IMPACT OF SOCIAL STUDIES EDUCATION IN THE CONTROL OF SOCIAL ILLS AMONG STUDENTS OF JUNIOR SECONDARY SCHOOLS IN ZAMFARA STATE, NIGERIA

BY

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NCE (1990), BEd. SOCIAL STUDIES EDUCATION (1996) ABU

(M.Ed./P13EDAS8039/2015/2016)

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY,

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NOVEMBER, 2017

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSGRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE OF EDUCATION IN SOCIAL STUDIES EDUCATION

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,

FACULTY OF EDUCATION

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DECLARATION

I hereby declared that this dissertation entitled "IMPACT OF SOCIAL STUDIES EDUCATION IN THE CONTROL OF SOCIAL ILLS AMONG STUDENTS OF JUNIOR SECONDARY SCHOOLS IN ZAMFARA STATE, NIGERIA" has been written by the researcher and that it is record on my own research work in the Department of Arts and Social Science Education Ahmadu Bello University Zaria, under the supervision of Dr. I. D. Abubakar and Dr. M. A. Sarkin-Fada The information derived from the literature has been duly acknowledged in the work and lists of references were provided. I also declare that this work has never been presented wholly or partly for the award of Master Degree elsewhere. To the best of my knowledge, I am liable for any mistake(s) in this work.

_____ _____

AHMAD Garba Danduna **Date**

(M.Ed./P13EDAS8039/2015/2016)

CERTIFICATION

This Dissertation titled "IMPACT OF SOCIAL STUDIES EDUCATION IN THE CONTROL OF SOCIAL ILLS AMONG STUDENTS OF JUNIOR SECONDARY SCHOOLS IN ZAMFARA STATE, NIGERIA" by AHMAD Garba Danduna meets the regulations governing the award of the degree of Masters of Education (Social Studies) of Ahmadu Bello University, Zaria and is approved for its contributions to the knowledge and literacy presentation.

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DEDICATION

This research work is dedicated to my beloved father Mallam Ahmad Muhammad.

ABSTRACT

The study investigated Impact of Social Studies Education in The Control of Social Ills Among Students of Junior Secondary Schools in Zamfara State. The population of study comprised of 74 teachers, 7,590 students and 54 junior Secondary Schools in kaura Namoda, Shinkafi and Zurmi local Government Area of Zamfara State. The random sampling techniques was used to select 15 schools and 366 students respectively while the 20 Social Studies teachers in the 15 schools were purposively selected. The research has three objectives, three research questions, and three hypotheses. The instrument used for data collection was a structural questionnaire of a modified 4 points likert scale of strongly agreed, agreed, disagreed and strongly disagreed. The instrument was validated by experts. The researcher employed face to face method in distributing and retrieving of the questionnaire. A total of 370 (96%) respondents properly completed and returned the questionnaire, which vas coded into Statistical Package for Social Science (SPPS) for data analysis. The reliability coefficient of the instrument was .86 which was considered adequate for the internal consistencies of the instruments. The research hypotheses were tested using the independent t-test at 0.05 level of significance. The result of the findings revealed that there is no significant difference between Social Studies and the control of social ill in junior secondary schools in Kaura Namoda, Burnin Magaji, Shinkafi and Zurmi Local Government Areas of Zamfara State. The study recommended that effectiveness of teaching social studies education can be guaranteed to curb these vices using appropriate instructional aids, qualified teachers, and good administrative leadership styles in the school. Furthermore, all stakeholders in education are to be mobilized and sensitized towards building a common front for protecting examination integrity in our schools; that the risk factor and protective factors required to be frontally confronted

while teaching Social Studies education by teacher in the Junior Secondary in Nigeria.

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OPERATIONAL DEFINITION OF TERM

Social Ills: (also called social issues, problems, malaise and or social conflict) refers to social dynamics that influence a considerable number of youth as well as individuals adults within in a given community, society, or nation and which indirectly constitute an impediment to the academic aspirations of the youth by indulgence in examinations malpractice, drug abuse, cultism, vandalisms, and juvenile delinquency by students in post-primary schools. Further, it is a phenomenon that affects and undermines society norms, values, consequently creating attitudinal dysfunction state of affairs.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is recognized as a vital and indispensable tool used for national development, because education is an aspect of human capital development. Advancement in education involves the process of increasing knowledge and skills. Every society therefore desires that its citizens are knowledgeable, that they possess appropriate educational skills and in addition they develop acceptable attitudes that will make them useful to their selves and the society in which they live. Such education should therefore be as effective as possible. In recognition of its role to national development, the National Policy on Education is therefore based on the integration of the individual into a sound and effective citizen. In Nigeria, education happens to be the largest industry patronized by virtually every one. The National Policy on Education (1999) re-echoes this assertion as it states that;"Education in Nigeria is no more a private enterprise but huge government venture that has witnessed progressive evolutions of Government complete and dynamic intervention and active participation".

The Policy document further goes ahead and recommended that Government welcomes the voluntary agencies, community and private individuals in the establishment of schools alongside those established by the Government. This is clearly manifested in the proliferation of diversification of schools at the pre-primary, post primary and tertiary levels of our education system. Social demand for knowledge has necessitated expansion of educational opportunity for a greater majority of Nigerians. Government has demonstrated its commitment to the provision of educational opportunities for all citizens in a number of ways, namely establishment of Universal Basic Education programme (UBE), granting of License to private individuals and Organizations for the establishment of Private

Universities, establishment of more schools at various levels, provision of structures and services to accelerate and regulate the educational sectors, such as the National Primary Education Commission (NPEC), National Commission for College of Education (NCCE), National University Commission (NUC), National Board for Technical Education (NBTE), National Commission for Nomadic Education (NCNE).

An effective education system that can accelerate development is dependent on the quality of that system. The quality of any system of education depends on the effectiveness in the management of the system. If all the resources are made available, the teachers are provided in both quantity and quality, the environment made conducive the system would certainly record success. The 1969 Curriculum Conference and subsequent conferences, seminars and workshops recognized and accepted social studies as a subject in the Nigerian Education System. Social studies is a core course in the National Policy on Education (1999) and it is required to inculcate the teaching of citizenship education. The National philosophy on education and the value to be inculcated are in harmony with the aims and objectives of social studies education as enlisted in the National Policy on Education (1999). For the philosophy to be in harmony with Nigerian National objectives it has to be geared towards self-reliance, better human relationship, individual and national efficiency effective citizenship, National consciousness, National unity as well as towards social, cultural, economic, political, scientific and technological progress. Equally, these are the main purpose and objectives of social studies. Social studies is now offered in almost all tertiary institutions (Universities and Colleges of Education).

The introduction of social studies was generally recommended for implementation in Nigerian Schools at the 1969 National curriculum conference. It was rightly pointed out by Joof (1989) said the inadequacy of other social sciences to prepare the youth for effective living in an increasingly complex world has been one of the circumstances that induced the

introduction of social studies in the school curriculum. The important role of social studies education in molding the youth cannot be over emphasized especially in a multicultural society such as Nigeria. However, the prevalence of social ills in the society continues to be unabated necessitating the need to assess the impact of social studies education in the control of social ills among secondary school students. An assessment of impact of social studies education in control of social will make it more relevant to the needs of the learners and the society.

Okon (1984) posit that one of the development associated with the National Policy on Education is the pride or place it has given to social studies. The policy regarded social studies as a core subject area which all pupils in the secondary schools cannot be dispensed with in their learning activities. It deals with man in his various perspectives as Scientist, Technologist, Culture maker, Historian, the politician and man as he is being influenced by his culture and condition of contemporary world.

Succinctly put, Hisrich and Peters (1998), and Abdulganiy (2012) opine that an effective classroom teaching-learning activities couple with adequate syllabus coverage of social studies in context, when efficiently discharged is meant to assist learners cultivate virtue that would transform them into citizens with skills, competencies, attitudes, moral value and reasoned judgment to effectively live, interact, interrelate and contribute positively to the economic, social, political and cultural development of the Nigerian society. There is also consensus in these findings associated with this studies that the teaching and learning of social studies can contribute to an acquisition and sustenance of desirable characteristics of effective citizenry within a given framework.

Balyejusa in National Education Research Council (NERC, 2000) said that social studies has to be seen as a child born during the independence struggles of the indigenous patriotic Africans who fought to rid themselves of colonial hegemony. It is a resultant from Africa's

contact with Europe and America. It tries to make a bridge between the pre-colonial, colonial, post-colonial and the present era in its effort to forge an acceptable system from which a relevant curriculum can be drawn. He argued that it is founded on stated goals and objectives (such ascreating awareness of and sensitivity to man's environment, influencing man's attitude positively to social, cultural, economic, political values and the total environment, ensuring the acquisition of skills for solving societal and environmental problems, and equipping man with the basic understanding of the knowledge of the total environment).Its content are drawn from subject disciplines (such as social, natural science and humanities) thus revealing the nature of social studies as placing man in the centre of the universe.

1.2 Statement of the Problem

Social Studies education is a programme of studies introduced into the Nigerian Educational curriculum to offer partial solutions to social and attitudinal problems facing the country. This is meant to be achieved through the inculcation of desired positive values, attitudes and social skills to learners of Social Studies in the primary, junior secondary and the teachers training colleges in Nigeria. This discipline or programme of study is meant to achieve the objectives of national unity, national consciousness, self-reliance and national reconstruction which are the basis for the national goals of education in Nigeria. These could be achieved through effective inculcation of positive values, ideas, beliefs and knowledge that can enhance the change in the behaviour of learners in the desired direction.

The learners of social studies therefore, are expected to be drilled and baptized in the etiquette of social studies education, become more of a social fanatic in the principles of social studies education. Their ways of life, thinking, actions and values should be in conformity to the expectation of social studies for self-development and social re-engineering. Thus expecting a society free of social and attitudinal problems if effectively

and efficiently implemented. But despite the massive training and development of social studies experts to ensure successful implementation of the social studies educational objectives, the provision of roadmap (syllabus), and investment in infrastructures, locally authored text-book developments, the nation continued to experience existence, in an increasing manner of those social problems against which social studies was introduces as in the present day society, which is indicative that educational institutions still have a long way to go before being able to take full advantage of the relevance of social studies education in contemporary society. It seems that teachers of social studies education are lacking in basic knowledge and understanding of what they are required to do as teachers, school administrators are not measuring up in effective supervision of the work-force, stakeholders such as parents, teachers, and students have not developed nor shown positive attitudes required in curbing the menace of social ills in the society, nor show the discipline required to curtail continuous rise in incidences of social vices.

At this point it can be said that public perception indicator is that our educational system has not measured up to the level of expectation needed to appreciate the relevance of social studies educational objectives in promotion of man; in value orientation, and in equipping an healthy body and mind with productive skills needed towards contributing to human growth, economic development, and the eradication of a crime-free society. Thus, there is need to determine the impact instructions in social studies education in minimizing the incidence of social ills among the students of Junior Secondary Schools in Zamfara State with a view to gather necessary knowledge, facts and ideas needed for developing strategies that can enhance positive values and attitudes for the survival of individuals and the society.

1.3. Research Objectives

The general objective of this study is to determine the impact of instructions in social studies education in control of social ills among junior secondary school students in Zamfara State, Nigeria. The specific objectives are to:

i. determine the impact of social studies education in controlling examination malpractices among junior secondary school students in Zamfara State.

ii. determine the impact of social studies education in controlling cultism among junior secondary school students in Zamfara State.

iii. determine the impact of social studies education in controlling drug abuse among junior secondary school students in Zamfara State.

1.4. Research Questions

In order to effectively achieve the objectives enumerated for this study, the following research questions were answered:

1. To what extent does the opinion of students towards the effectiveness of Social Studies as an instrument for controlling examination malpractices differ among JSS students in Zamfara State?

2. To what extent does the opinion of students towards the effectiveness of Social Studies as an instrument for controlling cultism differ among JSS students in Zamfara State?

3. To what extent does the opinion of students towards the effectiveness of Social Studies as an instrument to control drug abuse differ among JSS students in Zamfara State?

1.5. Null Hypotheses

Based on the objectives of this study, the hypotheses formulated and tested at $p \leq 0.05$ level of significance are.

1. There is no significant difference in the perception of students towards the effectiveness of Social Studies as an instrument for controlling examination malpractice among JSS students in Zamfara State.

2. There is no significant difference in the perception of students towards the effectiveness of Social Studies as an instrument for controlling cultism among JSS students in Zamfara State.

3. There is no significant difference in the perception of students towards the effectiveness of Social Studies as an instrument for controlling drug abuse among JSS students in Zamfara State.

1.6 Significance of the Study

This study on the perception of social studies education in the control of social ills among students of junior secondary school in Zamfara State is significant in a number of ways. Some of these are outlined in the section. First, the study provides valid research – based data that will bring about improvement and innovation into the programme. It is difficult to assert that a programme is doing what it is supposed to do when it has not been formally evaluated. This study will determine if the social studies curriculum is adequately implemented to achieve the desired objectives under the existing situation in Nigeria.

Secondly, the research finding will be of immense benefit to policy makers and curriculum developer. The will find the result of this study a useful tool in the future development of the social studies curriculum and make policies that are beneficial to students, the schools and the entire society.

Thirdly, the findings of this study will be of significance to social studies teachers in secondary schools. These will therefore lead to amendments and improvements on existing conditions, thereby achieving the affective objective towards the realization of the objectives of social studies.

Furthermore, the students who are the consumers of the Social Studies programme in secondary schools will in no doubt be the greatest beneficiary of this study and it findings. The findings of the study will help to refine this programme and re-position it for greater efficiency thereby producing students that will be the toast of the society.

The entire society stands to benefit from the findings of the study. This study will generate orientation and re-orientation in the learners to apply aptly their high cognitive and affective skills to novel situations, all aimed at baptizing the Nigerian society polluted by indiscipline, corruption, intolerance and dishonesty- thus reinvigorating the students' performance. The development of any society is anchored on the production of good citizens through the inculcation of positive values, attitudes and skills provided by Social Studies education. Lastly, the study provides a frame work for similar research efforts in future.

1.7. Scope of the Study

There are fourteen local government areas in Zamfara State with three senatorial zones. This study covers the four local government areas that make up Zamfara North Senatorial Zone in the State also, it is delimited to only students presently in Junior Secondary School Class III and teachers with social studies basic qualifications in the 54 Junior Secondary Schools in the four local government areas. The set of respondents (Teachers and Students) chosen for the study possesses the maturity and academic dispositions needed towards understanding the fundamental issues of social ills bedeviling the Nigerian academic and social environment.

Furthermore, the study is restricted to three of the social ills (examination malpractice, drug abuse, and cultism) affecting the academic and social environments in the first-tier of our

secondary school such as to nip same in the bud before it becomes uncontrollable as the students' progresses in their academic endeavoures.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter reviewed a number of related literatures that have bear on this study. These are presented under the following subject heading:

- Theoretical Framework
- Society and Perception on Social Ills
- Philosophy of Social Studies Education
- The Objectives of Social Studies Education
- The Structure of Social Studies Education
- The Meaning of Social Studies Education
- The Nature of Social Studies Education
- Historical Development of Social Studies Education in Nigeria Post- primary Institution
- Perception of Social Ills in Society
- Type of Social Ills in Secondary Schools
- Review of Related Empirical Studies
- Summary

2.2. Theoretical Frame Work

The research is built on Jean Piaget's (1956) theory of development. The theory argues that the developmental stage of a child is a gradual one and that it is patterned towards an established order. The theory assumed that learners, based on the entry age to post-primary schools are already able to think logically and rationally about problems which faces them; and in addition stresses that at this adolescent age, they not only has acquired ability to

think, but equally can reason, and analyze beyond the realm of concrete experiences. The theory is based on psychological processes devised on ability to generalize or form opinion about abstract concepts; and that in term of moral development, he and the associates further argues that this category of learners had acquired adequate knowledge for understanding viewpoints of immediate and global environment sand capable of deciding what is right or wrong, good and evil and can make moral decisions having developed moral principles of theirs.

The theory also posited that learners within this bracket has capability to examine and recognize different viewpoints taken by different societies and above all, has an understanding of the dynamics of their internal and external environment shaping their world-view of events. It further emphasized that they possess the readiness to acquire appropriate skills, abilities, attitudes, and competences – mental and physical to survive in the immediate and global environment having already formed their own values in terms of ethical principles.The advocates of the theory such as Vygotsky (1962), Brunner (1966), Donaldson (1978), Dasen (1994) and Tipal et al (2008) stresses that the theory is not only a theory for understanding.

2.3 Society and Perception of Social Ills

1. The Concept of Perception

The brain constantly attempts to make a sense of an event, object, or phenomenon even when the stimuli are complex and the context in which they arise varies; even with insufficient to enable the person settled for one interpretation or the other. Therefore, Murkherjee (2002) posited "Perception implies the psychological process occurring in the brains of the organisms leading to the organization and interpretation of sensory information received from the stimulus or stimuli; the mechanisms include analysis, synthesis, and integration of sensory information." It is within this context that Murkherjee (2002) further

asserted that "When several individuals confront an object or thing in their environment, the input of information that impinges on their respective sense organ, such as eyes, ears, etc., is the same for every individual, though they perceive differently." This assertion informs why social ills may be interpreted to mean a dysfunctional phenomenon requiring urgent and immediate solutions to curtail its damaging effects on the society in general because the information we picked up about our worlds is not a passive, reflective process, but a complex, active one in which the mind and the senses work together, helping us to construct a perception of reality (Butler and McManus, 2000).

In essence, the meaning given to social ills will change depending on an individual's understanding, as well as how it relates to the receivers profession, past experiences, and a number of other factors. The seven pillars of perception, as discussed below is instructive.

2. The 7 Pillars of Perception

There are many different ways to look at perception (or many different ways to perceive how we look at things). Boorman (2011) said:

> We look out onto the world through our pillars, and all our communication has to pass through them and then through the pillars of others. They act like filters, both at our end and at the other end. They also support us in our way of being in the world.

Therefore, to fully realize our potentials, we must align our pillars with the pillars of other persons such that our view of them and their view of us are not blocked. Meaning that we must see the world in largely the same way as other persons within the context of social ills in the school system such that we can commonly communicate easier and better understanding of its negative and disruptive tendencies in the life of the youths in national development. There is the need to ensure that we see our pillars very clearly because developing better awareness of our own pillars improves ability to communicate and share ideas.

The seven pillars identified and suggested by Boorman (2011), has been found useful when exploring how we all perceive our world differently and how these perceptions impact how we related with others. Perception can be look at from several angles such as perspective (or position), principles and beliefs, past experiences, prejudices, pre-conceived ideas, presumptions and assumptions, preferences.

2.1 Perception (or Position)

This occurs when two people are looking at a situation from a completely different philosophical position or physical perspective. Even subtle differences in position can give quite a unique perspective.

Therefore, sometimes, both physically and metaphorically, it can be very useful to move to someone else's position to get their perspective. As a first step this is usually a lot more helpful than trying to drag someone around to look at things from our perspective, which is, insisting our way of seeing things is the only valid approach. It is important to note that when we made a genuine attempt to look at social ills from other persons point of view, they are often much more willing to take a look at social ills from our own point of view.

2.2 Principles and beliefs

According to this pillar, what we believe about the world has an enormous impact on how we see the world and how we experience events and people. Thus we may often judge ourselves and others by the principles, or rules, and beliefs we live by, or think we should live by.

It emphasised that often there are beliefs or rules we have absorbed rather than adopted by choice and usually we use these to judge ourselves and others without full awareness. These beliefs and rules are often referred to as 'shoulds' and can have a significant impact on our perceptions and an understanding of social ills in the society and its negative consequences. Therefore, bringing these 'should' into our awareness, and making more deliberate choices

about which principles we want to live by, do help us lead more satisfying lives, be less judgmental of social ills, and be effective in proffering solutions to social illsand how to curtail the incidences

2.3 Past Experiences

This pillar is anchored on the view that to make sense of a current situation requires that we need to be able to connect it with something we are familiar with. Thus, when communicating with other people we can tap into this by using things they are familiar with, that is, referring to similar situations or using similes and metaphors. Furthermore, our past experiences of people and events or objects can colour how we experience what is happening now. If someone we are working with reminds us of someone else, it is easier to assume they have similar characteristics, such that being aware of them can help us see the person, object or event for what they are, not what we imagine them to be.

Likewise, this is similar to how we treat experiences in social ill phenomenon, often responding to a situation inappropriately out of habits we have developed from past experiences. Therefore being aware of how our past experiences may be affecting our current perceptions can help us deal more appropriately with the present stage of social ills and how it has unleased its destructive energy on our psyche. We also need to understand that past experiences that have led to 'unfinished business' can affect how we view 'now'. It may be unfinished business with the understanding of the negative effect and destructive nature of the phenomenon. Or it could be recent unrelated unfinished business, such as something that upset/challenge our experiences in social relationships which means we may be coming from a place of irritation. Even if we cannot immediately complete the unfinished business, we need to acknowledge its impact to ourselves and the dynamic society in which we work and live.

2.4 Prejudices

From the perspectives of this pillar, we all carry prejudices of some kind. Often these are ones we have not examined closely or are almost completely unaware of. In which case, almost always these prejudices are unhelpful, especially when dealing with issues of social ills.

In essence, being aware of our prejudices and ensuring that they do not get in the way can make a big difference to how effectively we use deal with social ill phenomenon. Naturally this can be challenging, especially if these prejudices have been imagined and are linked to deeply held 'should'. Therefore, the degree of challenge is often directly linked to the value of examining our prejudices. Although and often, little can be done to deal directly with deeply help prejudices, the best approach is to take a principled stand against prejudice wherever we encounter it, and make appropriate use of tack, understanding, laws and corporate policies.

2.5 Pre-conceived ideas

This pillar states that often we go into situations believing we already know something about the situation or the person, object or phenomenon involved. This can be one of the biggest blocks to seeing negative and destructive power of examination malpractices, cultism and drug abuse in the society. Therefore recognizing and setting aside pre-conceived ideas improves our ability more clearly to understand and or effectively proffer positive solutions to social ills among the youths in the society. It is also worth being aware of what pre-conceived ideas and experiences others may also have.

2.6 Presumptions and assumptions

The pillar cautioned that what we presume or assume is happening on the society as negative effects of social ills is often wide off the mark. So, operating on what we have presumed can be one of the biggest stumbling blocks towards curtailing the negative effects of social

ills. Therefore, being aware of, and checking our assumptions brings clarity to our understanding of the effect of social ill phenomenon as well as better understanding and appreciation of its destructive nature to the lives of the youths who are going to be the future leaders. It is therefore important that we are on the lookout for what social ills may be presuming and encourage ourselves to check the assumptions behinds its destructive nature.

2.7 Preferences

The premise upon which this pillar is build is that what we like impacts how we listen and experience things. Thus, we often focus on the things we are most interested in and ignore things we are not interest in. What we think about social ills affects whether we desire to help in proffering solution or continue to indirectly encourage its existence using it to our own personal advantage. Thus, the more interest we show in finding solutions, the more we are likely to be favourably pre-disposed to curtailing its occurrence. Conversely, the more negative attitude we develop for the phenomenon, the more we will tend to support finding immediate solution towards curtailing its damaging effects.

Although it is common for people to see more value in their preference, being aware of our preferences and how they are likely to impact our interest in eradicating social ills is an important step towards protecting the society thereby securing the future of our youths. The relationship between perception and social ill phenomenon needs to put in proper perspective.

2.4. Philosophy of Social Studies Education

The colonial education system was based on compartmentalization of knowledge, acquisition of facts and theories that were irrelevant to Nigerian needs and aspirations. The curriculum of European education, at that time was based on traditional European academic subjects super imposed on Africans and which did little or nothing towards preparing the individual for his future daily life in Africa. The 1969 curriculum was charged with the

responsibility of identifying a philosophy and goals of Nigerian education and the possibility of using social studies for the transformation of broad objective into reality.

Onipe(2004) pointed out that the Nigerian social studies is an embodiment of the philosophy of the National policy on education, which is based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels both in and outside the formal school system. Some of the broad objectives of Nigeria education, adopted by the 1969 National curriculum conferences, are as follows:

a) The inculcation of national consciousness and national unity;

b) The inculcation of the right type of values ad attitudes for the survival of the individual and the Nigerian society;

c) The training of the mind in the understanding of the world around; and

d) The acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of his society. The conference recognized the fact that social studies isone of such learning experience through which the above objectives can be achieved.

2.5. Objectives of Social Studies Education

The general objectives of social studies education according to Ololobu (1999) are stated as follows:

a) To create awareness of and sensitivity to man's environment

b) Influence man's attitude positively to social, cultural, economic, political values and the total environment.

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

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

e) To encourage voluntary participation in social and civic duties while developing the sense of responsibility. It is these basic functions of social studies objectives that are often translated into the various objective emphasizing the social, psychological, political, economic and educational needs and aspirations of the different cultures.

Onipe(2004) expressed four basic objectives of the Nigerian secondary school social studies as follows:

a) To make the students aware of the problem of their country and of the world in general and appreciate the inter-dependence between people.

b) To create in awareness and understanding of evolving social and physical environment, its nature, man-made, cultural and spiritual resources, together with the rational use and convention of these resources for development.

c) To develop in the students a positive attitude to citizenship and a desire in them to make positive personal contribution to the creation of a United Nigeria.

d) To develop a capacity to learn and to acquire skills essential to the formation of a satisfactory professional life i.e. a pride in the job and sound judgment.

For a social studies programme to be effective, Onipe (2004) emphasized that "it must be geared towards achieving four main objectives".

a. **Knowledge:** This will concern the past, present and future condition of man.

b. **Basic Skills:** These are those skills necessary to gather and process information

c. **Values and Beliefs:** These are the cherished ideas in the society.

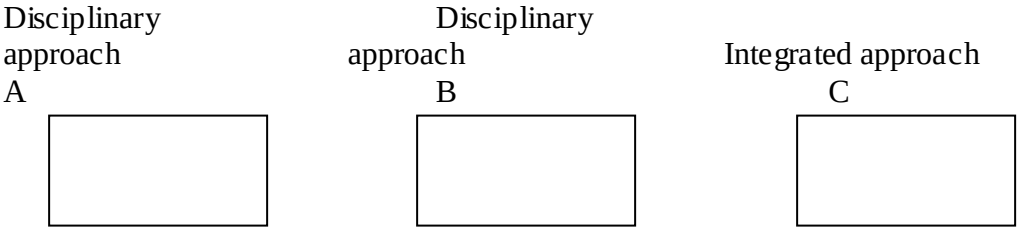
d. **Social Participation:** This involves the application of knowledge through active participation Ogunsanya (1984) summarized the above general objectives of social studies thus:

i. What precisely do we anticipate, intended or expect to be the achievements of the child in terms of the skills, attitudes, values, factual knowledge acquired by him after having taken a social studies course for one, two three or more years?.

ii. What observable change do we want to see in a child after he had been exposed to a social studies programme or course of study for one, two, three or more years?

2.6. Structure of Social Studies Education

A structure is a solid frame which enables the flesh or body build on the frame to remain together without any part of it falling off. Similarly, it is the structure of a subject that establishes the interrelationship among the various aspects of the subject and enables us to conceive of the subject as a unified whole. In social studies, different approaches have been employed to build its structures. These structures enable all the various topics and ideas embedded in the subject to be meaningfully related to one another like a system. (Ama 1982) stated that there are different ways of organizing the materials to be taught in social studies. All these different ways or approaches may be arranged on a long straight line called continuum. The beginning point of this continuum is marked "A", the far end of the continuum is marked "C". While the mid-point of it is marked "D". Each of the marked points is called an organization. i. e. a way of arranging the contents of social studies programme. At the beginning point of the continuum is an organization station called the separated subject approach. This will be referred to as the un-disciplinary pattern. The middle box on the continuum contains a pattern of organization called the multi-disciplinary approach. While on the far end of the continuum is the third box which describes the structure as an integrated approach. Some writers used the term interdisciplinary or unified approach. The above discussion is illustrated below.



Social Studies Curriculum Pattern Organization.

The above diagram has identified different ways of describing modes of organization in other that they may be seen merely as alternative ways of describing the same materials. This group of people looks at social studies from a multi disciplinary approach. The third group of people sees the subject in an integrated form. In this form of structure, materials from the social sciences are included in social studies topics, but they are treated without reference to their historical, geographical, economic, etc; identity. This group views social studies from the integrated approach. These approaches from un-interdisciplinary, multidisciplinary and integrated are considered below.

2.5.1. The Separate Subject Approach

This consists of social studies under single school subjects like history, geography, government, economics and sociology. Under this approach, the history teacher teaches pure history and claim to be teaching social studies. So do the geography and other related subject teachers. This approach is preferred by the traditional teacher whose training bias is for these traditional social sciences subjects. They preferred the traditional approach, sometimes it is not possible to described the structure of the programme in precise terms as shown in the diagram above because it not possible to evolve a pattern that combines two or three of the approaches. For instance, the approach may be a combination of "A" and B and C and A or even C, the three modes identified above will be examined. Ogunsanya (1984) pointed out that "the usual organizational format is the one that combines components from more than a single field to form one an interdisciplinary study around some topics of interest". Some people view social studies as history, geography, economics and sociology. This category of

people holds the un-interdisciplinary or single pattern as the most appropriate structure. Other group views social studies as a combination of forms of knowledge conventionally regarded as discrete. Although every aspect of social sciences may be included in this programme structure. Each unit is clearly identifiable. Because it is less of a problem to them as it does not require the integration of forms of knowledge conventionally regarded as discrete. They can carry on like they have been doing in the past and still be in the profession. A departure from this line of least resistance tends to generate very strong protest from this group of teachers. However, there is the need to recognize the fact that life experiences are not organized into compartments. Children so not think in terms of subjects they learn in wholes rather than in bits.

2.5.2. The Multi-Disciplinary Approach

This includes contents and concepts from more than one discipline but maintain the identity of the disciplines included. This approach provides for the teaching of some elements of history, geography, government, economics etc. each subject contents may be arranged under different units. For example, there might be a place for units that have a geographical or historical orientation or that are primarily political or economic. Another plan may bring the perspective of different disciplines to bear on topics and problem under discussion, e. g. our local government area, our local markets, our neighborhoods etc. In this approach, the geography, economic, historical and socio-cultural features of the area under studies receive adequate attention.

2.5.3. The Integrated Approach

This considers social studies as blender which blends its contents so well that it becomes impossible to distinguish the original discipline. The integrated approach is also described as interdisciplinary approach. When such terms as unified, interdisciplinary or integrated approach are used, they should be understood to be describing the same plan. The integrated

approach is used to discuss such issue as schools, families, the local community, nation building in Nigeria, justice, freedom, equality, democracy, etc. The trend in organizing social studies materials is towards the integration approach, although other approaches may be equally useful depending on the focus of the study. For example, when relationship is emphasized and topics, issue and problems call for mix of concepts, the most appropriate approach is the integrated one. But when the focus is on economic, geography, political or historical factor, approaches other than integrated one may be more appropriate. Good teaching or poor teaching can take place under any form of structural organization.

In other to understand how the social studies curriculum is organized specifically, it will be necessary to provide some basic information as to the structure of the subject. Such information will enable us to know the state, the arrangement as well as the organizational relationship of the various titles (themes, sub themes, units, topics, lessons) in the hierarchy of the social studies structure. This research used the example made by Ogunsanya (1984) in his book titled "Introduction to Methodologies of Social Studies in which he illustrated a topic "reward system" which has its theme as "Yoruba custom" he explained that at least three different contents can be built up for teaching this topic.

i. It can be taught as abstract philosophical concept illustrated by a few examples of common place situations when rewards are made.

ii. It can be taught through stories which contain names of few indigenous examples embellished with ample foreign examples on occasion when rewards are given.

iii. It can also be taught purely within the context of the customs of anyone of the Nigerian socio-cultural groups. The explanation on this example was that since the theme is Yoruba customs, it means that this topic cannot be taught in relation to Hausa, Igbo, Efik or any foreign customs but within the frame-work of Yoruba customs.

Another example is discussed below: Theme: Living in the village community

Sub-theme: Economic activities

Topic: What people do for a living?

In this case there are at least five ways in which this topic can be taught out of the contexts of its theme and sub-theme either as a resultof the teacher's disregard for them or because both the theme and sub- theme are not familiar to him. These are the possible ways these could be taught.

1. What people do for a living in cities?
2. What people do for a living in both the city and the village could be compared.
3. What people do for a living in the country as a whole?
4. What people do for a living in the country and a foreign nation could be taught and compared.
5. Whatever is taught as what people do for a living in all the above places may be non-economic, such as for example, religious activities?

These structures enable all the various topics and ideas embedded in the subject to be meaningfully related to one another. Let us now consider one of these methods of organizing social studies curriculum.

2.5.4. The Thematic Approach

The use of thematic approach involves the development of themes around which the whole social studies curriculum is built. The theme can be merely large topics or large problems areas. When this style is adopted. We have the following topics forming a foundation structure of the subject as it is in Nigeria at the moment;

i. Man and his beliefs;
ii. Man and his environment
iii. The development of attitudes and values;
iv. Problems of survivals;
v. Problems of modernization;

vi. Problems of government;

vii. Independence of men.

viii. Mans utilization of his natural resources;

ix. Makers of Nigeria

From each theme a number of sub-themes would be generated. While from each sub-themes, some topics will also be developed and there is no rule as to the number of themes, sub-themes or topics that should be developed in the process of structuring the subjects. Finally, each topic or unit is broken down into a number of lessons, the number depending on the duration. The explanation of this sample was that. Since the item is "Yoruba" custom.

This structure enables all the various topics and ideas embedded in the subject to be meaningfully related to one another of each lesson as stipulated by the school time table.

Theme: the things we do.

Sub- theme: (i) Agriculture

(ii) Trades

Topic/Units: (i) Different kinds of agriculture

(ii) How the different kinds of agriculture were practiced before modem times:

(iii) Modern methods of agriculture

(iv) Some peculiarities in the practice of agriculture.

Lessons: (i) Arable farming;

(ii) Pastoral farming

(iii) Poultry;

(iv) Fishing;

(v) Practices of arable faming in pre-modem times.

(vi) Practice of poultry farming in the pre-modem times;

(vii) Practice of pastoral farming in the pre-modem times;

(viii) Practice of fishing in the pre-modem times;

(ix) Use of tractors, fertilizers, harvest equipment;

(x) Pastoral farming using modern methods;

(xi) Poultry farming using modern methods

(xii) Finishing farming using modern methods

This information is adopted from a book on methodology, Grade Two Teachers Training College Ibadan Evans Brothers Publisher Ltd (Ama 1982).

2.7. Meaning of Social Studies Education

It would not be out of place to say that social studies do not have an accepted definition. Since different scholars defined social studies differently. For example, the Nigerian Educational Research Development Council (NERDC) (1980) states that "it is the totality of experiences a student goes through having been exposed to such a course based on man's interminable problems in chosen environments with a full knowledge of the variable factors such as, historical, religions, economical, psychological, cultural, scientific, and technological factor that are normally responsible in man's web interactions with his environment.

On the same issue, Dubey (2000) defined social studies as "The investigation of human activity. It studies man at home, at work, at worship, at politics, at play, in the village, in the nation everywhere engaged in his busy programme of study designed to achieve goals defined by the society. It's primary, skills, attitudes and social actions concerning the relationship people have with each other and the environment in which they live". According to Adarelagbe (1980) social studies "is a study of how man influences and is in turn influenced by his physical, social, political, religious, economics, psychological environment". He further stated that it is not only a study, but a way of life. On a similar note, the (Comparative Education, Study and Adaptation Centre (CESAC) of the University of Lagos defines social studies as "A study of man in society with all the interplay between

him, his environment and the effects of science and technology'. It further states that the usefulness of social studies is enhance when it is seen as a way of looking at society in order to understand social problems and thereby, help to seek solutions to them, hence, the objectives and subject of social studies centres around man.

Dubey et al (2000) conceptualized social studies as "a process of education which utilizes the study of human life for the purpose of giving children and adults the opportunity to practice solving individual and societal problems. It includes the transmission of attitudes, knowledge and skills which help students to make decisions and become responsible citizens". However, the implication of all these definitions is that social studies give the students the opportunities to examine and understand their physical and human environments in order to behave as responsible citizens. Hence social studies curriculum is designed to promote learning, to perceive social, political and economic contradictions, and to take actions against the oppressive elements of reality. The importance of social studies as a subject of school curriculum most especially at the junior secondary level cannot be over-emphasized. Dubey (2000) stressed that it is the hope of social studies that the knowledge, attitude and skill obtained in the process of study will have transfer value to the lives of children so that the decisions they make as mature citizens will be useful to them and to the whole society, hence the need to implement the social studies curriculum in the junior secondary school level for effective realization of its objective.

2.8. The Nature of Social Studies

Social studies are an emergent discipline in the Nigeria school curriculum. It is an integrated subject that cuts across the boundaries of traditional subjects like geography, history, economics, government and other social sciences. It is an integrated approach aimed at solving the complex and diversified problems of man in totality. It emphasizes the cognitive, affective and psychomotor domains. It aims at injecting functional education that

will develop positive values and attitudes in the recipients, as well as equipping them with skills capable of making them contribute positively to the survival of the society. Therefore, it is the nature of social studies to emphasize the importance of man. So man is the central focus of social studies, and all that goes around him which are physical, social, psychological and so on. That is why social studies gathers knowledge, values, and skills from all other social and natural sciences and centres them around man.

Relevant information has been taken from some aspects of the social sciences (Anthropology, Economics, Political Sciences, Sociology and social psychology) in order to cover this broader conception of what children can and should study about them and their world. What is intended is to give pupils a broad understanding of their total environment as it really is - and to prepare them to think about social problems and issues that they will face as adult citizens in modem Nigeria. It should be noticed however that, the scope, that is the level, coverage, quantity and quality of content in social studies is unlimited. It varies and depends on the level one wants to consider. But generally, the content arrangement tends to follow the spiral form-over expanding.

2.9. Historical Development of Social Studies Education in Nigerian Post Primary Institutions

According to Obebe (2007) "The introduction of social studies in the Nigerian school curriculum is part of a process of curriculum reform, adaptation and utilization which has been a focus since Nigeria independence. The period since independence has also featured innovation and application of new contents in the curriculum and new methods of teaching the contents besides the famous and commonly employed "lecture method" in teaching the existing subjects in the school curriculum. Social studies in its present form, entered the Nigerian school curriculum through an experiment in curriculum reform at the secondary school level. It is appropriate at this juncture to record the pioneering efforts of the faculty

and staff of the comprehensive high school, Aiyetoro in the then western region of Nigeria (Ogun State) to develop a social studies course for use at the secondary school level.

After a series of workshops both in Nigeria and in the United States of America, their initial efforts ledto a publication titled Social Studies for Nigerian Secondary Schools, books I, and it was by the comparative education studies and Adaptation Centre of the University of Lagos in 2009; aimed at classes I and II of secondary schools in the then western region of Nigeria on an experimental basis. The work was accompanied by a teacher's edition in which contents and materials to be used by the teachers were stated and served as a guide for the teachers. The Ford Foundation of American and the comparative Education Studies and Adaptation Centre (CESAC) of the University of Lagos supported the project. The initial project has grown, and CESAC is producing six books in the revised and enlarged version of the pilot project of social studies for Nigerian schools. The first of the series was published in 1979 as Nigerian Secondary Schools Social Studies Project; Social Studies I. Books II and III were ready in June 1980, while Books IV-V for the junior classes have been suspended since social studies is yet to be implemented at the junior secondary school level of the 6-3-3-4 in the new Nigerian educational system. A detailed account of the work of the faculty member from the university of Washington, Seattle, Washington, U.S.A. at the studies curriculum was being developed at the Aiyetoro Comprehensive High School, the Ford Foundation through the University of Wisconsin was working with the Northern Nigerian government to improve primary school teacher preparation in five subject areas in the then Northern State schools. One of the five subjects was Social Studies. As a matter of record, it should be noted that in 1958, the "Ohio Project" introduced social studies to the Grade II Teachers programme in the old western region. In the then Northern Nigeria, as early as 1965 attempts were made to introduce integrated social studies as Katsina and Bida Teachers Colleges. This was done under the Northern Nigerian Teachers Education

Programme (NNTEP). Dr. Dubey, the supervisor of this project was a member of the NNTEP. The programme was sponsored by the Ford Foundation, the University of Wisconsin and the Northern Ministry of Education.

This was in response to a request by the Educational Committee of the then Joint Interim Common Services Agency (JCSA)". The role of National Teacher Institute (NTI) cannot be over emphasized in the development of social studies in the Northern part of Nigeria. The National Teachers Institute since 1978 has embarked on the production of social studies learning materials for both primary and post-primary institutions for up-grading teachers and learners. The National Teachers Institute (NTI) has introduced National Certificate in Education N.C.E. by Distance Learning System (DLS), in which cycle 1-3 social studies books are written yearly.

The Nigerian Education Research Council (NERC) pointed out that, "The year 1969 became a turning point in Nigerian National history. It was the year that National curriculum conference was held. Many Nigerians from all woks of life participated in the one week dialogue on some aspects of Nigerian education. The central focus of the conference was to identify the national education objectives". Dubey and Barth (2000:1) also pointed out that social studies was introduced on a national basis at the 1969 National curriculum conference. Following the National Curriculum Conference, various workshops were held in 2008 to develop the specific curriculum content in each subject area on the school time-table at the time. Social studies workshops prominently then as a result of encouragement from state governments the Nigerian Education Research Council, Comparative Education studies and Adaptation Centre of the University of Lagos and the Institutes of Education at the other Universities in Nigeria, like the University of Ife and Ahmadu Bello University. At the end of these various workshops, Syllabi in social studies were developed for the primary school and the teacher training colleges. The discipline of social studies has grown from the

experimental subject that it was at Aiyetoro Comprehensive High School in the 60's to a core subject specifically identified in the National Policy on Education (Revised) 1999. This marked a great success in the development of social studies in the country. Abdulkareem (2001), stated that "the teaching of social studies as at now is not limited to primary or post-primary level of education. Some Colleges of Education in Nigerian run B.Ed, degree.

2.10. Perception and Problems in Society

The third category define it as a network of relationship between people having define the concept lest look at sociologist/anthropologist classify society under two broad banners, namely traditional/simple society and modem/complex society. Problem on the other hand is used to refer to any undesirable situation or condition. Yaloye (2007) is of the view that what constitutes a problem is a question which draws different answers from different individuals and societies. Wolk (2007) defined a societal problem "as one which affects a significant number of people who define a particular situation as contrary to their values or felt needs and which demand resolution through collective action". To this point, the concepts of problem and society have been established. According to him the societal problems can be grouped under three main headings:

i. Political problem
ii. Social problem
iii. Societal problem

i. Political Problem: This is any problem which is related to the nature, organization and maintenance of government as well as relationship between citizens and their government such as lack of democracy, voter apathy, election rigging, corrupt governance, coup d'etal, political violence etc.

ii. Social Problem: These are problems members of society encounter in their mutual interaction or contractual transactions. The Nigerian Educational Research Council (2007) defines a social problem as "an unsatisfactory situation in a community" examples in this category may include fighting, ethnicism, religious crises, crime, disease and illiteracy.

iii. Economic Problems: This refers to problems concerning the availability and utilization of resources, such as unemployment, poverty, inflation and deflation.

From the discussion on the concept of problems above it is clear, that such discussed problems exist in our community, schools or any place that people interact with each other, when a social problem arises there is a general way that they are handled. As suggested by Richard Fuller and Richard Myers, their cycle had three stages. The first stage is identifying the problem, the second stage is to transform the situation or behaviour into a public debate to discuss the problem and it could be dealt with and how it existed in the first place. The final stage is reform.

2.9.2. Perception on Social Ills

What gets to the mind of an individual at a certain period and in a given situation is a product of what that individual perceived before conceptualization and forming a mental image or construct. Therefore, not only is what is perceived vary from person to person; different people perceive different things about the same situation and may even assign different meanings to what is perceived – meaning that perception might even change for a certain person within a period of time. The challenges been posed by social ills in our society has had different meanings depending on what and how the person perceiving see social ills, feels it, and view its dysfunctional role on youths and its consequent on youth and sustainable development of the nation. Nevertheless, cognitive theory's emphasized the role of perception in the study of the mind, and in the development of problem-solving skills of the learner and the youth in our social setting.

2.11. Types of Social Ills in Our Schools

Modernizing societies experience a lot of transition, from individual societies to modernity, and an enormous amount of strain, tension and crisis is associated with it. It is observable that education is often expected to assist in solving some of these problems. It is

probable that apart from the problems associated with the size and structures of the Nigerian secondary schools, the students reluctance to enter into dialogue with teachers and authorities coupled with their impatience and deliberate refusal to follow established channels might have partly accounted for such social ills in our secondary schools like, drug addiction, absenteeism, sexual harassment, lesbianism, homo-sexualism, examination malpractice, political thuggery and bullying.

2.10.1Examination Malpractice

Examination malpractice trained miss-behaviours in the examination hail, it is any act done or omitted which makes it impossible to use an examination in determining the level of competence of a candidate in observing reproducing and where appropriate applying knowledge" In summary, therefore examination malpractice is irregularities perpetrated by candidates or their agents with the intent of gaining undue advantage over other candidates in an examination. Such as the use of sheets and pieces of papers, copying answers on different parts of the body or clothes, and also students who could not obtain the leaked questions prepares predicated answers to expected questions, for transforming into the script if they are lucky such questions come out; equally Afigbo (1999) in his book "Demons with thousands faces" identified different types of examination malpractices as bringing foreign material into examination hail, collusion between candidates and official, impersonation, assault and intimidation mass cheating, leakages, bribery etc. Usman (1994) and Afigbo (1990) all made attempt in suggesting ways of curbing examination malpractices both scholars recommend the honouring of role models, de-emphasis on paper qualification, re-orientation, stepping up the reduction of cheating in the classroom.

2.10.2 Drug Abuse

Drug is also defined as any chemical substance that when taken or administered is capable of changing the function of the body systems or behaviour of the individual concerned. It

also includes socially acceptable substance such as alcohol, cigarette, snuff, kola nuts, coffee as well as illicit substances such as Indian hemp, cocaine and heroin. Administration of drugs can be orally, by injection, sniffing, smoking, inhaling or rubbing on the skin. Normally drugs ought to be administered by a physician but more often than not they are administered by quacks or the individual himself (self-medication).

2.10.3Cultism

Cultism as defined by anthropologist is a set of practice and belief of a group in relation to a local god. Sociologist on the other hand sees cultism as a small group or religious activities whose belief are typically secret, esoteric individualistic. Cultism is mostly practiced by learners who reach the age of 15 and it is more frequent in learners who are within 13-21 years bracket. Learners are attract to the cult groups. In their quest for security, quest for care-free attitudes, taking vengeance, application of coercion etc. Cultism is a serious social ill since it leads to loss of job of the institutional heads, unconducive academic atmosphere, promotion of examination malpractice, destruction of property, rampant cases of fight among students, including loss of human lives.

2.10.4Delinquency

The word delinquent is used to mean a crime not considered very serious. The term juvenile delinquency therefore refers to crimes committed by children or persons below the age of adults. Delinquency according to sociologist is a product of social environmental factors such as imitation, socio-cultural norms and values, economic conditions such as poverty and affluence. According to Micay (2007) quoted in Tikumah (2009) “many factors are important in determining whether a particular child will become involved in delinquency, even in these communities in which a system of delinquent values exists.

2.10.5. Vandalism

Vandalism is often referred to as a malicious mischief. It involves deliberate destruction of public property by some form of defacement or mutilation, typical sets of vandalism include braking windows in schools, destroying school records, mutilating school property such as desk and writing on the walls either in the classroom or the hostel. They show self-assertion by bringing down the school or defacing the school building. Some of the effects of vandalism:

i. The effect is that it prevents learning when school items are vandalized.

ii. It also disrupt school administration when the condition for learning is not conducive.

iii. Vandalism amounts to waste of resources etc.

Also destruction in form of school record affects the students in future. Because they would not have records in future to make reference to when they grow or when they find themselves in public service.

2.10.6 Lack of Respect

Eze (1979) pointed out that insults and assaults top the list of set of acts of indiscipline among the students in Kaura Namoda Local Government. Backelefeuer, (2003) observed that the adolescents having grown up big physically are usually misled by their size. Sometimes this is manifested in their underrating the stature of their teachers, especially the male students with their female teachers. This at times results in disrespect, disobedience, insult and stealing. Also in school system teachers are looked down by those students whose physic looks bigger than that of their teachers. There is fear among teachers in their performance of their duties as they would want to avoid the challenges of students most especially the physically challenging ones. In homes, parents may out of fear of their grandchildren refrain from performing their legitimate duties as parents.

2.12. Review of Related Empirical Studies

Educational activities the world over must at one stage or the other be subjected to the acid test of evaluation to ascertain the degree of relevance and fulfillment of purpose. It is in this respect, that review of empirical research work shall be made on related studies undertaken both at home (Nigeria) and abroad. In another study Corbin, (1980) focused on the effectiveness of instructional aids in teaching social studies so as to determine if students achievement could be improved in U. S. A. and discovered that there are a significant difference indicating an advantage when instructional aids are used. The researcher stressed the need for provision of training equipment and materials which will assist in making pupils understood the dangers of drug addiction, exams malpractice and cultism so as to ensure continued successful use of instructional materials.

Focusing on the four most important components of the curriculum it was observed that the curriculum was deficient in assisting students to discover dangers of social ills. The curriculum was recommended for revision and evaluation. The curriculum failed to meet the needs of the students.

Evidently, a lot of empirical research has been done on evaluation of programs in educational institutions both at home and abroad. However, most of the researches focused on investigation of teaching methods, teachers qualifications, availability of resources and attitudes of students and teachers towards the subject. Therefore, this study shall assess the social studies education in the control of social ills among students of junior secondary schools in Kaura Namoda, BurninMagaji, Shinkafi and Zurmi Local Government Area of Zamfara State. With a view to finding lasting solutions to controlling ills such as exam malpractice, cultism and drug abuse etc.

Summary

Different evaluation studies have been undertaken to determine the extent to which educational programmes achieve their objectives both at home and abroad. However, most of the researches focused on finding out teacher qualification, teaching methods, the availability of instructional aids etc. Assessment of social studies in the control of social ills has not received much attention. In addition to the general aspects covered in almost every other study reviewed, this study shall include assessment of social studies education in the control of social ills among students of junior schools.

CHAPTER THREE

RESEARCH METHODOLOGY

- Introduction
- Research Design
- Population
- Sample Size and Sampling Technique
- Instrumentation
- Validation of the Instrument
- Pilot Study
- Reliability of the Instrument
- Data Collection Procedure

3.1 Introduction

In this chapter, the researcher describes the procedure that was employed in the answering of the research questions and testing the hypotheses of the study. The issues treated fall under the following sub-sections: Research design, population of the study, sampling techniques, instruments for data collection, procedure for data collection and methods of data analysis.

3.2 Research Design

The Survey research design was adopted for this study. The researcher adopted this design because the study in question is survey by nature. If survey research is the gathering of information about a large number of people and seeking the response of few of them, then one can claim that the present study falls within the ambient of survey design.

3.3. Population

The population of this study comprised of the students in Year III of Junior Secondary Schools in the 54 institutions across the four local government areas, and the teachers of

social studies and who possess relevant diploma (such as NCE) , and degrees (such as B.Ed., B.A.Ed., B.Sc. Ed. etc) in social studies.

The population of students from 2015/2016 academic session enrolment data in the 54 institutions revealed seven thousand, five hundreds and ninety (7,590); while the teachers accounted for seventy four (74). However, only twenty (20) of the teachers possess requisite qualification for teaching of social studies. The summary is as shown in Table 3.1 below, while Appendix revealed the details.

Table 1: Population of Respondents

S/No.	LGA	No. of Schools	No. of Population
1.	Kaura Namoda	20	2,942
2.	BirninMagaji	10	1,357
3.	Shinkafi	8	1,092
4.	Zurmi	16	2,198
Total	**4**	**54**	**7,590**

Source: Zonal Education Office, Kaura Namoda & Principal of Institutions (2017)

3.4. Sample Size and Sampling Technique

In determining appropriate sample size, the researcher was guided by Krejcie and Morgan (1970)'s recommended sample size of 366 for population of 7,000- 8,000 (student respondents). Thus ensure equitable distribution of the selected sample, the researcher use the formula

$$\text{Sample} = \frac{\Sigma X_1}{\Sigma N} \times \frac{TS}{1}$$

Where X_1 - X_{19} refers to each institution enrolment figure for Year III of Junior Secondary School in each of the institutions, TS refers to total student sample size (366) and ΣN refers to total actual population (students' enrolment) in the 54 institution (7,950). Krejcie and Morgan (1970) sample size for population of 7,950 for example, falls within 364-366 respondents (see Appendix IIIA & B respectively).The determining of the sample

size for each institution was therefore arrived at using descriptive statistics to ensure that the sample proportions were made to be the same as the populations on the stratification variables.

The research use purposive sampling to arrive at a sample size of 20 for the teachers. The teachers with requisite qualifications in social studies are twenty (20), the table of recommended nineteen (19) respondents. However using the purposive sampling technique, the researcher selected the entire twenty (20) teachers possessing requisite qualification instead of the nineteen (19) as recommended.

In sampling design, the researcher with the help of research assistants, compiled the names students in each institution on pieces of papers (ballot) based on proportional stratification with distinctive label for each category of respondents. Each ballot paper was carefully folded and dropped into a drum. Five persons namely the researcher, and four assistant researchers participated in the selection process. Each time the drum was rolled, each person picked a ballot. Therefore, the researcher ensured that for each institution, every member of the target population was given equal chances of being part of the sample selected for the study.

Table 4.2 shows the details on how the sample size for the study for each of the local government areas. The details for each institution in a given local government area is as shown in Appendix …….

Table 2: Sample Size of Respondent

S/No	LGAs	Population Students
1.	Kaura Namoda	142
2.	BirninMagaji	65
3.	Shinkafi	53
4.	Zurmi	106
Total	**4**	**366**

Source: Field Study, 2017

3.5 Instrumentation

The method of self-report questionnaire was used for the collection of data in the study. This is in affirmation to the opinion of Afolabi 1993, Gottan 2004. The instrument therefore was a close ended question which the respondents were only limited or confined to options given by the researcher. The instrument was based on 4 Likert-type scale which required the respondents to agree or disagree with the attitude statements. The questions are constructed to elicit relevant information pertaining to the research question. The instrument was the 4 Likert scales which compel respondents (students) to emit their response to either agree or disagree.

The set of questionnaire has 36 key-response inventory items administered on the students. There are two sections that each respondent attended to as truthfully as possible.The set off questionnaire items. Questionnaire item 1-14 (14) address the issue of examination malpractice; questionnaire item 15-25 (16) is on issues relating to drug abuse, while questionnaire item 26-36 was designed to cover issues relating to cultism. Each set of questionnaire was administered on the students that were sampled.

3.5.1. Validation of the Instrument

In order to make sure that the final copy of the questionnaire is valid after adopting the instrument of Gottan (2004) for the study, the researcher further subjected the instrument for vetting and critique by three experts (two from the academics and the remaining one, a specialist in statistics) who then effected different corrections. Their comments and suggestions were then incorporated. The instrument was then administered for the pilot study. Further input was made after the conduct of the Pilot Study which resulted in series of corrections and modifications before been adjudged in terms of usability, reliability, and validity.

3.5.2. Pilot Study

In order to test the reliability of the instrument, the researcher conducted a pilot study using ten different junior secondary schools (nine from Bungudu Local Government), and (one from polytechnic staff junior secondary school in Kaura Namoda) Areas of Zamfara State that had similar characteristics with the population sample for the main study. The pilot study was carried out to ascertain both stability and internal consistency of the research instrument. While conducting the study, the researcher followed the procedures enumerated for the questionnaire administration, and the analysis of the data. A total of one hundred respondents from ten secondary schools were sampled participated in the pilot study.

In selecting the students' for sampling, the researcher wrote the name of the students for each institution separately in a piece of papers (ballot) with each ballot paper carefully folded and dropped into a drum at different occasions. At intervals, the drum was turn run and a piece of ballot paper taken out until ten (100) pieces of paper were collected.

The pilot instrument was then administered on the target respondents in the ten (10) schools chosen for pilot study which was duly completed and collected personally the same day by the researcher and the assistant researchers that were used. The exercise however, took two days for preparation and administration of the instrument. The copies of the questionnaire collected were tailed and subjected to statistical analysis using Statistical Package for the Social Sciences (SPSS). The result is as shown in section 3.6.3 below.

3.6.3. Reliability of the Instrument

The data thus collected from the pilot study were statistically analyzed for purpose of reliability co-efficient. The Guttmann Option of the Split-half and spearman –Brown reliability coefficient was used. Consequently, reliability co-efficient of alpha level of .861 and standard alpha level of 0.860 were obtained. These reliability co-efficient were considered adequate for the internal consistencies of the instruments. According to them an

instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument used as fit for the main work.

3.7. Data Collection Procedure

The data for the study was collected through the administration of the instruments with the aid of four trained research assistants. Official permission was obtained from the head of Social Studies in each of the schools that were sampled for the study.

The trained research assistants therefore helped to administer the instruments by direct delivery technique and collect back the administered instruments from respondents of sampled schools.

3.8. Statistical Analysis Procedure

Data analysis was carried out based on the research questions and hypotheses selected. Both descriptive and inferential statistical techniques were used in the analysis of data. The descriptive statistics involved the use of frequencies and percentage, mean, standard deviation for the bio-data and other variables. The inferential statistics involved the answering of research questions and testing of the postulated null hypothesis.

The analysis was done through the use of Statistical Package for Social Sciences (SPSS) in the analysis of data and testing of the hypotheses, hypotheses 1, 2 and 3 were analyzed through the use of independent t-test. The data analysis is thus presented in three main sections. Section one for answering the research questions and section two for testing the postulated null hypotheses. To uphold or reject the hypotheses advanced for the study, an Alpha of 0.05 level of significance was used.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1. Introduction

The main aim of this study is to find out the impact of Social Studies education in the control of social ills among students of Junior Secondary Schools in Zamfara state, Nigeria. This chapter presented the results and interpretation of the analyses of the data collected for the study. The chapter was presented under the following headings:

4.2 Research Questions

In order to effectively achieve the objectives enumerated for this study, the following research questions were answered. The maximum obtainable score was 144 and minimum score was 4. Therefore, the minimum expected mean score was (144/4=36).

Research Question One:

To what extent does the opinion of students towards the effectiveness of Social Studies as an instrument for controlling examination malpractices differ among JSS students in Zamfara State?

This research question was answered using descriptive statistics of means and standard deviations. The summary of the computation is displayed in Table 4.01.

Table 3: Summary of opinion of students towards the effectiveness of Social Studies as an instrument to control examination malpractices

Variable	N	Mean	SD
Effectiveness of Social Studies as an instrument for Controlling Examination Malpractice	370	43.0838	5.46395

Table 3 shows the opinion of students towards the effectiveness of Social Studies as an instrument for controlling examination malpractices among JSS students. There were 370 retrieved and duly completed questionnaires with a mean of 43.0838 (SD=5.46395) for effectiveness of Social Studies as an instrument for controlling examination malpractices.

Research Question Two:

To what extent does the opinion of students towards the effectiveness of Social Studies as an instrument for controlling cultism differ among JSS students in Zamfara State?

This research question was answered using descriptive statistics of means and standard deviations. The summary of the computation is displayed in Table 4.02.

Table 4: Summary of opinion of students towards the effectiveness of Social Studies as an instrument in the control of cultism

Variable	N	Mean	SD
Effectiveness of Social Studies as an instrument to control drug abuse	337	32.6855	5.08460

Table 4shows the opinion of students towards the effectiveness of Social Studies as an instrument for controlling drug abuse among JSS students. There were 337 retrieved and duly completed questionnaires with a mean of 32.6855 (SD=5.08460) for effectiveness of Social Studies as an instrument for controlling drug abuse.

Research Question Three

To what extent does the opinion of students towards the effectiveness of Social Studies as an instrument to control drug abuse differ among JSS students in Zamfara State?

This research question was answered using descriptive statistics of means and standard deviations. The summary of the computation is displayed in Table 4.03.

Table 5: Summary of opinion of students towards the effectiveness of Social Studies as an instrument in the control drug abuse

Variable	N	Mean	SD
Effectiveness of Social Studies as an instrument for controlling cultism	387	36.3618	4.10842

Table 5 shows the opinion of students towards the effectiveness of Social Studies as an instrument for controlling cultism among JSS students. There were 387 retrieved and duly completed questionnaires with a mean of 36.3618 (SD=4.10842) for effectiveness of Social Studies as an instrument for controlling cultism.

4.3 Null Hypotheses Testing

Based on the objectives of this study, the following null hypotheses were by formulated and tested at $p \leq 0.05$ level of significance.

Null Hypothesis One

There is no significant difference in the perception of students towards the effectiveness of Social Studies as an instrument for controlling examination malpractice among JSS students in Zamfara State.

This null hypothesis was tested using inferential statistics of one sample t-test at $p \leq 0.05$. The summary of the computation is shown in Table 4.04.

Table 6: Summary of one sample t-test on effectiveness of Social Studies as an instrument for controlling examination malpractice

Variable	N	Mean	SD	t	df	P
Effectiveness of Social Studies as an instrument for Controlling Examination Malpractice	370	43.0838	5.46395	151.673	369	.000

Table 6 shows the opinion of students towards the effectiveness of Social Studies as an instrument for controlling examination malpractices among JSS students. There were 370 retrieved and duly completed questionnaires with a mean of 43.0838 (SD=5.46395) for effectiveness of Social Studies as an instrument for controlling examination malpractices. This is supported by $t(369)=151.673$, $p<0.05$; the null hypothesis which stated no significant difference was rejected. Therefore, there is significant difference in the perception of students towards the effectiveness of Social Studies as an instrument for controlling examination malpractice among JSS students in Zamfara State.

Null Hypothesis Two

There is no significant difference in the perception of students towards the effectiveness of Social Studies as an instrument for controlling cultism among JSS students in Zamfara State.

This null hypothesis was tested using inferential statistics of one sample t-test at $p \leq 0.05$. The summary of the computation is shown in Table 4.05.

Table 7: Summary of one sample t-test on effectiveness of Social Studies as an instrument for controlling cultism

Variable	N	Mean	SD	t	df	P
effectiveness of Social Studies as an instrument for controlling cultism	337	32.6855	5.08460	118.008	336	.000

Table 7 shows the opinion of students towards the effectiveness of Social Studies as an instrument for controlling drug abuse among JSS students. There were 337 retrieved and duly completed questionnaires with a mean of 32.6855 (SD=5.08460) for effectiveness of Social Studies as an instrument for controlling drug abuse. This is supported by $t(336)=118.008$, $p<0.05$; the null hypothesis which stated no significant difference was rejected. Therefore, there is significant difference in the perception of students towards the effectiveness of Social Studies as an instrument for controlling cultism among JSS students in Zamfara State.

Null Hypothesis Three

There is no significant difference in the perception of students towards the effectiveness of Social Studies as an instrument for controlling drug abuse among JSS students in Zamfara State.

This null hypothesis was tested using inferential statistics of one sample t-test at $p \leq 0.05$. The summary of the computation is shown in Table 4.06.

Table 8: summary of one sample t-test on effectiveness of Social Studies as an instrument for controlling drug abuse

Variable	N	Mean	SD	t	df	P
effectiveness of Social Studies as an instrument for controlling drug abuse	387	36.3618	4.10842	174.111	386	.000

Table 8 shows the opinion of students towards the effectiveness of Social Studies as an instrument for controlling cultism among JSS students. There were 387 retrieved and duly completed questionnaires with a mean of 36.3618 (SD=4.10842) for effectiveness of Social

Studies as an instrument for controlling cultism. This is supported by t(386)=174.111, $p<0.05$; the null hypothesis which stated no significant difference was rejected. Therefore, there is significant difference in the perception of students towards the effectiveness of Social Studies as an instrument for controlling drug abuse among JSS students in Zamfara State.

4.4 Summary of Major Findings

Based on the outcome of the study, there was no difference in the students' perceptions towards social studies as an effective instrument in controlling social vices among students in junior secondary school in Zamfara State. In specific term, the summary of findings is as follow:

1. Students' have positive attitude in their perception that social studies education can be used as an effective instrument for controlling the incidences of examinations malpractice among students in schools in Zamfara state.
2. students' have positive attitude in their perception that social studies education can be used as an effective instrument for controlling incidences of cultism in junior secondary school students in Zamfara state.
3. students' have positive attitude in their perception that social studies education can be used as an effective instrument for controlling drug abuse among students in junior secondary schools in Zamfara state.
4. there is significant difference in the perception of students towards the effectiveness of social studies as instrument of controlling examination malpractices among junior secondary school students' in Zamfara state.
5. thereis significant difference in perception of students towards the effectiveness of social studies as instrument of controlling cultism among junior secondary school students' in Zamfara state.

6. there is significant difference in the perception of students towards the effectiveness of social studies as instrument for controlling drug abuse among junior secondary school students in Zamfara state.

4.5 Discussions of Findings

The finding of null hypotheses one revealed that there is significant difference in students' perception towards effectiveness of social studies as an effective instrument of controlling examination malpractices. The students are positive in their perception that social studies education can control the problem of examination malpractice among students in junior secondary schools. This was corroborated by Ojonemi, Enejoh, Enejoh, & Olatunmibi (2013) studies that suggested that teachers and students of social studies are direct products of the educational system, knows whatever compromises the efficiency and credibility of the examinations system, and nationally, subscribed to the belief that social studies education is capable of sustaining credible examinations in Nigeria if all stakeholders become determine to wipe up this menace. The value orientation embedded in the social studies curriculum if properly taught using the best method of delivery is capable of dissuading stakeholders from engaging in compromising examination integrity. Rotimi,Omonijo and Uche(2014) research findings provides additional insights suggesting that students belief though differ to certain extent, there was agreement that social studies is an effective instrument for controlling and or minimizing examination malpractices. This is more so that students' rated teachers' factors such as personality disposition to teaching, the effect of teaching methodology, recognition of students' individual differences, and teachers' role model as important indices for students' belief in sustenance of examination integrity.

The test of the null hypothesis two suggests that there is a statistically significant difference in perception of the students towards social studies as an effective instrument of controlling

cultism among junior secondary schools students in Zamfara state. The students had positive perception that social studies education can curtail incidence of cultism among students in schools in JSS in Zamfara state. Odudele (2014) asserted that cultism as a contemporary phenomenon is influenced by environmental factors that are preventable through social studies education, is indicative of of the degree of moral decadence to which the society has degenerated. It is a vice that needed to be urgently and decisively curtailed from the entrenching itself into the psyche of students in junior secondary school because of its implication to other level of education in the society. Oyemwinmina and Aibieyi (2015) opined that social studies educationists must not only hold perception of social studies ability to effectively serve as instrument for control or minimizing cultism but must take further steps such as collaborating with parents teachers association in conducting periodic sensitization and awareness summits with community and religious leaders, parents, and stakeholders on the danger of cultism necessary measures to compliment social studies education towards effectively curtailing its menace to the society. Chebli,Kallon, Harleston, and Mansaray(2007) were of concern and warned that whatever the differences, sound documentary evidences point to immeasurable negative impact of cultism on students' life, social bearing, academic performance and their related communities. They thus advocated that teachers of social studies education and school administrators should strengthened and vigorously teach moral and peace education, and environmental concerns thereby exposing students early enough to a more holistic dimensions of danger involves in cultism.

Findings on null hypothesis three shows that there is a significant difference in perception of the students towards social studies as an effective instrument of controlling drug abuse among junior secondary schools students in Zamfara state. Students have positive perception that social studies education is capable of controlling problems of the drugs abuse among students in schools. This corroborated Abdu-Raheem (2013),NRC (2013), NRC (2012) and

NRC (2010) findings that students had positive perception that social studies education has created adequate level of awareness on the danger of use of drug substances' amongst students in secondary schools and that what is much needed is that social studies educationists should be more holistic in methodology that address both the risk (for example, lack of family and school role models, peer pressure, poor academic performance, stress, conflict between the school system and family values, easy availability of drugs, poor parenting, pressure to perform, the media, low self-esteem, lack of basic needs for some learners, lack of leisure facilities, poor communication channels and poor relationships between teachers and students, legalization of some drugs, lack of clear school policies on drug use and abuse, and relaxed school rules)while protective factors (include attachments with the family, peers and institutions; skills and performance capabilities that help people succeed in life, and availability of resources that help people meet their emotional and physical needs). Teaching strategies must focus on reducing risk factors and conversely, increasing protective factors, and that content areas that are necessary include normative education, social skills, social influence, protective factors, and refusal skills.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1. Introduction

In this chapter, the researcher presents the summary and conclusion of the study and proffer recommendations based on the results obtained from analysis of the data. Furthermore, useful suggestion is made for further studies in the related field.

5.2. Summary

The study was conducted to explore the perception on social studies education in the correction of social ills among students of junior secondary schools in Zamfara State. In order to actualize the main and sub0objectives of the study, three research objectives and three research questions were used. Furthermore, the researcher formulated three null hypotheses for the three variables of the study viz social studies education as instrument for control of examination malpractice; control of cultism; and the control of drug abuse. The population comprised of 7,950 students while the sample size drawn from the population was 380 students from all the four local government areas during the 2016/2017session.

The analysis of the data collected was done using simple descriptive statistics (such as frequencies, mean and percentages) to summarize responses to research questions. The null hypotheses were tested using t-test statistic. The analysis indicated that a total of 380 students across the junior secondary institutions across the four local government area participated in the exercise.

The results obtained from data analysis for research question one indicated that students showed e positive perception towards social studies education as an instrument for controlling examination malpractice among junior secondary school students in Zamfara State. Regarding research questions two and three, the study revealed that the students have

positive perceptions respectively, towards social studies education as an instrument for reducing incidences of cultism as well as for curbing drug abuse among junior secondary school students in Zamfara State.

The result of the null hypotheses shows that for null hypothesis one, the mean scores and standard deviation for effectiveness of social studies education as an instrument for controlling examination malpractices was M=43.08, and SD=5.46 respectively while. This was supported by t_{cal}(151.67), p=.000≤.05. Since the obtained p value is less than .05, the null hypothesis that states no significant difference was rejected. This suggests that there is statistically significant difference in students' perception towards social studies education as an instrument for control of examination malpractices among junior secondary school students in Zamfara State

For null hypothesis two, the mean score and standarddeviation for effectiveness of social studies education as an instrument for control of cultism among junior secondary school students was M=32.68, and SD=5.08 respectively. This was supported by t_{cal}(118.00), p=.000≤.05.Since the obtained p value is less than .05, the null hypothesis that states no significant difference was rejected. This suggests that there is statistically significant difference in students' perception towards social studies education as an instrument for control of cultism among junior secondary school students in Zamfara State

Further, the mean scores and standard deviation for effectiveness of social studies education for control of drug abuse among junior secondary school students recorded M=36.36, and SD=4.10 respectively. This was supported by t_{cal}(174.11), p=.000≤.005. Since the obtained p value is less than .05, the null hypothesis that states no significant difference was rejected. This suggests that there is statistically significant difference in students' perception towards social studies education as an instrument for control of drug abuse among junior secondary school students in Zamfara State.

5.3 Conclusion

School administrators (both at local and national levels), teachers and students, stakeholders in the education sector, as well as the society in general contributed in sustaining the malaise of examination malpractices in the education system. As active participants in education sector, they are capable in encouraging and compromising the efficiency and credibility of the examination system and thus its integrity and conversely the diminishing value attached to paper qualifications both locally and nationally.

From the result of the study, cultism is a phenomenon that gradually crept-in into the school system through both the traditional society (as found in different culture), and exposure to western life-style via information and communication technology. The root cause is attributed to the degree of moral decadence to which the society has denigrated; and the contemporary phenomenon influenced by environmental factors. It has immeasurable negative impact on students' life, social bearing, academic performance and their related communities.

The study revealed that risk factor (such as lack of family and school role models, peer pressure, poor academic performance, stress, conflict between the school system and family values, easy availability of drugs, poor parenting, pressure to perform, the media, low self-esteem, lack of basic needs for some learners, lack of leisure facilities, poor communication channels and poor relationships between teachers and students, legalization of some drugs, lack of clear school policy on drug use and abuse, and relaxed school rules); and protective factors (such as attachment with family, peer and institutions; skills and performance capabilities that help people succeed in life, and availability of resources that help people

meet their emotional and physical needs) were responsible for drug addiction in our school system.

5.4 Contribution to Knowledge

The study will significantly make scholarly contribution to knowledge in the following ways:

1. The study has buttressed the menace of social ills among youths in junior secondary schools in Zamfara State Nigeria. These social ills range from examination malpractices, cultism, and drug abuse respectively.
2. The findings of the study will serve as a reference point for future researchers and a strong empirical backing for the role played by social studies education in controlling the menace of social ills in Zamfara State.
3. The study has complemented and authenticated similar studies on social ills conducted in other States in Nigeria and revealed that there is much to be given attention to in the teaching of social studies as antidote for eradication social ills.
4. The study has empirically proven that social studies education is capable of effectively controlling the negative effects of social ills when properly taught and vigorously complemented by stakeholders in education.

5.5 Recommendations

1. There is need for school administrators and teachers to properly be accustomedto value orientation embedded in the social studies curriculum. Having grasp these fundamentals, purse vigorously, proper teaching of the value orientations using best method of delivery and publicity (including internal sign posts in school environment) not only to create awareness, but equally to dissuade stakeholders from engaging in anything that can compromise

examination integrity. To sustain examination integrity in our school systems and overcome examination phobia both teachers and students have important roles to play; whereas teacher' need to be mindful of issues such as their personality disposition to teaching, teaching methodology, attention to students' individual differences, and role 'model' in nurturing leaders; students on their own are to be encouraged and made aware of the importance of building self-confidence in themselves, cultivating the habit of hard work; passion for academic endeavours, the readiness to demonstrate virtue of honesty, and take responsibility for their personal decisions devoid of peer group, and parental influences.

2. Social studies educationists should be more holistic in methodology that address both the risk factors for drug incidences (such as lack of family and school role models, peer pressure, poor academic performance, stress, conflict between the school system and family values, easy availability of drugs, poor parenting, pressure to perform, the media, low self-esteem, lack of basic needs for some learners, lack of leisure facilities, poor communication channels and poor relationships between teachers and students, legalization of some drugs, lack of clear school policy on drug use and abuse, and relaxed school rules); and protective factors (such as attachment with family, peer and institutions; skills and performance capabilities that help people succeed in life, and availability of resources that help people meet their emotional and physical needs). To achieve the desired results, the teaching strategies must focus on reducing risk factors and conversely increase protective factors by addressing content areas that are necessary (including normative education, social skills, social influence, protective factors, and refusal skills).

3. For social studies to effectively serve as instrument for control or minimizing cultism, there is the need for school to collaborate with parents there is the need for school to collaborate with parents teachers' association, community and religious leaders, and stakeholders in conducting periodic sensitization and awareness summits on the danger of

cultism and developing necessary measures to compliment social studies education towards effectively curtailing its menace to the society. Furthermore, the school should strengthen and vigorously teach moral and peace education; and environmental concerns in exposing students early enough to a more holistic dimensions of danger involved in cultism.

5.6 Suggestions for Further Studies

The following are suggestions for further studies in the related area of study:

1. Perception of students on social studies education in curbing examination malpractices among secondary school students in Zamfara State.
2. The impact of social studies education in checking the students' unrest among secondary schools in Zamfara State.
3. The importance of social studies education in curbing the problems of students' unrest in Zamfara North of Zamfara State.

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APPENDICES

APPENDIX A

QUESTIONNAIRE ON PERCEPTION OF SOCIAL STUDIES EDUCATION IN THE CONTROL OF SOCIAL ILLS AMONG STUDENTS OF JUNIOR SECONDARY SCHOOL IN ZAMFARA STATE

SECTION A: Please tick (√) appropriately, the box against each of the following items

SA: Strongly Agreed

A: Agreed

D: Disagreed

SD: Strongly Disagreed

S/N	NATURE ANDCAUSES OF EXAMS MALPRACTICE	SA	A	D	SD
1.	Parents' attitude influences students to be involved in drug addiction				
2.	The need to be liked by others had led student into examinations malpractice				
3.	Bad and immoral student or youth usually force others into malpractice				
4.	Television programme, imported films with foreign culture influence student to commits examination malpractice				
5.	. Modern technological development in school website, internet and magazines can led to examination malpractice				
6.	Poor library, textbook, human resources, security and overpopulation and cause exams malpractice				
7.	Principal relationship with student can lead to exams malpractice				
8.	Lack of proper management of schools by				

	teachers and principals can cause student engaged into examination malpractice				
9.	Lack of qualified social student teachers and teaching material cause examination malpractice				
10.	Poor records keeping by teachers and principal led to examination malpractice				
11.	Poor communication system led to exams malpractice				
12.	Effective teaching of social studies can reduce of exams malpractice				
13.	Good policy programme of the social studies expert can reduces the menace of exams malpractice				
14.	Effective learning culture reduces exams malpractice				
15.	Activities of elite and public office holders in the society (embezzlement) can cause drug abuse				
16.	Lack of consultation with student on matters affecting them can cause student involvement into drug abuse				
17.	Modem technological development in school and sophistication led to drug				
18.	The type of films and magazines brought home can cause young into drug addiction				
19.	Bad and immoral students usually forced others into drug addiction				
20.	Politicians use school children for thuggery and expose than into drugs				
21.	Many student are disrespectful to parent, teachers, and school authority consequently they engage into drug addiction				
22.	The negative aspect of drug addiction can be				

	remedied through social studies education				
23.	With the negative aspect of drug addiction student usually rush themselves to untimely death or premature motherhood				
24.	Drug addiction led to student high rate of dropout in schools				
25.	Negative aspect of drug addiction led students involvement into vandalization, thuggery, burglary and other consequence				
26.	Principal that are often afraid to discipline can cause cultism				
27.	Student knowledge of social ills ranging from theft, kidnapping and even sexual harassment can join cultism				
28.	Principals/teachers attitude/leadership style can lead to cultism				
29.	Social immorality committed by student can lead them into cultism				
30.	Absence of basic necessity of life can lead student involvement into cultism				
31.	Personal qualities of teachers/principal such as intelligence can lead to cultism				
32.	Selection of student into prefectship can lead student engage into cultism				
33.	Bad and immoral student usually influence others into cultism				
34.	Television programme, imported films with foreign culture influence student involvement into cultism				
35.	. Unregistered and unauthorized student societies/association lead to student involvement in cultism				

36.	Inadequate and improper school management and good police programmes can lead to cultism				

Appendix B

```
T-TEST
  /TESTVAL=0
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  /VARIABLES=texammalpractice
  /CRITERIA=CI(.95).
```

T-Test

[DataSet0] C:\Users\umar\Documents\Garba Dan Duna'sData.sav

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Total for Controlling Examination Malpractice	370	43.0838	5.46395	.28406

One-Sample Test

	Test Value = 0					
					95% Confidence Interval of the Difference	
	t	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Total for Controlling Examination Malpractice	151.673	369	.000	43.08378	42.5252	43.6424

Appendix C

```
T-TEST
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  /VARIABLES=tcultism
  /CRITERIA=CI(.95).
```

T-Test

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```

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Total for Cultism	33	32.685	5.0846	.2769

One-Sample Test

	Test Value = 0					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Total for Cultism	118.0	33	.000	32.6854	32.1406	33.2303

Appendix C

```
T-TEST
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  /CRITERIA=CI(.95).
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T-Test

```
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```

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Total for Drug Abuse	387	36.3618	4.10842	.20884

One-Sample Test

	Test Value = 0					
					95% Confidence Interval of the Difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Total for Drug Abuse	174.11	386	.000	36.36176	35.9511	36.7724

DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES

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DARYLE W. MORGAN
Texas A. & M. University

The ever increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population. In the article "Small Sample Techniques," the research division of the National Education Association has published a formula for determining sample size. Regrettably a table has not been available for ready, easy reference which could have been constructed using the following formula.

$$s = X^2 NP(1-P) \div d^2 (N-1) + X^2 P(1-P).$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

No calculations are needed to use Table 1. For example, one may wish to know the sample size required to be representative of the opinions of 9000 high school teachers relative to merit pay increases. To obtain the required sample size enter Table 1 at N = 9000. The sample size representative of the teachers in this example is 368. Table 1 is applicable to any defined population. The relationship between sample size and total population is illustrated in Figure 1. It should be noted that as the population increases the sample size increases at a diminishing rate
and remains relatively constant at slightly more than 380 cases.

APPENDIX III (B)

TABLE 1: *Table for Determining Sample Size from a Given Population*

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	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	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	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	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.

S is sample size

APPENDIX

JUNIOR SECONDARY SCHOOLS (JSS) IN ZAMFARA NORTH LOCAL GOVERNMENT AREA: POPULATION (TEACHERS OF SOCIAL STUDIES), AND JSS III STUDENTS

S/No.	Name of School	Location	Population of (Teachers' of Social Studies)	Population of (JSS Students')	
Kaura Namoda LGA					
1.	Government Technical College	Kaura Namoda	1	146	
2.	Government Secondary School	"	2	180	
3.	Namoda Secondary School	"	2	168	
4.	Federal Polytechnic Staff School	"	2	118	
5.	Government Day Sec. School	S/Gari K/Namoda	2	139	
6.	Nasara Standard Academy (Private)	Kaura Namoda	1	76	
7.	Progress Girls' Secondary School	"	1	148	
8.	Jajaye Girls" Secondary School	"	1	164	
9.	International Secondary School	"	2	186	
10.	Community Day Secondary School	"	2	189	
11.	Kemsy Science Secondary School	"	1	127	
12.	Kungurki Day Secondary School	"	1	146	
13.	Government Secondary School	"	2	178	
14.	Attahid Junior Secondary School	"	2	162	
15	Govt. Day Secondary School	KuryaMadaro	1	168	
16.	Government Day Sec. School	KasuwarDaji	1	172	
17.	Government Secondary School	Banga	1	124	
18.	Govt. Junior Secondary School	Sakajiki	1	118	
19.	Government Secondary School	DogonKade	1	112	
20.	Goverment Secondary School	Katsuara	1	122	2,943

8

Shinkafi LGA

1.	Govt. Science Secondary School	Shinkafi	1	186	
2.	Govt. Day Junior Sec. School	BirninYero	2	112	
3.	Government Secondary School	Galadi	1	134	
4.	Government Secondary School	Jangeru	1	121	
5.	Government Secondary School	Shonawa	1	120	
6.	Government Secondary School	Katuru	1	133	
7.	Govt. Girls' Day Sec. School	Shinkafi	2	168	
8.	Government Day Secondary School	Kware	1	118	1,092
			2		

BirninMagaji LGA

1.	Government Secondary School	BirninMagaji	2	164	
2.	Government Secondary School	Madomawa	2	157	
3	Government Secondary School	Kannu	1	137	
4.	Government Day Secondary School	NasarawaMailayi	1	122	
5.	Government Day Secondary School	NasarawaGodal	2	140	
6.	Government Day Secondary School	Gusami	1	134	
7.	Govt. Girls Junior Sec. School	BirninMagaji	2	156	
8.	Government Day Secondary School	Tsanu	1	116	
9.	Government Day Secondary School	Gora	1	113	
10.	Government Day Secondary School	S/Birnin Dan Ali	1	118	1,357
			4		

Zurmi LGA

1.	Govt. Arabic Secondary School	Zurmi	2	178	
2.	Govt. Day Secondary School	"	2	169	
3.	Government Secondary School	Dauran	2	144	
4.	Govt. Day Secondary School	Gurbi Bore	1	134	
5.	Govt. Junior Secondary School	Magasa	1	162	
6.	Govt. Girls Secondary School	Moriki	2	145	
7.	Govt. Day Secondary School	"	2	149	
8.	SheyeAbubakarGummi Institute	Moriki	1	145	
9.	Focal Girls' Secondary School	Zormi	1	122	
10.	Government Day Secondary School	Yan Boki	1	110	
11.	Government Day Secondary School	Dutsi	1	123	
12.	Government Day Secondary School	Kuturu	1	110	
13.	Government Day Secondary School	Kanwa	2	124	
14.	Government Day Secondary School	BunniTsaba	1	128	
15.	Government Day Secondary School	Rukudawa	1	122	
16.	Government Day Secondary School	Kwashabawa	1	122	
					2,198