearson Product Moment Correlation (PPMC) Statistics on the Relationship between the readability of Registers and academic qualifications of teachers.

Variables	N	Mean	S.D	Df	Correlation index r	P
Assessment of contents of selected junior Secondary School Social Studies Education Textbooks	275	61.5964	24.14148	273	.995**	.000
Readability of registers	275	19.1927	8.61013			

** correlation is significant at the 0.05 level

According to the results in the above Pearson Product Moment correlation (PPMC) statistics, significant relationship exist between assessments of contents of selected Junior Secondary School Social Studies Education textbooks and readability of registers. Reason being that the calculated p value of 0.000 is less then the 0.05 level of significant at a correlation index r level value of .995 at a df 273. Hence, the null hypothesis which states that there is no significant relationship between assessments of readability of registers and academic qualification of teachers is hereby rejected.

Hypothesis 3: The null hypothesis states that there is no significant relationship between assessments of contents of selected Junior Secondary School Social Studies Education textbooks in the technical provision with regard to years of teaching experience.

Table 4.4.3: Pearson product moment correlation (ppmc) slashes on the relationship between assessments of contents of selected Junior Secondary School Social Studies Education textbooks.

Variables	N	Mean	S.D	Df	Correlation index r	P
Assessment of the content of selected Junior Secondary School Social Studies Education textbooks	275	61.5964	24.14148	273	.985**	.001
Technical provisions	275	18.1636	4.71356			

** Correlation is Significant at the 0.05 level

Outcome of the above PPMC statistics revealed that significant relationship exist between assessment of contents of selected Junior Secondary School Social Studies Education textbooks and technical provision of Social Studies Education textbooks. This is because the calculated p value of .001 is less than the 0.05 level of significance at a correlation index r level of .985 at df 273. Consequently, the null hypotheses which state that there is no significant relationship between assessment of contents of selected Junior Secondary School Social Studies Education textbooks and technical provision with regard to years of teaching experience, is hereby rejected.

4.3 **Summary of Major Findings**

The aim of the study was to assess contents of selected Junior Secondary School Social Studies Education textbook used in secondary schools in Kaduna state and implications for curriculum review.

The following are the major findings of the study:

- The textbooks covered the contents of national curriculum of Social Studies Education, they relate contents to the culture and environment of the learners takes in to account the modern method of teaching and caters for the individual difference among students in their socio-cultural background as this had the cumulative mean of 3.0771 against decision mean of 2.500.
- The textbooks select vocabulary on the basis of functionality and competence, the language use is within the age range of the learners, the registers used are capable of building and impacting skills, values, attitudes, and desired knowledge of the students, and they demonstrate techniques for handling societal and environmental problems in the learners background as the cumulative means of 3.1672 is greater than the decision mean of 2.500 which showed that a significant relationship exist the tested variables.
- The textbooks make use of picture diagrams and charts in illustration, they are durable and not expensive, and the text takes in to account

the technical aspect of textbooks publication as the cumulative mean of 3.2872 is higher than the decision mean of 2.500.

4.4 **Discussion of Findings**

The purpose of this research was to be used as a reference point in reviewing curriculum of Social Studies Education at Junior Secondary School in Nigeria. The objective of the study was to make sure that Social Studies Education attends to the national objectives in which it was established. In this regard the study focused on assessment of contents of selected Social Studies Education textbooks used at Junior Secondary Schools in Kaduna State. The outcomes of the findings of assessment of textbooks as a piece of materials for instruction were quite impressive on the speculations made by Social Studies Education teachers.

The first hypothesis states that there is no significant relationship between the contents of Social Studies Education textbooks used in Junior Secondary School in Kaduna State and the national curriculum. This hypotheses based on the findings was rejected. This implies that the Social Studies Education textbooks used in Kaduna State cover the contents of Social Studies Education national curriculum. They relate contents to the culture and environment of the learners the textbooks relate contents to the objective of Social Studies Education syllabus. Again that the textbooks caters for individual differences among students in their socio-cultural

background. Its also take into account the modern method of teaching social Studies Education. This agrees with the definition of contents by Mezeobi (1992) and Adeyeke (2008) in chapter 2 (P 35) of this study that content is the knowledge, ideas, concepts, generalizations, skills attitudes, methods, structure, procedures, values and principles which the learner is exposed to and guided to learn.

According to Okam (1998) the failure of Social Studies Education in attending to its objective is not in contents coverage of the syllabus or national curriculum but is observed in the issue of the non-utilization of available or substantive knowledge that has accrued to Social Studies Education by way of research; methodological problems and logistics problems.

In line with Mezeobi (1992) the effectively organized Social Studies Education curriculum contents should satisfy four main criteria viz, sequential or logical ordering of the contents, learning continuity in terms of accumulation in learning, content integration and a measure of contents flexibility. According to Mezeobi analysis not all of the textbooks assessed have deeply and sufficiently covered the contents as stipulated by Social Studies Education teachers. This can be observed by the percentage of preferences made by teacher in page (P 76). Then the selections or

approval of Social Studies Education textbooks should be critically looked into so as to attain the objectives of the course.

The second hypotheses was rejected too, this state that there is no significant relationship between the readability of registers and the academic qualifications of the teachers. This implies that, the language used in these textbooks take into account the age of the learners, acquisition of skills, competency and functionality, demonstrations of techniques for handling societal and environmental problems in a learner's background. This agrees with Dubey in 1980 definition of Social Studies Education that: it is the process of education which utilizes the study of human life for the purpose of giving children the opportunity to practice solving problems of crucial importance both for the individual and society.

The third null hypothesis was also rejected which state that, there is no significant relationship between the assessment of contents of selected Social Studies Education textbooks in the technical provision with regard to years of teaching experience. This implies that there exist a relationship between the textbooks of Social Studies Education and the quality of textbooks in terms of the paper, and durability of the textbooks; the legibility of the fonts used in the textbooks according to the level of the intending learners and teachers, the charts, diagrams are beautifully coloured illustrating the content and the scenarios within the enabling

environment. Above all, it possessed symbols relating contents to the socio-cultural well being of the students and the society.

The result presented here clarified the mix feeling about the ineffectiveness of Social Studies Education in relation to the instructional materials (textbooks), used as a means of teaching and learning Social Studies Education in Kaduna State.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The sole objective of this study was to assess contents of selected Social Studies Education textbooks used at Junior Secondary Schools in Kaduna state. This was to determine its adequacy in national curriculum coverage, the cost, durability and other aspects of technical provisions of textbook as well as suitability of registers to the level, age and socio-cultural background of the learners. The essence of this is for it to serve as a pre-requisite for curriculum review and recommendation of Social Studies Education textbooks used in Nigeria Schools.

To have a good assessment of contents of selected Social Studies Education textbooks, questionnaire was design for Social Studies Education specialist who actually used the textbooks. The sole reason for choosing them was for the fact that they stand a better chance of passing valid judgment on the books because they have the basic requirement or objectives of the national curriculum for Social Studies Education. The questionnaire were analysed for 275 Social Studies Education teachers. The data collected were statistically analysed by using PPMC with which the mean, standard deviation, standard error and p value were generated. The entire Null hypotheses were rejected at 0.05 level of significance. This

indicates that there is a great relationship between the independent variable and dependant variables in national curriculum coverage, readability of registers and technical provisions of Social Studies Education textbooks.

5.2 **Conclusions**

This study assessed the contents of selected Junior Secondary schools Social Studies Education text-books in Kaduna state. The work carefully examined Social Studies Education as a subject and its importance to the society via its uniqueness. The objectives which concentrate on man, his activities and the environment in which man lives gave the subject the opportunity to be incorporated in the school curriculum. These basics objectives can not be achieve or attend to, if qualitative and adequate materials are not accessible for both the teachers and students.

It is important that:

- When making selection for the choice of books to be recommended for schools, serious concern should be attached in order to select the textbooks that could lead for the attainment of the subject goals and objectives.

- Textbooks with relevance to the student's socio- cultural background and interest should be used or adopted because these will enable students to tackle with their societal and environmental problems.
- Textbooks with colour diagrams, charts and maps and symbols in illustration have the potentials of motivating student's interest and inspiration for further academic pursuance in life.
- The books adopted for schools in Kaduna and Nigeria should have the capability of building and impacting skills, values, attitudes and desired knowledge in students.

5.3 **Recommendations**

In line with the findings from the statistical analysis of the data collected for the study, the researcher would recommend as thus:

- Those textbooks to be used or adopted in Nigerian schools and Kaduna state in particular should be those that are written by the specialist in the field so that ideas, about the subject will not be neglected.
- Textbooks authors should write textbooks along side with the objectives of the course and that of the national policy on education to have harmonious and well trained personnel capable of tackling the societal problems.

- The textbooks should contain teachers and students guide as supplementary materials, to enable students read on their own and understand the contents of concepts in Social Studies Education.
- Social Studies Education textbooks should not be too bulky but fascinating for the students needs and interest.
- There should be seasonal up date of the existing textbooks to meet up with the current event since the subject is dynamic as the society itself.
- Seminars, symposia and conferences should be held in order to produce a textbook that can take care of the countries objective without bias judgment.

5.4 **Suggestions for Further Study**

This study was limited to only Social Studies Education text at Junior Secondary School in Kaduna state. The need therefore arises for further research undertaken considering how important Social Studies Education is in the school system and the attainment of the country's educational and national objectives. The below suggested areas can be research on as:

- Researches can be done on Social Studies Education textbooks used at other level of Education in Nigeria eg primary and tertiary institution.
- The research of the same kind can be conducted in other state of the nation so that teachers will not be misguided in the selection of textbooks.

- Other aspect of books as recommended by Williams can also be research on such as readability, presentation of item, speech and accuracy of facts.
- Research can be conducted to assess the influence Social Studies Education textbooks have on the behaviour of students.
- Research can be conducted on the attitudes of specialist of Social Studies Education such as lecturer and others in professional bodies towards the nature of Social Studies Education textbooks in Nigeria.

5.5 **Contribution to Knowledge**

- One contribution of the present research to knowledge is, it has discovered the previous researches done similar to the present study did not take care of presentation of culture and tradition of the people in pictures and illustration of the textbooks used in teaching Social Studies Education in our schools.
- The research established that teachers and students guides, as supplementary materials in Social Studies Education textbooks aid students reading and teachers ability to teach easily is worthy of note.
- The out come of the research study indicated or established that, Social Studies Education textbooks at Junior Secondary School sufficiently cover the national curriculum of Social Studies Education. Though not all the assessed books having the same indepth coverage. For instance

based on the preference of respondent's spectrum Social Studies having 49% comprehensive 21%, Macmillan 14% and the rest 7% indicate their level of indepth coverage.

- The research established that Social Studies Education textbook should be reviewed frequently in order to have indepth and adequate coverage of the changing Social Studies Education national curriculum.

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QUESTIONNAIRE FOR RESPONDENTS

Department of art and Social Science Education
Ahmadu Bello University,
Zaria.

Dear Respondents,

This research is designed for Assessment of Contents of some selected Junior Secondary School Social Studies Education Textbooks and Implications for Curriculum Review in Nigeria. This study is being carried out as a procedure for partial fulfillment of the requirement for the award of MED degree in Social Studies Education of Ahmadu Bello University Zaria. Your response to the items of this questionnaire will be treated for this research purpose and any information provided will be treated with strict confidentiality.

You are required to express your opinion on the extent to which you agree or otherwise, with each statement by ticking (√) for one of the four responses of Strongly Agree, Agree, Disagree, and Strongly Disagree. You are kindly requested to be honest in your choice.

Thanks for your anticipated co-operation.

Yours faithfully,

Zawua I Joseph.
MED Student

TEACHERS QUESTIONNAIRE

SECTION A. BACKGROUND INFORMATION

Bio-Data

1.Name of School:……

2.Class handle:……..

3.Name of textbooks use …….
4.Educational qualification
(a)NCE, (b) BED, (c) BA(ed), (d) BSC(ed), (e) MED, (f) MSC, (g) PHD, (h) others……

5.Area of specialization……

6.Teaching experience 1-5yrs( ), 6-10yrs( ), 11-15yrs ( ), 21-25yrs( ), 26-30yrs( ), 31-5yrs( ), 36 and above( ).

SECTION B
RESEARCH QUESTIONS

S/NO	Content Coverage	**SA**	**A**	**D**	**SD**
7	Social Studies Education textbook cover the contents of Social Studies Education national curriculum.				
8	The objectives of Social Studies Education relate to that of the textbooks authors.				
9	The textbooks relate contents to culture and environment of the learners.				
10	The textbook has close relationship between materials presented in the series and the syllabus.				
11	The textbook caters for individual difference among students in their socio-cultural background.				
12	The textbooks take into account the modern methods of teaching and learning Social Studies Education.				
13	The textbooks tend to inspire student to pursue further academic objective in life				
14	The authors of this textbook are Social Studies Education specialist.				

15	The textbooks make use of colour picture, diagrams, charts, maps and symbols in illustration.				
	Registers				
16	The textbooks contain teachers and students guide as supplementary materials.				
17	The textbooks relate topics to the learner's social – cultural background.				
18	The textbooks select vocabulary on the basis of functionality and competence.				
19	The use of language in this textbook is within the age range of the learners.				
20	The group of registers used in this text is capable of building and impacting skills, values, attitudes and desired knowledge in the students.				
21	The textbooks include stories and examples situations relevant to the learner background.				
22	The textbooks demonstrate techniques for handling societal and environmental problems in the learner's background.				
	Technical				
23	The textbooks are up to date in the technical aspects of textbooks publication and design.				
24	The textbooks suggest aids for the teaching and learning of Social Studies Education (e.g use of object, symbols and colour).				
25	Social Studies Education texts are too bulky for the learner's needs and interests.				
26	The textbooks are durable and not expensive.				
27	The textbooks have quality cover, type face and illustration.				
28	The textbooks make use of picture, diagram and charts in illustrations.				

KREJCIE AND MORGAN TABLE FOR DETERMINING SAMPLES FROM A GIVEN POPULATION

N	S	N	S	N	S
10	10	220	140	1200	201
15	14	230	114	1300	207
20	10	240	140	1400	320
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	159	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	224	7000	364
120	92	600	226	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	330
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

G SAMPLES FROM A GIVEN POPULATION

Reliability

Assessment of contents of some selected Junior Secondary School Social Studies Education Textbooks in Kaduna state and implications for curriculum Review in Nigeria.

Scale: ALL VARIABLES

Case processing Summary

		N	%
Cases	valid	40	100.0
	Excluded[a]	0	.0
	Total	40	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of items
.778	.759	22

Item Statistic

	mean	Std. Deviation	N
Social Studies Education textbooks cover the contents of Social Studies national curriculum	4.3500	1.05125	40
The objectives of Social Studies Education relate to that of the textbooks authors	4.4250	1.03497	40
The textbooks relate contents to culture and environment of the learners	4.3500	1.14466	40
The textbooks have close relationship between materials presented in the series and the national curriculum.	4.2000	1.24447	40
The textbooks caters for individual differences among students in their socio-cultural background	4.5500	.78283	40
The textbook take in to account the modern method of teaching and learning Social Studies Education	4.1750	1.00989	40
The textbooks tend to inspire Students to pursue further academic objective in life.	4.0750	1.24833	40
The authors of these textbooks are Social Studies Education specialist.	4.2000	1.01779	40
The textbooks make used of colour, diagrams, charts, maps and symbols in illustration	4.3250	.72986	40
The textbooks contain teachers and Students guide as supplementary materials.	4.4000	.87119	40
The textbooks relate topics to the learners socio-cultural background	4.5500	.87560	40
The textbook select vocabulary on the bases of functionality and competence.	4.8000	.64847	40
The used of language in these textbooks is within the age range of the learners.	4.3750	1.25448	40
The group of registers used in this text is capable	4.6500	.94868	40

of building and impacting skill, values, attitudes and desired knowledge in the students.			
The textbook include stories and examples situations relevant to the learner background.	**4.2000**	**.82275**	**40**
The text demonstrate techniques for handling societal and environmental problems in the learners background.	**.4500**	**1.03651**	**40**
The textbooks are up to date			**40**
in the technical aspects of textbooks publication and design	**4.7500**	**.63043**	
The textbooks suggest aids for the teaching and learning of Social Studies Education(eg use of object, symbols and colour)	**4.2250**	**.89120**	**40**
Social Studies Education texts are too bulky for the learners needs and interests.	**3.1500**	**1.36907**	**40**
The textbooks are durable and not expensive	**4.5000**	**.50637**	**40**
The textbooks have quality cover, type face and illustration.	**4.8250**	**.44650**	**40**
The textbooks make use of pictures ,diagram and charts in illustrations	**4.750**	**1.1o680**	**40**

Summary item Statistics

	Mean	minimum	maximum	Range	Maximum/ minimum	Variance	N of items
Item means	**4.368**	**3.150**	**4.825**	**1.675**	**1.532**	**.118**	**22**