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

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

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AUGUST, 2015.

DECLARATION

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

_____ _____

BABA BABO, Date

CERTIFICATION

This thesis entitled Assessment of Social Studies Curriculum Implementation in Junior Secondary Schools in Yobe State, Nigeria by BABA BABO meets the regulations governing the award of the master degree of Curriculum and Instruction of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my late Father (Alhaji Babo Dalhatu), late uncle Musa (Babannan) and my grand parents.

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ABSTRACT

This research work assessed the social studies curriculum implementation in Junior Secondary Schools in Yobe State, Nigeria. The study was conducted using five objectives which were translated in to research questions and hypotheses. Descriptive survey design was adopted with 5660 population using the sample size of 200, respondents were randomly selected across the 10 junior secondary schools out of 18 junior secondary schools in Nguru Inspectorate Educational Zone. The instruments used for data collection were questionnaire titled Assessment of Social Studies Curriculum Implementation Questionnaire (ASSCIQ) and interview. Mean, standard deviation and bar chart were used for descriptive analysis and chi-squire was used for inferential analysis. The research findings from this analysis reveals that: there is no significant difference in the extent to which social studies curriculum content is being implemented in Junior Secondary Schools in Yobe State and the respondents' view shows that, social studies curriculum content is not being properly implemented in junior secondary schools in Yobe State, there is no significant difference in the pedagogical methods used by social studies teachers in implementation of social studies curriculum in Junior Secondary Schools in Yobe State, and most of the social studies teachers are using conventional method of teaching, there is no significant difference in the teachers' used of instructional materials in the implementation of social studies curriculum in Junior Secondary Schools in Yobe State, and in most of the schools lacked instructional materials, there is no significant difference in the problems identified with the implementation of social studies curriculum in Junior Secondary Schools in Yobe State. This revealed the existence of problems which include; inadequate instructional materials, lack of teacher motivation, inadequate classrooms for social studies lessons, lack of student's interest in social studies lesson and negative attitude by community members towards social studies education and there is no significant difference in the supervisory roles of quality assurance officers in social studies curriculum implementation in Junior Secondary Schools in Yobe State. Based on these findings five recommendations were proffered which include; all people concerned with the implementation of social studies curriculum content should be actively involved and committed to ensure the effective implementation of social studies curriculum in Nigeria, social studies teachers need to be conversant with the appropriate and newly discovered teaching methods and strategies and as well employ them while teaching social studies, social studies instructional materials and resources should be made available to the schools, there is need to consider teacher motivation, and provide adequate classrooms for social studies lessons and Quality assurance officials should put more effort and perform their duties accordingly.

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OPERATIONAL DEFINITION OF TERMS

The following terms were used in this work as:

Assessment: this is a process of investigating the status of an individual or group, with reference to expected outcomes in teaching social studies.

Evaluation: this is a process of determining the extent to which social studies curriculum is being implemented.

Implementation: this means putting a designed social studies curriculum into practice, to achieve the target goal.

Curriculum: this is a technical document containing technical statements that require interpretation and implementation through the formal school setting.

Programme: this programme here refers to the social studies subject/discipline taught in school as a programme of study.

National Policy on Education: this refers to the written document enacted by Federal Republic of Nigeria with the aim to guide its total educational system in the country.

Content: this means what is to be taught in social studies at different educational level based on the desired objectives.

Pedagogical Methods: this simply means the techniques and strategies used by social studies teachers in teaching social studies.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Social Studies was introduced into the official school curriculum following its success in solving societal problems not only in Britain but also in America as well as Nigeria in the late 1960s. This programme of study was first introduced in Britain after the 1st and 2nd world wars in order to appease the conscience of the citizens to respect constituted authority, submissive to their parents, show regards to the elders of the society, help to protect public property, value the lives of fellow citizens and contribute positively towards the development of the society. (Edinyang, Mezieobi and Ubi 2013).

The national curriculum conference held in 1969 at Lagos was a major turning point in the history of curriculum development in Nigeria and a historical landmark in the history of education in Africa. Fafunwa, (2004:239), observes that it was the first national attempt to change the colonial orientation of the Nigerian educational system and promote national consciousness and self- reliance through the educational process.

The recommendation of the national conference according to Fafunwa, emphasizes national unity, citizenship education, national consciousness, nationalism and national reconstruction. These recommendations became the bedrock on which the Nigerian Educational goals were realized. The National Policy on Education (FRN 2009), spelt out the goals of Nigerian education which include; the inculcation of national consciousness and national unity; the inculcation of the right types of values and attitudes for the survival of individuals and the Nigerian society; the training of the mind in the understanding of the world around; and the acquisition of appropriate skills and the

development of mental, physical and social abilities and competencies as required for the individuals to live in, and contribute to the development of the society.

The desire to achieve the aforementioned goals prompted the introduction of more subjects into the primary and secondary schools among which is Social Studies Education which is the focus of this study. Thus, For the philosophy to be in harmony with Nigeria's national objectives, Social Studies education is geared towards self-realization, better human relationship, national consciousness and national unity as well as towards social, cultural, economic, political, scientific and technological progress. These are the main targets of Social Studies Education. Ogundare (1984:82), says Social Studies programme should aim at achieving the diverse and ever changing physical and social environment as a whole including its natural resources, together with the rational use and conservation of these resources for development; developing in the learners, the capacity to learn and acquire skills including not only the basic skills of listening, speaking, reading and writing but also of developing the skills of hand together with those of analysis and inference which are important in the formation of sound judgment; developing in children, positive and desirable values of citizenship and the desires in them to make positive contribution to the creation of a united Nigeria; and inculcating in the learners sympathetic views which will enable them to appreciate the diversity and interdependence of all members of the local community and of the wider national and international community.

The researcher intends to assess the social studies curriculum implementation in junior secondary schools in Yobe state. Though, Okam (1998), stresses that upon all the subjects studied in the Nigerian school system, Social Studies is the most (if not the only)

appropriate for addressing Nigerian societal problems educationally and comprehensively. Curriculum implementation is aimed at actualizing the planned curriculum. It is the translation of the curriculum contents into practice or action. In the words of Offorma (1994), Nzewi, Okpara and Akudolu (1995), implementation of curriculum is normally done in the classroom through joint efforts of the teacher and learners and those concerned. In curriculum implementation, the Teacher is expected to adopts appropriate teaching methods and instructional materials to guide the students learning. Students are expected to be actively involved in the process of interacting with the learning materials and activities.

Assessment of the implementation of the Social Studies curriculum on the other hand is expected to help to reposition social studies teaching and learning process and make it more relevant to the needs of the learners and the society at large. Thus, assessment is defined as assigning marks, selecting individuals for special opportunities or the quality of instructional materials, assessing the effectiveness of various approaches to instruction and many other kinds of activities (Herzberg, 1975). Ololobou (2007), defines evaluation as the collection and use of information as a basis for rational decision-making on the curriculum. This decision therefore will help to improve on the implementation process which will lead to the attainment of the set objectives. Equally, Yusuf (2012), defines curriculum evaluation as the systematic process of identifying, assembling or gathering data and making value judgment about such data to determine the merit, worth and significance of a curriculum. It is a process of determining whether the implementation of the programme needs to be improved, modified or attracts innovation so as to actualize the set objectives. It is a quality control exercise to ensure

that resources are used maximally. In line with the above, a conclusion could be made to say that, this research work will assist in shaping the Nigerian citizens through social studies education in order to benefit themselves and immensely contribute their quarter towards the development of their community, Nigeria and the world at large. Okam (1998), posited that, there is an indication that social studies education has not been properly implemented in the schools to equip students with the necessary knowledge, facts and ideas that can enhance positive values and attitudes for the survival of individuals and the society. That is why social problems range from disrespect to elders and constituted authorities, chronic dishonesty, corruption, religious crisis, ethnic/tribal crisis, murder, arson, examination malpractices, drug abuse, cultism, indiscipline and other forms of mal-adaptive behaviors bedeviled the Nigerian society. This is what motivated the researcher to embarked on this research.

1.2 Statement of the Problem

Social Studies Curriculum as a policy document and academic programme was introduced to educational system in Nigeria with the aim of inculcating positive values and building of better Nigeria. This could be possible only when there is effective implementation of social studies curriculum at all levels of education. According to Okam (1998), there is an indication that social studies education has not been properly implemented in the schools to equip students with the necessary knowledge, facts and ideas that can enhance positive values and attitudes for the survival of individuals and the society. That is why social problems range from disrespect to elders and constituted authorities, chronic dishonesty, corruption, religious crisis, ethnic/tribal crisis, murder, arson, examination malpractices, drug abuse, cultism, indiscipline and other forms of

mal-adaptive behaviors which has bedeviled the Nigerian society. However, these problems are seriously affecting the implementation of social studies curriculum negatively, since the actors engage themselves with negative attitudes, thereby making the implementation of social studies curriculum difficult. Thus, positive values and attitudes must be the habit of the social studies curriculum implementation actors for the success of the programme.

In view of the above, this research intends to assess the extent to which social studies curriculum is being implemented in Junior Secondary Schools in Yobe State. The study also aims at identifying the problems associated with the implementation of the social studies curriculum in junior secondary schools in Yobe State.

1.3 Objectives of the Study

The objectives of the study are to:

1. determine the extent to which social studies curriculum content is being implemented in Junior Secondary Schools in Yobe State;
2. ascertain the pedagogical methods used by social studies teachers in the implementation of the social studies curriculum in Junior Secondary Schools in Yobe State;
3. assess the roles of social studies teachers in the used of instructional materials in the implementation of social studies curriculum in Junior Secondary Schools in Yobe State;
4. identify the problems associated with the implementation of the social studies curriculum in Junior Secondary Schools in Yobe State; and

5. determine the supervisory roles of quality assurance officers in social studies curriculum implementation in Junior Secondary Schools in Yobe State.

1.4 Research Questions

The following are the guided research questions:

1. to what extent does the social studies curriculum content is being implemented in Junior Secondary schools in Yobe State?
2. how does the pedagogical methods used by teachers in the implementation of social studies curriculum in Junior Secondary schools in Yobe State?
3. in what ways does the social studies teachers used instructional materials in the implementation of social studies curriculum in Junior Secondary schools in Yobe State?
4. what are the problems associated with the implementation of the social studies curriculum in Junior Secondary Schools in Yobe State?
5. how do the quality assurance officers supervise the implementation of social studies curriculum in Junior Secondary schools in Yobe State?

1.5 Hypotheses

The following hypotheses are put forward to guide the study:

1. there is no significant difference in the extent to which social studies curriculum content is being implemented in Junior Secondary Schools in Yobe State;
2. there is no significant difference in the pedagogical method used by social studies teachers in implementation of social studies curriculum in Junior Secondary Schools in Yobe State;

3. there is no significant difference in the teachers' use of instructional materials in the implementation of social studies curriculum in Junior Secondary Schools in Yobe State;
4. there is no significant difference in the problems identified with the implementation of social studies curriculum in Junior Secondary Schools in Yobe State; and
5. there is no significant difference in the supervisory roles of quality assurance officers in social studies curriculum implementation in Junior Secondary Schools in Yobe State.

1.6 Basic Assumptions

The study is based on the following assumptions:

1. that social studies curriculum for Junior Secondary Schools was planned, designed, and developed.

2. that it is distributed to Junior Secondary Schools in Nigeria by Nigerian government through National Educational Research and Development Council (NERDC).

3. that the curriculum planning, development and distribution was made to assist in ensuring the effective implementation of social studies in order to have productive citizens through self-identification and self actualization.

4. that proper and effective implementation of social studies curriculum is leading to the societal development and provides means for solving problems in Nigeria and the world in general.

1.7 Significance of the Study

The study will greatly benefit the curriculum planners and developers through finding the extent to which the social studies curriculum content is being implemented at Junior Secondary School levels and finally used as a guide for decision making on whether there is need to change, alter or innovate or improve upon the existing social studies curriculum content.

The study will be of great importance to the social studies teachers of Junior Secondary Schools who are the key implementers of the curriculum by realizing their roles in ensuring the effective implementation of social studies curriculum. It will also provide empirical information on the pedagogical methods used by teachers that are relevant to the teaching and learning of social studies in Junior Secondary Schools.

Quality assurance officials which involve both internal and external (supervisors) will benefit greatly from this research work. The quality control officials who are responsible for ensuring the effective implementation of curriculum including that of social studies will benefit from the data collected from the research. The findings of this work will therefore help them to improve on their assignment.

This research will also be beneficial to parents who are stake holders and joint partners responsible for ensuring the effective implementation of the social studies curriculum. The need for parents to join their hands in ensuring the implementation of curriculum was clearly pointed out in the words of Offorma (1994), Nzewi, Okpara and Akudolu (1995), where they opined that implementation of curriculum is normally done in the classroom through the joint efforts of the teacher and the learners and those concerned. In this regard, those concerned is referred to as parents, school administrators,

inspectors, supervisors and government itself etc. Thus, parents as a people that are highly concerned in ensuring the curriculum implementation will surely benefit from the findings of this research.

1.8 Scope of the Study

The scope of this research was limited to the assessment of social studies curriculum implementation in Junior Secondary Schools in Nguru Universal Basic Education Inspectorate Zone, Yobe State. This zone consists of Nguru, Machina and Karasuwa local government areas in which all the three local governments will be found in the North Senatorial Zone of Yobe State. This limitation is done considering the number of local governments and large number of Junior Secondary Schools available around the state. The research was carried out in Nguru Universal Basic Education Inspectorate Zone which consist of Nguru, Machina and Karasuwa local governments as already explained earlier and the population of this research work covers the students, social studies teachers, principals and quality assurance officials from the educational zone concerned. The research is concerned with the extent to which social studies curriculum is being implemented, the pedagogical methods used by teachers in social studies curriculum implementation, roles of social studies teachers in the used of instructional materials in the implementation of social studies curriculum, identifying the problems associated with the implementation of the social studies curriculum and the supervisory roles of quality assurance officials in ensuring social studies curriculum implementation..

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter covered Conceptual framework, concept of assessment, characteristics of good assessment, purposes of assessment, evaluation, types of evaluation, characteristics of evaluation, importance of evaluation, aspects to evaluate in social studies education, concept of social studies, historical development of social studies in Nigeria, general objectives of social studies, social studies objectives for junior secondary schools programme, National Policy on Education and social studies objectives, concept and types of curriculum, pattern of curriculum organization, concept of implementation, importance of curriculum implementation, problems of curriculum implementation, element or aspect of curriculum that require implementation and evaluation, roles of teachers in curriculum implementation, roles of quality assurance officers in ensuring curriculum implementation, roles of parents in ensuring curriculum implementation, theoretical framework, empirical studies via relevance with present research and summary.

2.2 Conceptual Framework

The researcher here tried to explain key concepts that help in proper understanding and conduct of the study at hand. This is done to guide the reader to properly understand what the research is all about.

2.2.1 Concept of Assessment

Assessment and evaluation are two words that are used interchangeably by some experts in the field evaluation. But to others, the term evaluation is broader and involves making judgments about the merit or worth of something (Yusuf, 2012:123). According

to Wheeler (1983), the terms assessment and evaluation are often used indiscriminately and interchangeably. But for clarity, evaluation is broader term which includes not only the process of determining what the actual educational outcomes are, it involves judgments about the nature and desirability of any demonstrated changes. And judgment cannot be made until some assessment has been carried out. This means assessment is a pre-requisite to evaluation. In light of the above, both the assessment and evaluation will be discussed differently under this framework.

Assessment

An assessment is a systematic process of determining merits in which processed educational objectives are obtained by pupils (Khanzode, 2004). Wheeler (1983), opined that, assessment will be used as a term for the process of investigating the status of an individual or group, usually with reference to expected outcomes. It is some sort of scale upon which individuals can be ranked with respect to what they can do or what they know. Assessment was also described as assigning marks, selecting individuals for special opportunities or the quality of instructional materials, assessing the effectiveness of various approaches to instruction and many other kinds of activities (Herzberg, 1975). Assessment may be defined as any method used to better understand the current knowledge that a student possesses. According to Dietel, Herman and Knuth (1991) this implies that assessment can be as simple as a teacher's subjective judgment based on a single observation of student performance, or as complex as a five-hour standardized test. The idea of current knowledge implies that what a student knows is always changing and that we can make judgments about student achievement through comparisons over a period of time. Assessment may affect decisions about grades, advancement, placement,

instructional needs, and curriculum. The Herzberg's, Dietel, Herman and Knuth's views on assessment has direct bearing with the direction of this study because, they are with the opinion that, an assessment may affect decisions about grades, advancement, placement, instructional needs, and curriculum.

Characteristics of Good Assessment

Good assessment information provides accurate estimates of student performance and enables teachers or other decision makers to make appropriate decisions. Dietel, Herman and Knuth (1991), contend that the concept of test validity captures these essential characteristics and the extent that an assessment actually measures what it is intended to measure, and permits appropriate generalizations about students' skills and abilities. For example, a ten-item addition/subtraction test might be administered to a student who answers nine items correctly. If the test is valid, we can safely generalize that the student will likely do as well on similar items not included on the test. The results of a good test or assessment, in short, represent something beyond how students perform on a certain task or a particular set of items; they represent how a student performs on the objective which those items were intended to assess.

A second important characteristic of good assessment information is its consistency, or reliability. Will the assessment results for this person or class be similar if they are gathered at some other time or under different circumstances or if they are scored by different raters? For example, if you ask someone what his/her age is on three separate occasions and in three different locations and the answer is the same each time, then that information is considered reliable. In the context of performance-based and

open-ended assessment, inter-rater reliability also is essential; it requires that independent raters give the same scores to a given student response.

Other characteristics of good assessment for classroom purposes include: the content of the tests (the knowledge and skills assessed) should match the teacher's educational objectives and instructional emphases, **t**he test items should represent the full range of knowledge and skills that are the primary targets of instruction, expectations for student performance should be clear and **t**he assessment should be free of extraneous factors which unnecessarily confuse or inadvertently cue student responses.

Purposes of Assessment

The reasons why we assess vary considerably across many groups of people within the educational community. Who needs to assess? And purpose of assessment is shown in table 2.1 below as provided by Dietel, Herman and Knuth, (1991):

Table 2.1

Who Needs To Assess?	**Purposes of Assessment**
Policymakers	Policymakers use assessment to: * Set standards * Focus on goals * Monitor the quality of education * Reward/sanction various practices * Formulate policies * Direct resources including personnel and money * Determine effects of tests
Administrators and school	Monitor program effectiveness planners use assessment to: * Identify program strengths and weaknesses * Designate program priorities * Assess alternatives * Plan and improve programs
Teachers and administrators	Make grouping decisions use assessment to: * Perform individual diagnosis and prescription * Monitor student progress * Carry out curriculum evaluation and refinement

	* Provide mastery/promotion/grading and other feedback * Motivate students * Determine grades
Parents and students use	Gauge student progress assessment to: * Assess student strengths and weaknesses * Determine school accountability

Evaluation

Evaluation is defined as an assessment of the achievement of objectives which is also known as the Tylerian view of evaluation; and proving the success or failure of a programme (Madaus & Stufflebeam, 2000). Evaluation, according to Cronbach (1965) is the process of ascertaining the decision area of concern, selecting, appropriate information and collecting and analysis of information in order to report summary data useful to decision makers. Gbamanja (2002) opines that evaluation of formal curriculum consists of the adequacy of instructional objectives the subject matter, learning experiences for a change in behaviuor among learners. Equally, Yusuf (2012), defines curriculum evaluation as the systematic process of identifying, assembling or gathering data and making value judgment about such data to determine the merit, worth and significance of a curriculum. It is a process of determining whether the implementation of the programme needs to be improved, modified or attracts innovation so as to actualize the set objectives. It is a quality control exercise to ensure that resources are used maximally. Curriculum evaluation according to Asgari (2012), can be seen as the collection and provision of evidence, on the basis of which decisions can be taken about the feasibility, effectiveness and educational value of curricula. All the definitions given

looked at curriculum evaluation as a process of data collection for decision making to judge on whether the existing programme will be maintained or reviewed.

Types of Evaluation

Two types of evaluation have been identified by Owen and Rogers (1999). They include:

1. **Formative Evaluation:** Formative evaluation takes place in the lead up to the project, as well as during the project in order to improve the project design as it is being implemented (continual improvement). Formative evaluation often lends itself to qualitative methods of inquiry..
2. **Summative Evaluation:** Summative evaluation takes place during and after the project implementation, and is associated with more objective, quantitative methods. It should be noted however that, one should not focus his attention on the differences exist between the forms of evaluation and neglect one out of the two, this is because both the formative and summative are importance to curriculum evaluation. It is therefore important to capture and assess both qualitative and quantitative data.

In addition to the two types of evaluation identified by Owen and Rogers (1999), some authors like Guga (2011:57) and Yusuf (2012:127) have added more types or form of evaluation which include; placement evaluation, diagnostic evaluation and ultimate evaluation.

Characteristics of Evaluation

In developing any curriculum evaluation strategy, one should comply with the following:

a. Reflect instructional Objectives: Evaluating instruction is actually concerned with determining the extent to which set instructional objectives have been achieved. It should therefore reflect such objectives. Whatever form of evaluation would be adopted, it should be coined around the set objectives.

b. Comprehensiveness: A good evaluation should cover all aspects of the curriculum such that no part is treated as unimportant.

c. Continuity: The act of evaluation should not be a hit and run affair. It should be an ongoing process taking place in different forms and different stages.

d. Validity and Reliability: Test instruments should be so designed that they are not ambiguous, but should be seen to be testing what they are meant to test. They should also be so reliable when administered to the same people at different times that elicit similar responses (Guga and Bawa, 2012:40).

Importance of Evaluation

The following are the need/importance of evaluating instruction in curriculum:

1. It helps the teacher to determine how effective his strategies are in terms of effective learning;
2. The result of such evaluation reveals to the learner how he is fairing and helps to spur him into more serious action;
3. The result enables the learner and counselor to detect the area a learner is less fitted and to guide him accordingly;
4. For parents, the results of such evaluation provide them a basis for detecting the performance of their wards and a basis for offering them the required encouragement;

5. Instructional evaluation helps to shape students; attitude to what is taught. Often times, the thought of tests and examination forces students to be more committed to their work;
6. Results of test and examination form the basis for ranking and grading of beneficiaries;
7. It also forms a basis for job placement;
8. It serves as a means for identifying the areas that learners have learning difficulty; and
9. It helps to guide school administrators to determine the success/progress or otherwise of the school (Guga and Bawa, 2012:39).

2.2.1.2 Aspects to Assess in Social Studies Education

There are three (3) areas of focus in Assessment in social studies. According to Ololobou (2009), they include the following:

i. Assessment of students' learning outcomes;
ii. Assessment of teachers' effectiveness; and
iii. Assessment of the social studies programme.

i. Assessment of Students' Learning Outcomes

Social studies students are the clients of the educative process. The focus of the instructional process is geared towards eliciting positive and desirable changes in the behaviors of the students. Therefore, assessment of students' learning outcomes involve the collection and interpretation of data indicating the progress of the students. Formal and informal assessment techniques are identified and selected to facilitate the process.

The assessment technique chosen depends on the behaviuor the teacher expects the learners to demonstrate (Ololobou 2009:86).

ii. Assessment of Teachers' Effectiveness

The social studies teacher is the central figure in the implementation of the social studies programme. His actions can make or mar the realization of programme goals. Hence, the need to constantly assess the teacher to improve his effectiveness. This exercise involves the teacher and others closely assessing his efforts in and out of the class interactive process to ascertain how they contribute to the attainment of outlined goals and objectives. The assessment process covers the teachers' academic and professional training and personality characteristics. These areas directly or indirectly affect the way and manner the teacher organizes instruction and his evaluation of the performances of the learners (Ololobou 2009:86).

iii. Assessment of the Social Studies Programme

Social studies programme evaluation is the systematic process of gathering and analyzing information on some or all aspects of the programme in order to make judgments or decisions on the programme. The essence is to improve the programme by highlighting its strengths and weaknesses so that decisions are made on the aspects to maintain, improve or terminate (Ololobou 2009:87). Social studies programme assessment is the area of the researchers' interest to discover how some aspects of the social studies programme at Junior Secondary Schools level in Nguru Universal Basic Education Inspectorate Zone are being implemented. Provus (1971), reveals that, social studies programme assessment is not necessarily conducted at the end of the programme but an on-going process of identifying areas of concern, colleting and analyzing data,

judging and making decisions to improve the efficiency of the programme. It is a shared, co-operative and collaborative effort involving all the major stakeholders in social studies education. The process can be done formally or informally. In Nigeria, social studies programme assessment has been slow. However, the few efforts embarked upon have led to the introduction of new and current issues in to the social studies curriculum at various levels. This is in line with the dynamic nature of social studies.

2.2.2 Concept of Social Studies

Social studies is a reformatory school instruction designed to equip learners with desirable attitudes, values, skills and knowledge for cohesive social existence in Nigerian society (Mezieobi, 2011). Social studies education is the science of doing or making (creative ideas, social inventions and objects)….that will enable man interact with (and contribute productively to his) environment (development) efficiently (Orisa, 2011). As cited by Ezezobor (2000), social studies is that aspect of learning which deals with how to get on with ones environment, physical as well as human and how to develop these skills, knowledge, attitudes and values that characterize a respective and responsive citizenship in a free society. Social studies is the study of problems of survival in an environment and how to find solutions to them. It is a multidisciplinary study of topic, a problem an issue, a concern or an aspiration (Ogundare, 2000:14).

Social studies is defined by Garcia and Micheals (1996), as the integrated study of the social sciences and humanities to promote civic competence. Within the school programmes, social studies provides co-coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, political science, religion etc as well as appreciate content from the humanities, mathematics and

natural science. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an inter-dependent world. Based on the above authors, the first author looked at social studies as an instructional process through which values and attitudes are instilled in the mind of citizens. The second definition sees it as an idea that will help an individual to become productive member in the society. The third one added some things on the first definition where social studies is considered as a guide to discover societal problems and provide possible solutions to those problems. While the last one sees social studies as an integrated design that covers different ideas from different disciplines.

2.2.2.1 Historical Development of Social Studies in Nigeria

There are different narration on whether social studies imported to Nigeria from Britain or America. Social studies emerged to Nigerian schools at "the early 1960s" Ezebe (1987). Social studies existed in bits in various Nigerian school subjects such as history, civics, government and other social sciences. This trend continued up to the middle of 20^{th} century. According to Ayuba (2009), social studies appeared in some schools in Nigeria with the assistance of United State Agency of International Development (USAID) in Aiyetoro Comprehensive College, Ibadan. From there social studies continued in various schools considering the consequences of civil war in the 1960s which proved the in adequacy of education, loyalty, honesty, patriotism to the teaming population. The institution of higher learning and universities helped in the production of personnel (teachers) in the implementation of social studies curriculum in various strata of the education. For instance Ahmadu Bello University Zaria has

contributed in the production of Bachelor of Education Graduates of social studies needed in primary and secondary schools in the country. The National Policy on Education (NPE 2004), provids an impetus which adopted social studies as a compulsory subject in junior secondary and primary schools in Nigeria.

2.2.2.2 Objectives of Social Studies

The general objectives of social studies education as an academic discipline according to Dubey & Barth (1980), and Obemeta (1983), should aim at achieving the following:

1. Exposing the diverse and ever changing physical and social environment as a whole including its natural resources, together with the rational use and conservation of these resources for development;
2. Developing in the learners, the capacity to learn and acquire skills including not only the basic skills of listening, speaking, reading and writing but also of developing the skills of hand together with those of analysis and inference which are important in the formation of sound judgment;
3. Developing in children, positive and desirable values of citizenship and the desires in them to make positive contribution to the creation of a united Nigeria; and
4. Inculcating in the learners sympathetic views which will enable them to appreciate the diversity and interdependence of all members of the local community and of the wider national and international community.

Social Studies Objectives for Junior Secondary school Programme

There are a number of objectives as it relates to the teaching and learning of social studies. The objectives of social studies for post-primary education according to Okonkwo (2009:122), are to:

1. make the students aware of the problems of his country and of the world in general, and to appreciate interdependence between people;
2. create an awareness and understanding of the evolving social and physical environment, its natural, man-made, cultural and spiritual resources together with the rational use and conservation of these resources for development;
3. develop in the students a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a united Nigeria;
4. develop a capacity to learn and to acquire skills essentials to the formation of a satisfactory professional;
5. develop in the student an appreciation of his cultural heritage, and a desire to preserve it;
6. acquisition, development and inculcation of the proper value-orientation for the survival of the individual and society; and
7. acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.

2.2.2.3 National Policy on Education and Social Studies Objectives

The aims of Social Studies is consistent with the goals of Nigeria's education as stipulated in the National Policy on Education (FRN, 2009). These include:

1. inculcation of national consciousness and national unity;

2. inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
3. training of the mind in the understanding of the world around; and
4. acquisition of appropriate skills, abilities and the development of mental, physical and social skills and competencies as equipment for the individual to live in and continue to the development of the society.

These objectives in many respects reflect in greater details the four educational pillars enunciated by UNESCO (1998), namely: learning to know, learning to do, learning to be and learning to live together. So, social studies as a discipline helps in achieving the above goals.

2.2.3 Concept of Curriculum

Curriculum is define by Indiana Department of Education (2010), as the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. According to Coles (2003), a curriculum is a policy statement about a piece of education as a way to indicate the way in which policy is to be realized through a program of action. Denga (2005), viewed curriculum as the plan and unplanned experiences to which are exposed to within and outside the school environment for individual and collective growth. Curriculum according to Onwuka (1996), can be viewed from two viewpoints: The traditionalists and progressive viewpoints. According to the traditionalist, the curriculum is simply a subject matter, courses of study or planned experiences of the learners under the guidance of the school. The progressive view the curriculum as the guided learning experiences centered around the felt needs of the learners. In other words, it is all the planned and unplanned

learning experiences which may be implemented in or out of school but bear direct relevance to effective. Considering Onwukas' definition, in what ever form the term curriculum is presented must fall in either traditionalists or progressive perspective.

Types of curriculum

Curriculum is of different types. Types of curriculum according to Yusuf (2012:23), was identified as follow:

1. **Overt, explicit or written curriculum:** This is simply that which is written as part of formal instruction of the schooling experience. It may refer to a curriculum document, text, or supportive materials that are chosen to support the instructional agenda of a school.
2. **An intended curriculum:** (is the recommended, adopted, official curriculum). It serves as a documented map of theories, beliefs, and intentions about schooling, teaching, learning, and knowledge evidence in the development of teacher proof curriculum.
3. **Curriculum-in-use:** comprises those things in textbooks, content and concepts in the distinct curriculum guides. However, those "formal" elements are frequently not taught. The curriculum-in-use is the actual curriculum that is delivered and presented by each teacher. Cuban (1992), calls it the taught curriculum (implicit, delivered, operational) where a teacher's beliefs begin altering the curriculum/teaching style.
4. **Received curriculum:** are those things that students actually take out of classroom; those concepts and content that are truly learned and remembered. Cuban (1992), calls it the learned curriculum.

5. **Rhetorical curriculum:** Rhetorical curriculum are comprised of ideas offered by policy makers, school officials, administrators, or politicians. This curriculum may also come from those professionals involved in concept formation and content changes; or from those educational initiatives resulting from decisions based on national and state reports, public speeches, or from texts critiquing outdated educational practices. The rhetorical curriculum may also come from the publicized works offering updates on pedagogical knowledge.
6. **Societal curriculum:** Cortes (1981:25) defines societal curricula as: "the massive, ongoing, informal curriculum of family, peer groups, neighborhood, churches, organizations, occupations, mass media and other socializing forces that "educate" all of us throughout our lives."
7. **Concomitant curriculum:** what is taught, or emphasized at home, or those experiences that are part of a family's experiences, or related experiences sanctioned by the family. (This type of curriculum may be received at churches, in the context of religious expression, lessons on values, ethics or morals, molded behaviors or social experiences based on a family's preferences).
8. **Phantom curriculum:** is the messages prevalent in and through exposure to media.
9. **Hidden curriculum:** Ubrebu (1985:3) describes the hidden curriculum as the non-academic but educational significant component of schooling. Tanner and Tanner (1995) sees it as the 'collateral curriculum'. They argue that the word 'hidden' implies deliberately concealing some learning experiences from students. Since this is not written or officially recognized, its influence on learning can

manifest itself in students' attitudes and behavior, both during and after completing their studies. What is acquired or learned from hidden curriculum is usually remembered longer than information learned at school.

10. **The null curriculum:** is that which we do not teach, thus giving students the message that these elements are not important in their educational experiences or in our society (Yusuf 2012:28). Eisner (1985:103) is with the opinion that, schools have consequences not only by virtue of what they do not teach, but also by virtue of what they neglect to teach. What students cannot consider, what they don't process they are unable to use, and have consequences for the kinds of lives they lead.

2.2.3.1 Pattern of Curriculum Organization

The design of a curriculum can be likened to the design or construction of a building. A building is usually designed according to the purpose it will serve. Likewise a curriculum designed to serve the purpose it meant for. So, in developing a curriculum, experts have to consider the purpose of the curriculum and how the activities of the teacher and the learner are to be organized to enable them achieve the purpose (Yusuf 2012:77). According Ben-Yunusa (2000:27), curriculum planners have identified at least four patterns of curriculum with major focus on the subject matter areas or fields. Inline of the above, bellow are some of the curriculum design:

i. Subject-Centered Curriculum;

ii. Broad-Fields Curriculum;

iii. Activity-Based Curriculum; and

iv. Core Curriculum.

Subject-Centered Curriculum: is that pattern of curriculum organization in which curriculum content is structured into compartmentalized bodies of organized knowledge. It is about the oldest pattern of organization because its origin can be traced back to the organization of seven liberal arts (grammar, rhetoric, and dialectic-and the- arithmetic, geometry, astronomy and music) constituted the curriculum. The emphasis on the seven liberal arts gave way to the modern subject design by the 1870s. From that time on, the emphasis shifted in favor of such modern subjects as physics chemistry, biology, literature, and many others (Ben-Yunus 2000).

Broad-Field Curriculum: The position held by the advocates of the broad-fields curriculum is that there is an unprecedented explosion of knowledge in recent times. This trend which results from research efforts of contemporary times will surely result in a situation in which too many subjects will be available to students for study without sufficient time in the time table for their study. This necessitated evolving integrated subjects that draw their content from across the older established disciplines. This alternative is the choice of the advocates of the broad-fields curriculum. They believe that the idea of subject autonomy or purity of disciplines is untenable in these days of knowledge explosion(Ben-Yunus 2000). According to Doggoh (2007:28), Broad-field curriculum is a type of curriculum designed to combat the compartmentalization problem created by subject curriculum. It is a curriculum that brings together related disciplines into a kind of fusion.

Activity-Based Curriculum: The main features of the activity curriculum is its interest in child growth through visible active experience. Element of this design are structured with the learners' flit need and interests in mind. The rationale behind this design is both

psychological and philosophical. Psychologically, the activity curriculum is based on the Gestalt, and other learning theories that highlight the importance of activities in learning. The philosophical bases of the design are progressivism and pragmatism, both of which stress the importance of the learner and activities in any learning engagement (Ben-Yunus 2000).

Core Curriculum: The core curriculum may be regarded as those learning experiences which are fundamental for all learners because they are drawn from the common individual and social needs as competent citizens of a democratic community (Kessler 1956:43). A true curriculum according to Burnett (1951:97), attacks the problems common to all youth. It is a functional approach to harmonizing the concerns of youth, on the one hand, with the demands of society on the other, without unduly emphasizing one or neglecting the other. Core curriculum is made up of those education experiences which are thought to be important for each citizen in our democracy. Students and teachers do not consider subject matter to be important in itself. It becomes meaningful only as it helps the group to solve the problems which have been selected for study (MacCoonnel *et al* 1939:25).

2.2.4 Concept of Implementation

The term 'implementation' according to Hornby (2000), implementation is an act of putting into effect a plan already mapped out. Implementation simply means putting a plan, scheme' decision, proposal, intention, an agreement, policy or idea into effect. It is the bedrock of any plan, the determinant of a plan's success or failure. It is the moving force of any plan without which a plan 'is only good intention' Mezieobi (2013:67) Obanya (2004), defines implementation of curriculum as day-to-day activities which

school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. Gbamanja (2009) asserts that "implementation is the stage at which the planned curriculum will be actualized". The decision taken on what should be studied and how it should be studied will be implemented or put into practice at the stage. This the stage that lies exclusively within the school and the teachers who form the instrument for implementation. Social studies curriculum implementation, therefore, refers to a process in social studies curriculum engineering concerned with instilling life into a dormant or inert social studies curriculum plan or document, in the sense of operationalizing it with a view to achieving specified educational objectives. Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects (Chikumbi and Makamure 2000). Obanya (2004), defines implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. Considering the above, curriculum implementation is a process of putting a designed and well planned curriculum in to practice. Offorma (1994), stresses that the implemented curriculum determines the extent to which educational objectives are achieves. The extent of achievement of those objectives depends on the effectiveness of the implemented curriculum. Curriculum implementation is not restricted to sheer translation of curriculum proposals or decision into practice. It involves a complex of activities, materials, personnel and other factors which when appropriately harnessed constitute integral parts of curriculum implementation. These include the schools, which are the major implementation theater, the teachers, curriculum materials, students, teacher training institutions, administrative and political factors, examination bodies, and the

public or community members (Mezieobi 2013:68). This opinion or definition given by Mezieobi is said to be comprehensive, because, it embraced all the stakeholders responsible for curriculum implementation.

2.2.4.1 Importance of Curriculum Implementation

The task of curriculum delivery is basically carried out at the classroom level through teaching, learning support, advise and guidance, coaching, mentorship, peer and collaborative learning thereby leading to the achievement of curriculum objectives, feedback and assessment, personal development, planning and tutoring skills, encouragement towards practice skill and development as well as enabling access to curriculum resources (Guga and Bawa undated:21). In addition to what they have said, to ensuring curriculum delivery other community members apart from a teacher do assist within and out side the school. For instance, school supervisors, administrators, parents and examination bodies etc.

2.2.4.2 Problems of Social Studies Curriculum Implementation

Social studies occupies a pride of place in all levels of the Nigerian educational system. It is a core subject in the primary and junior secondary schools. It is also taught as a discipline proper in the tertiary institutions. Upon all these, social studies curriculum implementation at junior secondary school level is still facing certain challenges as pointed out by some authors and scholars. The challenges are:

1. Funding

It is very difficult to implement a curriculum successfully if the education system has limited funding capacities. Under funding raise a lot of other implications on the part of curriculum. The economy of a nation will determine the success of curriculum

implementation. In developing countries, the numbers of pupils and teachers have kept on rising but government money available for education is less. (Sibulwa1996:35).

2. Lack of Adequate School Facilities

Unavailability of school facilities and equipments like classrooms, libraries, resource centers, offices, desks, schools halls and others. The fact that the education sector is under-funded by the government means that the availability and quality or facilities in learning institutions is affected negatively. Kelly (1999:196).

3. Problem of Quality and Quantity of Teaching Staff

Quality and quantity of teaching staff to meet the expectations of pupils and the society is another impediment. Teachers are the most important human resource in curriculum implementation since they are the ones who adopt and implement the ideas and aspirations of the designers. This imply that success of the curriculum depends on the teachers (Okello and Kagoire 1996).

4. Poor Time Management

Poor time management by school administrators and teachers is another factor. Curriculum implementation is also hindered by what goes on in learning institutions. Pupils' learning time is mismanaged by administrators and the class teachers.

5. Problem of Teaching and Learning Resources

Teaching and learning resources are also a challenge. There is limited procurement and supply of these resources in schools. Instructional materials and equipment are all in short supply or may not be available at all – no books or writing material, no science apparatus, inadequate or out of-date library (Kelly 1999).

6. Leadership Problem

This component of curriculum implementation is a major concern because it distorts the entire system of the school. Leadership problem is manifested in the degree of corruption that pervades the society in general and the education sector in particular. In the process of implementing the school curriculum, funds released for such purpose, in most instances, do not get to their destination. In instances where they do, a large percentage of the fund would have been diverted for purposes they were not meant for. The leadership that presents itself as a model would provide exemplary leadership that would ensure smooth and effective implementation of the curriculum and other related reforms. For instance, the leadership would ensure the timing of the implementation of curriculum reforms and monitor the evaluation procedures for effective feedback (Danladi and Mohammed 2011:89-90). .

7. Language of Instruction

Nigeria is a multi-linguistic society. This situation has made it difficult for the school to adopt a lingua franca for instruction. It should be noted that language is a basic tool for the communication of learning experiences in schools. In Nigeria, English language as a second language is the tool for instruction in schools. This is as a result of colonial legacy. The school has hindered the smooth implementation of the school curriculum. For instance, teachers and learners have the problem of understanding the meaning of various concepts they intend to teach and learn (Danladi and Mohammed 2011:88). **8. Manpower Problem**

In most of the states in Nigeria, the classrooms are short of manpower. In cases where manpower exist, they are unqualified and unskillful. In a state where the quality

and quantity exist, the manpower is not motivated in terms of conditions of service and on the job training (Danladi and Mohammed 2011:89).

2.2.5 Elements of Curriculum

The four curriculum elements that are in constant interaction according to Yusuf (2012:19-22), are as follows:

a. Purpose (goals and objectives);

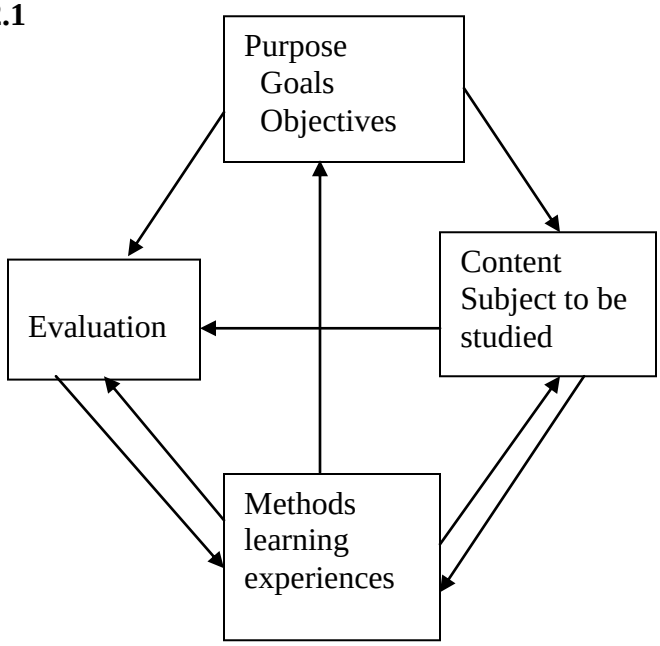
b. Content or subject matter;

c. Method or learning experiences; and

d. Evaluation.

The diagram below shows the interaction among these elements and they all need to be implemented and evaluated.

Figure 2.1



Source: Yusuf, (2012)

It is the interaction of these elements in the social, political, economic, technological and environmental context that constitutes a curriculum (Yusuf, 2012:20). She went further to explain the four curriculum elements. They are:

Purpose

The purpose of curriculum:

a. is based on the social aspirations of society;
b. outlines the goals and aims of the programme; and
c. is expressed as goals and objectives

There are three categories of goals and objectives:

i. Cognitive, referring to intellectual tasks;
ii. Psychomotor, referring to muscular skills, and
iii. Affective, referring to feeling and emotion.

Curriculum reflects the relevance of whatever the society deems to be important.

Content or Subject Matter

The content of the curriculum:

a. is divided into bodies of knowledge, for example, mathematics, English and Science;
b. outlines the desired attitude and values;
c. includes cherished skills;
d. is determined by prevailing theories of knowledge; and
e. cater for ideological, vocational and technical consideration.

Curriculum content must be applicable to the solution of the problem, affecting the society which uses it.

Methods

The methods outlined in a curriculum:

a. deal with teaching and learning experiences, and
b. involve organizational strategies. Flexible teaching methods facilitate learning.

Evaluation

Evaluation is used to:

a. select appropriate content based on the aims and objectives of the curriculum;
b. select appropriate methods to address the content and purpose;
c. check the effectiveness of methods and learning experiences used;
d. check on the suitability and the appropriateness of the curriculum in answering social needs;
e. give feedback to the planners, learners, teachers, industry and society; and
f. provide a rationale for making changes.

Conclusively, all the above discussed curriculum elements must be implemented and evaluated for proper and effective curriculum implementation in schools to serve the purpose of which the curriculum is designed for.

2.2.6 The Roles of Teachers in Curriculum Implementation

So many authors discussed on how the teacher is important in ensuring the implementation of school curriculum. In the light of this, the following are different points and views of different authors on the roles of teacher in curriculum implementation:

At the implementation phase, the teacher is the main actor, he is the responsible for translating the "A.B.C" of the curriculum to the learner. Armed with the selected

learning experiences, he is responsible for programming the curriculum package. He develops a scheme of work, and lesson plan based on the curriculum. He sets his limits or levels of attainment and pursue these vigorously through the use of instructional resources at his disposal. The teacher is therefore responsible for ensuring that the set educational objectives are achieved. He is thus an indispensable link between the society and future generation (Aguokogbuo, 2000). Peruse (2000), is with the view that the classroom teacher form the corner-stone in curriculum implementation. He is the main force and the last person that ensures that any curriculum is implemented according to specification. It is the classroom teacher who decides on what to teach at what time even when some kind of teaching scheme may have been prepared in advance for him. He interprets the syllabus and breaks it into teaching schemes, and lesson plans. He decides on what instructional materials to use, the methodology to adopt, the amount of time to spend on each aspect and the equipment and the space to use. Decisions of this nature determine the pace of success that can be attained in any curriculum implementation. Albert (1990), opines that, no educational system can rise above the quality of its teachers. The role of the teacher therefore very important in curriculum evaluation, interpretation and implementation, especially when it comes to measuring the gains in education. The teacher also plays the following roles in curriculum implementation:

i. Participating in curriculum planning, guiding and learning;

ii. Organizing students to meet their set objectives; and

iii. Understanding and assisting in bridging the gap between theory and practice in education (Barrow, 1996).

2.2.7 The Roles of Quality Assurance Officers in Ensuring Curriculum Implementation

Quality assurance is limited to helping teachers, to improve the quality of teaching and learning, then any one who is involved in guiding, encouraging and motivating educational outcome of teachers or who comes in contact with teachers in a professional way such that the contact helps in promoting better teaching, such a person is a supervisor of instruction because in one way or the other, control is exercised over the teachers which results in positive change of their behavior on the basis of this, the school supervisors include the ministry of education, the school boards, school principal/headmaster as well as parents (Nwakpa 2005:12). To this end, the researcher in this regard reviews the general roles of supervisor the roles of the ministry of education, the school boards, school principal and the roles of the parents differently.

General Roles of Quality Assurance in Ensuring Curriculum Implementation

The duties of quality assurance unit according to Aderounmu and Ehiametalor (1985), include the following:

1. **Planning:** To see that the aims of supervision are achieved, the principles of planning must be applied to supervisory exercises right from the beginning.
2. **Staffing:** quality assuarance exercise exposes staff vacancies in schools in terms of grades and disciplines. As a follow-up activity, it is the duty of the supervisor to see that such identified vacancies are filled with qualified personnel;

3. **Co-ordination:** The quality assurance officers co-ordinates the activities of all that are involved in the school business and sees that collective decision making procedure is adopted in schools;
4. **Observation:** The quality assurance officer observes both teachers and students at work during the supervision exercise and at the end of the supervision session, the supervisor offers useful advice to all the involved participants for an improvement where necessary;
5. The quality assurance officers participate in curriculum development by offering useful suggestions to the body responsible for curriculum planning and development. Such as West African Examination Council (WAEC), National Examination Council (NECO), National Teachers' Institute (NTI), etc as the case may be.
6. **Evaluation:** The quality assurance officers in the process of carrying out their work evaluate the activities of the teachers and identifies their areas of shortcomings especially amongst the newly recruited as well as non professional teachers.

The Roles of Ministry of Education in Ensuring Curriculum Implementation

Much of the work of the supervisors from the ministry of education revolve around professional guidance of teachers, identifying problems in schools, proffering solutions and helping professional colleagues to perform the job of teaching to maintain the required and adequate standard. The inspectors or supervisors from the Ministry communicate policies to teachers and receive feedback on adequacy of resources from teachers. They also monitor the development within the system more so when

quantitative expansion is embarked upon within the system. The inspectorate service opens the government 'eyes' to factors militating against government's huge investment in education. The supervisory personnel from the Ministry of Education also provide professional advice to problems confronting teachers in the schools (Harris, 1996).

The Roles of School Boards in Ensuring Curriculum Implementation

School boards play an important roles towards ensuring the implementation of school curriculum through schools supervisory activities in various ways by:

1. Providing necessary human, material and financial resources for schools;
2. Developing comprehensive curriculum guides for teachers;
3. Appointing designated officials and supervisory personnel to schools;
4. Organizing staff development programmes such as workshops, seminars and conference;
5. Sponsoring the publication of professional magazines, journals, and books through which the teachers expand their knowledge base;
6. Formulation of policies which guide and control what teachers do in the school; and
7. Coordinating instructional and curriculum activities of all the schools under their control (Nwakpa, 2005:13).

The Roles of Principals in Ensuring Curriculum Implementation

The roles or functions of principal in ensuring the implementation of school curriculum were highlighted by Anderson and Dyke (1968) in Nwakpa (2005:18), they are responsible to play the following roles:

1. Participate in curriculum planning and development;

2. Study and discuss the educational theory and current development in secondary school education with the professional staff and school patrons;
3. Organization of a programme of studies appropriate to the needs of the students;
4. Development of guidance and counseling services in the school;
5. Management of auxiliary services such as health, transportation and cafeteria;
6. Procurement and organization of library and instructional facilities and services;
7. Participate in the selection of teachers and organization of the faculty to provide high quality instructions;
8. Development of conditions and within the school conducive to high morale and development of good citizenship on the part of students;
9. Development and maintenance of faculty morale;
10. Organization and management of record and office routine needed for effective educational and business management of school;
11. Provision of leadership for participation of citizens in school affairs;
12. Development and maintenance of sound programme of in-service education for the faculty;
13. Interpretation of the programme of the school to the community and board of education;
14. Management and supervision of the maintenance of the high school plant and other facilities; and
15. Contribution to the advancement of the teaching profession.

2.2.8 The Roles of Parents in Ensuring Curriculum Implementation

A good literature on parental roles towards curriculum implementation could be presented considering the theoretical framework of parental involvement model derived from Epstein, Sanders, Simon, Salinas, Jansom & Vanvooorhis, (2002). They defined parenting in six facets: parenting, communicating, volunteering, learning at home, decision making, and collaborating. . .

1) Parenting skills to assist parents with understanding their children's learning needs, and helping teachers understand family needs;

3) Communication that allows for two-way, open communication between the school and home;

3) Volunteering that recognizes parents' talents and contributions both in and for the school;

4) Learning at home strategies that engage the family with their children's school work;

5) Decision making that includes parents as key stakeholders in making decisions that will impact student learning; and

6) Collaborating with the community to create mutual benefit by sharing resources and contributing to both school and community goals.

Parenting included the basic responsibilities of families, such as providing housing, health care, nutrition, clothing, and safety, as well as creating home conditions that support children's learning (e.g., purchasing necessary books and other school supply or providing a place to study). Parenting also implied that parents were warm and responsive to their children, communicated with them, and supported their development. The second most important factor in any partnership was communication. This type of

involvement concerned the basic responsibilities of schools, including establishing two-way communication between family and school.

2.3 Theoretical Framework

The researcher reviews two curriculum implementation models which include; Schon and Chin's curriculum implementation models. However, the study was on the basis of Schon's curriculum implementation model who provides three different curriculum implementation strategies. Centre periphery (CP) model as one of his strategy is relevant to the Nigerian curriculum implementation process at junior secondary school level. This is because, it is the National Educational Research and Development Centre that responsible to provide and disseminate the curriculum of all the subjects taught at junior and senior secondary school levels to all Nigerian States for implementation.

2.3.1 Schon's Curriculum Implementation Model

Curriculum implementation model was classified by Schon (1971) in Yusuf (2012:202), into three different ways of disseminating innovation for implementation, they are:

a. the centre periphery (C-P) model;
b. the proliferation of the centre (P-C) model; and
c. the periphery centre or shifting centre model.

The Centre Periphery (C-P) Model: in this model, the innovative programmes are developed by experts such as officials of ministries, examiners who act at a center. The new ideas are disseminated to schools for implementation. The success of the project depends on the effectiveness at the center, the level of resources available and how effectively the resources are well managed.

The proliferation of the Centre (P-C) Model: this include; primary and secondary centers. The primary center is supportive and manages the secondary center. It is the secondary center that is engaged in the diffusion of innovation. It is the facilitator and has no rigid control over the primary center. The effectiveness of this approach depends to, a large extent on:

i. the ability of the primary centers to generate support and manage auxiliary centres.

ii. The availability of well trained workers in the out post.

The Periphery Centre or Shifting Centres Model: this model does not suffer from dependence on limited resources and competence and from undue rigidity of a central doctrine. Problems are assessed on their merit, and where there is need for reform, this is disseminated to the central agency which makes input on how to overcome the problem.

2.3.2 Chin's Curriculum Implementation Model

Chin (1968) in Yusuf (2012:206) also developed three different models of interest. They are:

a. Power coercive;

b. Normative re-educative; and

c. Empirical rational.

The Power Coercive Pattern as the name suggests, is based upon the use of power (political, economic, normal, administrative, etc.) to influence other people's action. By this model, change is initiated by elected politicians, who use the law or government directives as a medium. In education, it is used to pass laws against certain activities or to ensure others.

Normative Re-educative: this model has its base in the behavioral sciences. It uses to interpersonal relationship to persuade people to accept change, through an act of co-operation. The model is basically used to change teachers' attitude, opinions and so on, towards pupils, colleagues or curriculum methods and interests. Basically, the pattern involves linking innovative processes with research and development, with emphasis being placed on dialogue between the consumer and the innovator.

The Empirical Rational Approach: is similar to the problem solving approach in which, both the innovators and the consumers see themselves as partners in progress who have come together to share a common goal.

The models discussed above, are guiding principles towards the diffusion and dissemination of curriculum change and innovation for better and effective curriculum implementation. However, to implement any curriculum one of these models should be adopted.

2.4 Empirical Studies

The following are the empirical studies presented in respect to this research work:

Ubah and Shu'aibu (2014), conducted a research on the evaluation of the implementation of Nigeria certificate in education social studies programme in federal colleges of education in north-western political zone of Nigeria. They based their research on how social studies content, funding and teachers' qualification influence the implementation of social studies curriculum in federal colleges of education in north-western political zone of Nigeria. Descriptive survey design was adopted and questionnaire was used for data collection. The research population was 108 which comprised of lecturers and the management staff of federal colleges of education under

study. The sampled schools were 3 while the sampled population equivalent of the population because the population is not much to be sampled. They found that, the implementation of the course contents is mostly dominated by the use of traditional techniques of instruction notably the lecture method to the detriment of other instructional strategies. This study has relevance with the present study in the sense that, the study revealed that the course contents were not taught the way they suppose to be taught in federal colleges of education and it has direct bearing with the teaching of social studies contents in junior secondary school because, the graduate of Nigeria certificate in education social studies programme were among the teachers teaching social studies at junior secondary school levels.

Onipe (2004), in her research assessment of social studies curriculum on value clarification, competence and utilization among junior secondary schools students in Kano Metropolis. The work focused on value clarification, teachers' qualification and methods used by social studies teachers in teaching social studies within Kano metropolis. The researcher adopted a descriptive survey design, the study sample comprised of twenty teachers, one hundred and twenty students, and twenty parents. The main instruments used were questionnaire and documentary sources. The primary source of documentary used was official curriculum materials and relevant textbooks form the secondary source. The findings showed that the students level of value clarification competence was inadequate, and that the teachers place much emphasis on teacher-centered method than activity-based or student-oriented method. The present study is significantly relevance with the finding of Onipes' work because, one of the aim of the

present study is to determine the pedagogical method used in teaching social studies in junior secondary school.

Adegoka (1981), conducted a research on the evaluation of teaching social studies in some selected post primary institutions in Zaria Educational Zone of Kaduna State. Here, the researcher focused on the relevance textbooks to be used in teaching social studies and their uniformity, issues on social studies teachers qualification and specialization, as well as the approaches or methods to be used in teaching and learning social studies at post primary schools level in Zaria Educational Zone of Kaduna State. He adopted survey design using close ended questionnaire as a means of collecting data where twelve schools and its environs were sampled. He found out that different textbooks are used in the teaching of social studies subject in the sampled and that the syllabus is also not unified. He also discovered that most of the teachers handling the discipline were not specialist in the subject and in most cases not qualified. It is equally noted that the inquiry approach was not sufficiently used by the teachers in the schools sampled as only 42% of the teachers indicated that they often used the method. The findings of Adegoka's work is relevance when it is compare with the objectives number two and four of the present study.

Jimoh (2004), in his study on the analysis of the values education component of the secondary schools social studies programme adopted survey design. The focus of this research is to identify the problems militating against effective implementation of social studies curriculum, part of it is to determine whether the objectives stated by social studies teachers are comprehensive or not. Descriptive survey design was adopted with 4500 population using sample size of 354, the instrument used was questionnaire and

pearson product moment correlation was used for the analysis. The result showed that over 50% of the stated instructional objectives in the secondary schools social studies curriculum were basically cognitive objectives which will serve as one of problem hindering effective implementation of social studies curriculum. This research is relevant to the present study considering objective number 4 which is aim to identify problems associated with the implementation of social studies.

Francis (2011), an assessment of the implementation of social studies curriculum for effective citizenship in primary schools in Kaduna State. The main focus of this work is to find out the roles of government in achieving social studies curriculum objective, methods to be used in teaching and learning social studies at primary school level and the issue of teacher qualification effect in teaching social studies for effective citizenship in primary schools in Kaduna State. He adopted survey design with population of 5552 primary school students and teachers and the sample of 357 students and teachers using Krejie and Morgan formula. The findings of his work disclosed that the role of government and supervision on the implementation of the objectives of social studies curriculum has significant impact on effect of citizenship of pupils in primary schools, the methods of teaching techniques that aids learning in social studies have tremendous effect on effective citizenship of pupils in primary schools and the teachers' qualification determines the level of achievement of social studies curriculum objectives for effective citizenship of pupils in schools. The findings of his work is significantly relevance with objectives number two, three, four and five.

Abubakar (2009), evaluated the implementation of nomadic primary school social studies programme in Nigeria and its implication for curriculum renewal. He focused on

the effective supervision, parental involvement, government participation and the adequacy of teachers towards the implementation of nomadic primary school social studies programme in Nigeria. A survey design was adopted using questionnaire as an instrument for data collection. The population of the study include all the social studies teachers in 134 nomadic primary schools in 12 local governments that operate nomadic primary schools in plateau state all the administrators of National Nomadic Education in Plateau State. The research findings revealed that there is lack of effective supervision, poor participation of government, low parental involvement and inadequate teachers which were militating against the implementation of the programme. Some of the major concern of the present study include the roles or active participation of the stake holders (teachers, parents, supervisors, principals ministry of education and government) in ensuring the implementation of social studies curriculum, thus the findings revealed by Abubakars' research are significantly relevance.

Adoke (1987), studied teachers and students perceptions of social studies and teaching methods in selected junior secondary schools in the northern states of Nigeria using total of 1985 students and 160 teachers. The focus of this research work is to ascertain the methods used by social studies teachers, the availability of social studies teaching materials and the trained and adequate social studies teachers in selected junior secondary schools in the northern states of Nigeria. Survey design was adopted in carrying out the research and while questionnaire was used as the instrument for data collection. It was discovered that methods mainly employed were discussion and story telling methods while the problem solving approach, group method and the use of

resource persons ranked the least. Further more, lack of trained teachers and inadequate textbooks were predominant.

Eleojo (2011), carried out a study on the problems militating against the teaching and implementation of social studies curriculum in secondary schools in the federal capital territory, Abuja. He focused centrally on the perception of other social science experts, teaching and learning resources and the government commitment towards the implementation of social studies curriculum in secondary schools in the federal capital territory, Abuja. The study adopted survey design, the population consist of 40 staff from the relevant ministry, 15 lecturers from colleges of education Zuba and university of Abuja, 10 teacher from the government schools who teach social studies and 8 social studies association officials (SOSSAN). The sample of the research covers the whole population. Questionnaire was used as the instrument for data collection. The findings of the research revealed that, the problems against the implementation of social studies has significant effect on its implementation at secondary school levels, the perception of other social science experts significantly affects the implementation of the subject at secondary school levels, lack of materials and facilities including current textbooks, equipped library or workshop are the greatest problem affecting the implementation of social studies at the secondary school levels, there is no adequate commitment on the part of the government to ensure appropriate implementation of the social studies curriculum, the non availability of human resources significantly affects the implementation of social studies at secondary schools. The short coming of Eleojo's research was that, she used only 10 social studies teachers which were suppose to have large number among the respondents instead, she used 40 respondents from the ministry of education, 15

respondents from Federal College of Education despite the teachers are those responsible to contribute more than 60% during implementation of school curriculum.

Considering the above empirical studies reviewed, all researches reviewed were similar to the present study in the areas of methods used by social studies teachers, some focused on social studies curriculum content and talked about the problems militating against social studies curriculum implementation upon which all have bearing with the present study. However, the present study is unique in a situation where the studies reviewed were conducted some where and at different educational levels which include, federal college of education in north-western political zone of Nigeria, junior secondary schools in Kano Metropolis, Zaria Educational Zone of Kaduna State and Federal Capital Territory, Abuja and so on. while the present research was conducted in junior secondary schools in Nguru Universal Basic Education Inspectorate Zone, Yobe State. And there is no research title among them that looks the same with the present study but, they are similar.

2.5 Summary

The chapter reviewed extensively some vital issues that highly related to the research under study. The review include; conceptual framework, concept of assessment, characteristics of good assessment, purposes of assessment, evaluation, types of evaluation, characteristics of evaluation, importance of evaluation, concept of curriculum, concept of social studies, concept curriculum implementation, curriculum implementation problems of curriculum implementation in Nigeria, historical development of social studies, general objectives of social studies, social studies objectives for junior secondary schools (upper basic), national policy on education and social studies objectives, social

studies content for junior secondary schools (upper basic), aspects of curriculum that require implementation and evaluation, the roles of parents in curriculum implementation the roles of social studies teacher towards curriculum implementation, the roles of school boards in curriculum implementation, the roles of quality assurance officers in implementing curriculum, theoretical framework, review of empirical studies among others. Therefore, from the related literature reviewed, the researcher disclosed some important areas of curriculum implementation for academic benefit. This work made it overt that, a lot will be done by stakeholders (teachers, parents, ministry of education, community members, school principals, and school supervisors) before the achievement of successful and effective curriculum implementation in Nigeria based on the fact reviewed.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the procedure and method used in the conduct of this research. It include; the design of the research, population of the study, sample and sampling techniques, instrument for data collection, validity of the instrument, pilot study and Reliability test, administration of the instrument and method of data analysis.

3.2 Research Design

A survey research was adopted to assess the implementation of social studies curriculum in junior secondary schools in Yobe State. A survey design is descriptive in nature. According to Ary, Lucy and Razavieh (2002), a survey design is used to obtain information concerning the current position of a phenomena. A survey research design according to Welberge and Bowen (1977) is appropriate for any study that involves a large population of respondents.

3.3 Population of the Study

The population of this study consist of students, social studies teachers, principals and quality assurance officials. The zone covered Nguru, karasuwa and Machina Local Government Areas that were officially considered as Nguru Universal Basic Education Inspectorate Zone, Yobe Stae. Therefore, the total population figure was 5660 as shown on table 3.1.

Table: 3.1 Population

S/No	Local Government Areas	Number of Schools	Students	Quality Assurance Officials	Principals	Social Studies Teachers	Total
1	Nguru	9	3930	16	9	16	3971
2	Karasuwa	5	1299	7	5	7	1318
3	Machina	4	360	5	4	2	371
	Total	18	5589	28	18	25	5660

Source: Nguru Universal Basic Education Inspectorate Zone, Yobe Stae (2015).

3.4 Sample and Sampling Techniques

The sample size used for the conduct of this study was 200 respondents. This is based on the recommendations of Roscoe (1975). who said that, for any study in the social sciences (including education) the sample size of 30 to 500 suffice. Hence, the choice of 200 respondents. The simple random sampling technique was used. Here, the multi-stage sampling procedure was adopted. At the first stage the sample size was distributed as follows:

Table: 3.2 Sample size Distribution Based on the Respondents' Status

	Students	Principals	Social Studies Teachers	Quality Assurance Officials	Total
	170	10	10	10	200
Total	170	10	10	10	200

In the second stage, the sample distribution was selected across the 10 schools out of the 18 schools. This is presented in table 3.3 as follows:

Table 3.3 Sample size Distributed Across the Sampled Schools

S/No.	Local Government Area	School's Name	S/F of Students	S/S of Students	S/F of Social Studies Teachers	S/S of Social Studies Teachers	Principals	Quality Assurance Officers	Total of S/S
1	Nguru	Government Day Junior Secondary School Central	812	37	3	1	1	10	
		Government Day Junior Secondary School Hausari	573	26	3	1	1		
		Government Day Junior Secondary School Girgiri	799	36	3	1	1		
		Government Day Junior Secondary School Nguru	348	16	2	1	1		
		Government Day Junior Secondary School Majakura	46	2	1	1	1		
2	Karasuwa	Government Day Junior Secondary School Jajimaji	364	16	1	1	1		
		Government Day Junior Secondary School Gasma	403	18	2	1	1		
		Government Day Junior Secondary School G/Guna	225	10	1	1	1		
3	Machina	Government Day Junior Secondary School Farimaram	110	5	1	1	1		
		Government Day Junior Secondary School Bogo	95	4	1	1	1		
	Total		3775	170	18	10	10	10	200

Key:

S/S = Sample Size

S/F = Sample Frame

3.5.1 Instrumentation

Assessment of Social Studies Curriculum Implementation Questionnaire (ASSCIQ) and structured interview were used for data collection. Thus, the questionnaire was designed with 50 items using four (4) points modified Likert scale (using SA (Strongly Agree), A (Agree), D (Disagree) and SD (Strongly Disagree)). And the interview instrument was designed with 17 items.

3.5.2 Validity of the Instrument

After constructing the questionnaire (ASSCIQ) and interview, they were subjected to face and content validation by the research supervisors from Department of Educational Foundations and Curriculum, Faculty of Education Ahmdu Bello University, Zaria and Department of Teacher Education, Institute of Education, Ahmdu Bello University, Zaria as senior lecturers and supervisors as well scrutinized the instruments, by checking items with the objectives and hypotheses of the study. This was done in order to ensure that the measuring instrument has measure thoroughly and accurately what it intends to measure.

3.5.3 Pilot Study

The objective of a pilot study is to determine the reliability coefficient of the designed questionnaire and interview. Thus, 14 questionnaire were administered to 12 students and 2 social studies teachers. An interview was equally administered to 6 people which comprise of 3 quality assurance officers and 3 principals with the aim of determining the reliability of the instruments. The 20 subjects of pilot study were out of the sampled population. This is because, it was conducted in Government Day Junior

Secondary School Nglewa, Government Day Junior Secondary School Machina and Government Day Junior Secondary School Wachakal.

3.5.4 Reliability of the Instrument

The data obtained from the pilot study were statistically analyzed for the purpose of reliability. The Cronbach alpha reliability coefficient was used to test the questionnaire and interview. This reliability coefficient was considered adequate for the internal consistencies of the instrument. The result of Cronbach alpha reliability co-efficient for questionnaire is 0.942 and 0.796 for interview. This was a confirmation of test of reliability which according to Spiegel (1992)*;* an instrument is considered reliable if it's reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient to 1, the more reliable is the instrument. This therefore confirmed that the instruments designed for this study were highly reliable.

3.6 Procedure for Data Collection

The researcher and the research assistants pay a visit to the schools concerned and Local Government Education Authorities of Nguru, Machina and Karasuwa to meet the quality assurance officers on different days to administer the questionnaire and interview. Two research assistants were all trained for good three hours on how to administer the instruments. The respondence are: social studies teachers, students, principals, quality assurance officers. The questionnaire was distributed to 170 students and 10 social studies teachers. It has 5 items with 50 statements and the interview was administered to 10 principals and 10 quality assurance officers. Thus, the researcher and the research

assistants administered the questionnaire and the interview within 2 weeks, 178 questionnaire were successfully returned to the researcher.

3.7 Procedure for Data Analysis

After the collection of data from the subjects, descriptive statistics of mean and standard deviation were used in answering the research questions while inferential statistics of chi-squire was employed for hypotheses test in order to make judgment.

CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter can be considered as the heart of this research work. This is because, it presents the result of the data collected and analyzed using the statistical package for social science version 22 (SPSS). Bar chart, mean and standard deviation were used at descriptive level to answer the research questions and chi-squire was used at inferential level to test the hypotheses, so as to allow the researcher to make judgment.

4.2.1 Descriptive Analysis

The following descriptive statistics were presented to answer the research questions:

Research Question one: To what extent does the social studies curriculum content is being implemented in Junior Secondary schools in Yobe State?

The research question one was answered using mean and standard deviation.

Table 4.1: The mean and standard deviation scores of the respondents' views on the extent to which social studies curriculum content is being implemented in Junior Secondary schools in Yobe State.

N	Mean	Std. Deviation	Minimum	Maximum
178	44.53	36.572	4	123

The result of table 4.1 above shows that, the mean and standard deviation scores of the respondents' views were 44.53 and 36.572 respectively. This was clearly described that, the extent to which social studies curriculum content is being implemented in Junior

Secondary schools in Yobe State was low, because the mean and standard deviation scores were not closed to maximum value.

Figure 4.1

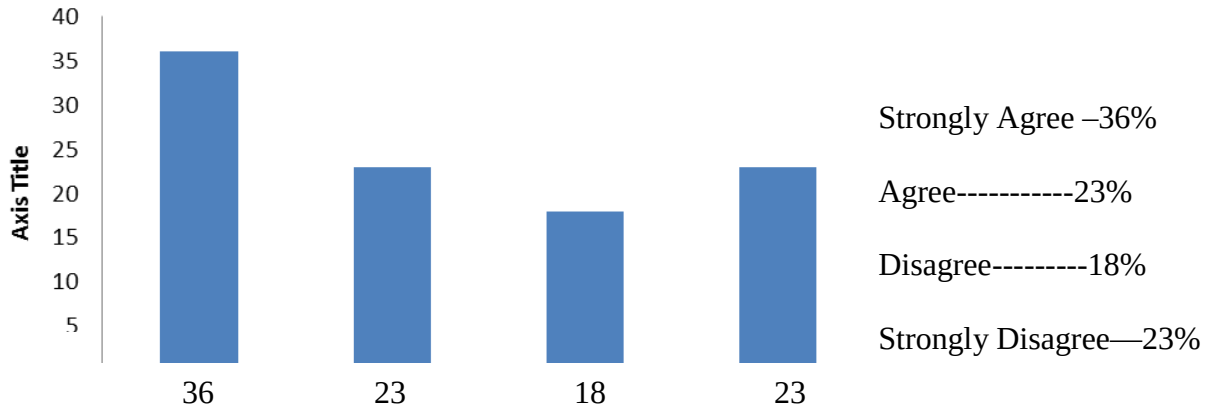


Figure 4.1 above describes the respondents' views to the questionnaire from item 1-10

Research Question two: How does the pedagogical methods used by teachers in the implementation of social studies curriculum in Junior Secondary schools in Yobe State?

The research question two was answered using mean and standard deviation.

Table 4.2: The mean and standard deviation scores of the respondents' views on the pedagogical methods used by social studies teachers in the implementation of social studies curriculum in Junior Secondary schools in Yobe State.

N	Mean	Std. Deviation	Minimum	Maximum
178	44.50	29.679	3	131

The result of table 4.2 above shows that, the mean and standard deviation scores of the respondents' views were 44.50 and 29.679 respectively. The result described that, the mean and standard deviation scores were not close to the maximum value of 131.

Figure 4.2

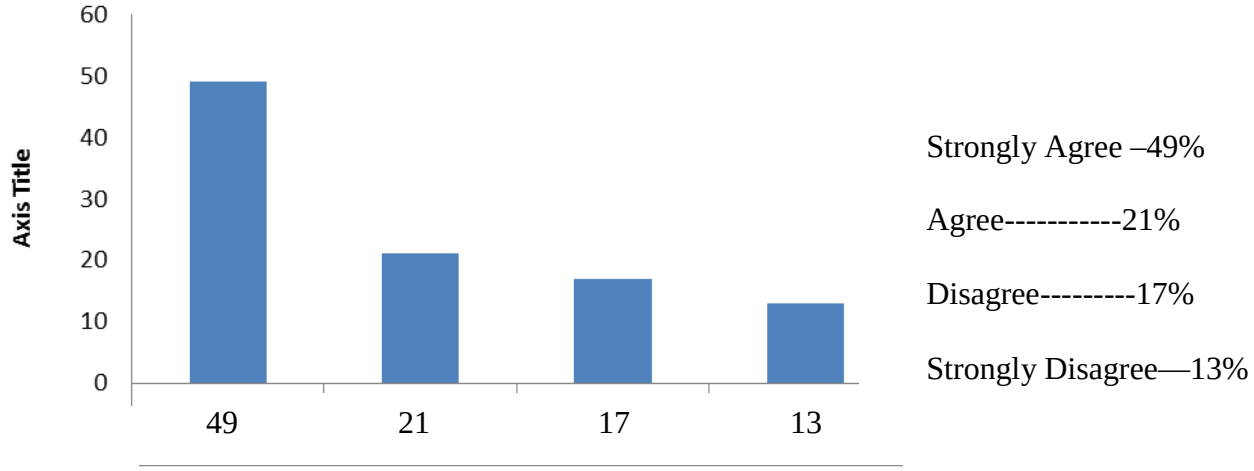


Figure 4.2 above describes the respondents' views to the questionnaire from item 11-20

Research Question three: In which way does the social studies teachers used instructional materials in the implementation of social studies curriculum in Junior Secondary schools in Yobe State? This was answered using mean and standard deviation.

Table 4.3: The mean and standard deviation scores of the respondents' views on the roles of social studies teachers in the used of instructional materials in the implementation of social studies curriculum in Junior Secondary Schools in Yobe State.

N	Mean	Std. Deviation	Minimum	Maximum
178	44.50	25.176	3	121

The result of table 4.3 above shows that, the mean and standard deviation scores of the respondents' views were 44.50 and 25.176 respectively. The result described that, the mean and standard deviation scores were not close to the maximum value of 121. This indicates the less use of instructional materials by social studies teachers.

Figure 4.3

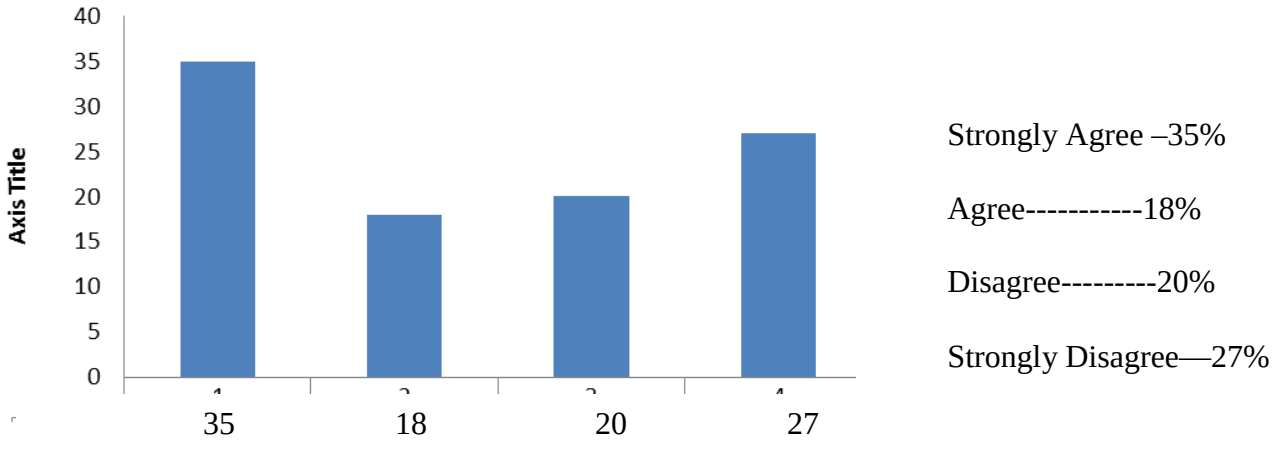


Figure 4.3 above describes the respondents' views to the questionnaire from item 21-30

Research Question four: What are the problems associated with the implementation of the social studies curriculum in Junior Secondary Schools in Yobe State?

The research question four was answered using mean and standard deviation.

Table 4.4: The mean and standard deviation scores of the respondents' views on the problems associated with the implementation of the social studies curriculum in Junior Secondary Schools in Yobe State.

N	Mean	Std. Deviation	Minimum	Maximum
178	44.45	36.378	6	135

The result of table 4.4 above shows that, the mean and standard deviation scores of the respondents' views were 44.45 and 36.378 respectively. The result described that, the mean and standard deviation scores were not close to the maximum value of 135.

Figure 4.4

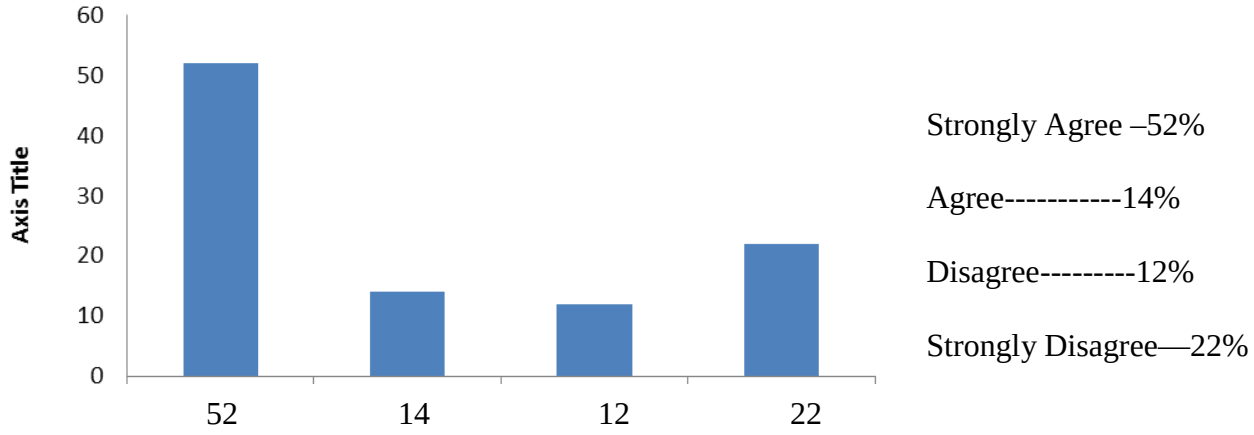


Figure 4.4 above describes the respondents' views to the questionnaire from item 31-40

Research Question five: How do the quality assurance officers supervise the implementation of social studies curriculum in Junior Secondary schools in Yobe State?

The research question five was answered using mean and standard deviation.

Table 4.5: The mean and standard deviation scores of respondents' views on the supervisory roles of quality assurance officers in social studies curriculum implementation in Junior Secondary Schools in Yobe State.

N	Mean	Std. Deviation	Minimum	Maximum
178	44.50	27.618	6	108

The result of table 4.5 above shows that, the mean and standard deviation scores of the respondents' views were 44.50 and 27.618 respectively. The result described that, the mean and standard deviation scores were not close to the maximum value of 108. This indicates failure to the supervisory roles of quality assurance officials in ensuring social studies curriculum implementation in Junior Secondary Schools in Yobe State.

Figure 4.5

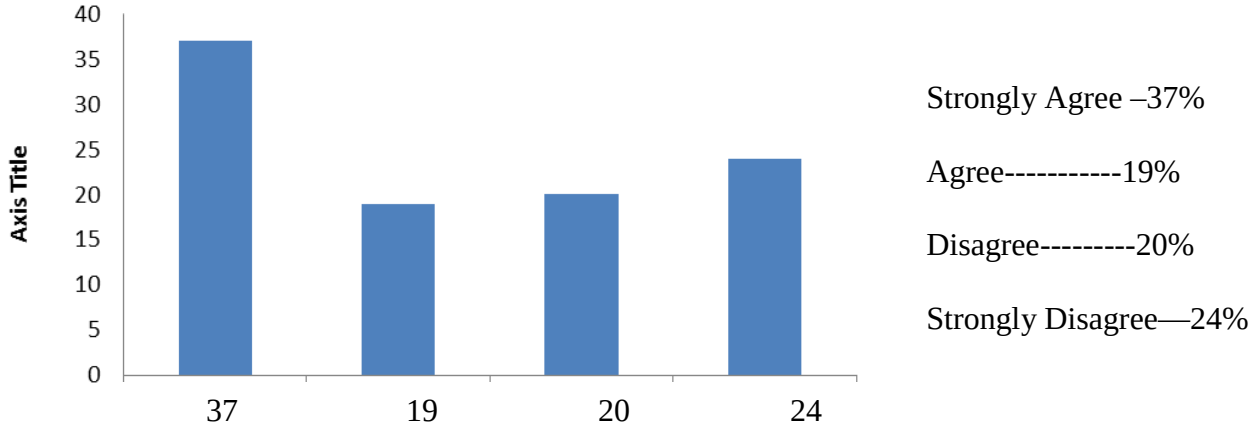


Figure 4.5 above describes the respondents' views to the questionnaire from item 41-50

4.2.2 Inferential Analysis

Here the non-parametric statistical tool of chi-squire was used for data analysis and give way to make a conclusion.

Ho_1: There is no significant difference in the extent to which social studies curriculum content is being implemented in Junior Secondary Schools in Yobe State.

Hypothesis number one was tested using chi-squire statistical tool.

Table 4.6a: The chi-squire analysis for interview items on the extent to which social studies curriculum content is being implemented in Junior Secondary schools in Yobe State.

N	χ^2	Df	α	P-value	Decision
20	78.000	18	0.05	0.133	Accepted

P-value 0.133 > α=0.05 level of significance. Therefore, hypothesis one is accepted.

Table 4.6b: The chi-squire analysis for questionnaire items on the extent to which social studies curriculum content is being implemented in Junior Secondary schools in Yobe State.

N	χ^2	Df	α	P-value	Decision
178	108.000	89	0.05	0.252	Accepted

Table 4.6b shows that the p-value 0.252 > α=0.05 level of significance. This means the p-value calculated at 0.252 is greater than α=0.05. Hence, the hypothesis number 1 which says that, there is no significant difference in the extent to which social studies curriculum content is being implemented in Junior Secondary Schools in Yobe State is therefore accepted.

Ho_2: There is no significant difference in the pedagogical method used by social studies teachers in implementation of social studies curriculum in Junior Secondary Schools in Yobe State.

Hypothesis number two was tested using chi-squire statistical tool.

Table 4.7a: The chi-squire analysis for interview items on the pedagogical methods used by social studies teachers in the implementation of social studies curriculum in Junior Secondary schools in Yobe State.

N	χ^2	Df	α	P-value	Decision
20	53.000	18	0.05	0.416	Accepted

P-value 0.416 > α=0.05 level of significance. Hence, hypothesis two is accepted.

Table 4.7b: The chi-squire analysis for questionnaire items on the pedagogical methods used by social studies teachers in the implementation of social studies curriculum in Junior Secondary schools in Yobe State.

N	χ^2	Df	α	P-value	Decision
178	84.000	90	0.05	0.658	Accepted

Table 4.7b shows that the p-value 0.658 > α=0.05 level of significance. This means the p-value calculated at 0.658 is greater than α=0.05. Hence, the hypothesis number 2 which says that, there is no significant difference in the pedagogical method used by social studies teachers in implementation of social studies curriculum in Junior Secondary Schools in Yobe State is therefore accepted.

Ho_3: There is no significant difference in the teachers' used of instructional materials in the implementation of social studies curriculum in Junior Secondary Schools in Yobe State.

Hypothesis number three was tested using chi-squire statistical tool.

Table 4.8a: The chi-squire analysis for interview items on the roles of social studies teachers in the used of instructional materials in the implementation of social studies curriculum in Junior Secondary Schools in Yobe State.

N	χ^2	Df	α	P-value	Decision
20	48.000	18	0.05	0.244	Accepted

P-value 0.244 > α=0.05 level of significance. However, hypothesis three is accepted.

Table 4.8b: The chi-squire analysis for questionnaire items on the roles of social studies teachers in the used of instructional materials in the implementation of social studies curriculum in Junior Secondary Schools in Yobe State.

N	χ^2	Df	α	P-value	Decision
178	94.000	90	0.05	0.366	Accepted

Table 4.8b shows that the p-value 0.366 > α=0.05 level of significance. This means the p-value calculated at 0.366 is greater than α=0.05. Hence, the hypothesis number 3 which says that, there is no significant difference in the teachers' used of instructional materials in the implementation of social studies curriculum in Junior Secondary Schools in Yobe State is therefore accepted.

Ho_4: There is no significant difference in the problems identified with the implementation of social studies curriculum in Junior Secondary Schools in Yobe State.

Hypothesis number four was tested using chi-squire statistical tool.

Table 4.9a: The chi-squire analysis for interview items on the problems associated with the implementation of the social studies curriculum in Junior Secondary Schools in Yobe State.

N	χ^2	Df	α	P-value	Decision
20	53.667	18	0.05	0.215	Accepted

P-value 0.215 > α=0.05 level of significance. Therefore, hypothesis four is accepted.

Table 4.9b: The chi-squire analysis for questionnaire items on the problems associated with the implementation of the social studies curriculum in Junior Secondary Schools in Yobe State.

N	χ^2	Df	α	P-value	Decision
178	98.667	99	0.05	0.491	Accepted

Table 4.9b shows that the p-value 0.491 > α=0.05 level of significance. This means the p-value calculated at 0.491 is greater than α=0.05. Hence, the hypothesis number 4 which says that, there is no significant difference in the problems identified with the implementation of social studies curriculum in Junior Secondary Schools in Yobe State is therefore accepted.

Ho_5: There is no significant difference in the supervisory roles of quality assurance officers in social studies curriculum implementation in Junior Secondary Schools in Yobe State.

Hypothesis number five was tested using chi-squire statistical tool.

Table 4.10a: The chi-squire analysis for interview items on the supervisory roles of quality assurance officers in social studies curriculum implementation in Junior Secondary Schools in Yobe State.

N	χ^2	Df	α	P-value	Decision
20	97.000	18	0.05	0.114	Accepted

P-value 0.114 > α=0.05 level of significance. Therefore, hypothesis four is accepted.

Table 4.10b: The chi-squire analysis for questionnaire items on the supervisory roles of quality assurance officers in social studies curriculum implementation in Junior Secondary Schools in Yobe State.

N	χ^2	Df	α	P-value	Decision
178	104.000	99	0.05	0.346	Accepted

Table 4.10b shows that the p-value 0.346 > α=0.05 level of significance**.** This means the p-value calculated at 0.346 is greater than α=0.05. Hence, the hypothesis number 5 which says that, there is no significant difference in the supervisory roles of quality assurance officers in social studies curriculum implementation in Junior Secondary Schools in Yobe State is therefore accepted.

4.3 Summary of Major Findings

The following major findings were discovered in this research:

1. There is no significant difference in the extent to which social studies curriculum content is being implemented in Junior Secondary Schools in Yobe State (p-value 0.252 > α=0.05 level of significance and P-value 0.133 > α=0.05 level of significance for questionnaire and interview respectively). However, social studies curriculum content is not being properly implemented in junior secondary schools in Yobe State.
2. There is no significant difference in the pedagogical method used by social studies teachers in implementation of social studies curriculum in Junior Secondary Schools in Yobe State (p-value 0.658 > α=0.05 level of significance and P-value 0.416 > α=0.05 level of significance for questionnaire and interview respectively). Thus, conventional methods are commonly used by social studies teachers in teaching social studies in Junior Secondary Schools in Yobe State.
3. There is no significant difference in the teachers' used of instructional materials in the implementation of social studies curriculum in Junior Secondary Schools in Yobe State (p-value 0.366 > α=0.05 level of significance and P-value 0.244 > α=0.05 level of significance for questionnaire and interview respectively). Hence, most social studies teachers are not using instructional materials in junior secondary schools in Yobe State.
4. There is no significant difference in the problems identified with the implementation of social studies curriculum in Junior Secondary Schools in Yobe State (p-value 0.491 > α=0.05 level of significance). Therefore, the problems

affecting social studies curriculum implementation in Junior Secondary Schools in Yobe State include; inadequate instructional materials, lack of teacher motivation, inadequate classrooms for social studies lessons, lack of student's interest in social studies lesson and negative attitudes by community members towards social studies education

5. There is no significant difference in the supervisory roles of quality assurance officers in social studies curriculum implementation in Junior Secondary Schools in Yobe State (p-value 0.346 > α=0.05 level of significance). Thus, the supervisory roles of quality assurance officers are not being carried out accordingly.

4.4 Discussion of Findings

The issue of curriculum implementation assessment in Nigeria is vital, and its needs to be conducted time to time so as to ensure effective curriculum implementation in Nigeria and the world around. Thus, this research titled assessment of social studies curriculum implementation in junior secondary schools in Yobe State revealed that, there is no significant difference in the extent to which social studies curriculum content is being implemented in Junior Secondary Schools in Yobe State. The respondents' view shows that, social studies curriculum content is not being properly implemented in junior secondary schools in Yobe State. And the interview shows that social studies curriculum items are not being adequately covered. This finding agreed with Okam (1998), who stressed that social studies education has not been properly implemented in the schools to equip students with the necessary knowledge, facts and ideas that can enhance positive values and attitudes for the survival of individuals and the society. That is why social

problems range from disrespect to elders and constituted authorities, chronic dishonesty, corruption, religious crisis, ethnic/tribal crisis, murder, arson, examination malpractices, drug abuse, cultism, indiscipline and other forms of mal-adaptive behaviors which has bedeviled the Nigerian society.

The second finding showed that, there is no significant difference in the pedagogical method used by social studies teachers in implementation of social studies curriculum in Junior Secondary Schools in Yobe State. This finding revealed that new pedagogical method can be used to make the implementation of social studies curriculum possible and effective. Hence, most of the social studies teachers are using conventional method of teaching. Interview shows that, the method commonly used was lecture method neglecting new methods and strategies like simulation method, advanced organizer model and concept mapping among other new pedagogical methods. This tallied with the findings of Onipe, (2004), Ubah and Shu'aibu, (2014) respectively, who found that the teachers place much emphasis on teacher-centered method than activity-based or student-oriented method and the implementation of the course contents is mostly dominated by the use of traditional techniques of instruction notably the lecture method to the detriment of other instructional strategies.

Finding number three indicated that there is no significant difference in the teachers' used of instructional materials in the implementation of social studies curriculum in Junior Secondary Schools in Yobe State. Based on the respondents' view most social studies teachers are not using instructional materials while the little teachers that are using instructional materials were mostly used outdated, and most of the schools lacked instructional materials. Interview further revealed the non-availability of

instructional materials and the few that are available are not current and innovative. This agreed with the Kelly's view (1999) who opined that teaching and learning resources are challenge to curriculum implementation. There is limited procurement and supply of these resources in schools. Instructional materials and equipment are all in short supply or may not be available at all – no books or writing material, no science apparatus, inadequate or out of-date library.

The forth finding revealed that, there is no significant difference in the problems identified with the implementation of social studies curriculum in Junior Secondary Schools in Yobe State. This finding indicated that problems existed in the implementation of social studies curriculum in Junior Secondary Schools in Yobe State. They include; inadequate instructional materials, lack of teacher motivation, inadequate classrooms for social studies lessons, lack of student's interest in social studies lesson and negative attitudes by community members towards social studies education. The interview also confirmed the existence of the problems mentioned and further revealed that insufficient fund in education is one of the challenges militating against social studies curriculum implementation. These problems are significantly affecting the implementation of social studies curriculum. This tallied with the findings of Eleojo, (2011) who revealed that, the problems against the implementation of social studies has significant effect on its implementation at secondary school levels, the perception of other social science experts significantly affects the implementation of the subject at secondary school levels, lack of materials and facilities including current textbooks, equipped library or workshop are the greatest problem affecting the implementation of social studies at the secondary school levels, there is no adequate commitment on the part

of the government to ensure appropriate implementation of the social studies curriculum, and the non availability of human resources significantly affects the implementation of social studies at secondary schools.

Finding number five indicated that, there is no significant difference in the supervisory roles of quality assurance officers in social studies curriculum implementation in Junior Secondary Schools in Yobe State. Here, the respondents' view revealed that, the supervisory roles of quality assurance officers are not being carried out the way they should be. And the interview further revealed that social studies teachers are not being supervised regularly. This agreed with the finding of Abubakar, (2009) which revealed that there is lack of effective supervision, poor participation of government, low parental involvement and inadequate teachers which were militating against the implementation of the programme.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This work necessitated by the problems of social studies curriculum implementation which led to the occurrence of social problems like corruption, crime, delinquency, prostitution, examination mal-practice, disobedience, disregard to elders and so on, as stated by social studies experts like Okam. The study was to assess the social studies curriculum implementation in junior secondary schools in Yobe State. Five objectives were stated to: determine the extent to which social studies curriculum content is being implemented in Junior Secondary Schools in Yobe State; ascertain the pedagogical methods used by social studies teachers in the implementation of the social studies curriculum in Junior Secondary Schools in Yobe State among others. Five research questions and five hypotheses were formulated in line with the objectives. Relevant literatures were reviewed in chapter two which include; conceptual framework where different concepts were discussed, empirical studies as well as summary. A survey design was used, the instruments used were questionnaire and interview, 200 sample size selected using simple random sampling. Finally, descriptive and inferential statistics were used which answered the research questions and tested the research hypotheses and all the five null hypotheses were accepted. However, the findings revealed that, the social studies curriculum content is not being properly implemented; most of the social studies teachers are using traditional method of teaching among others. Based on the research findings, it was recommended that, all people concerned with the implementation of social studies curriculum content, Social studies teachers should make use of innovative strategies and while teaching social studies and so on.

5.2 Conclusion

Based on the research finings, the researcher concluded that:

1. there is no significant difference in the extent to which social studies curriculum content is being implemented in Junior Secondary Schools in Yobe State and the respondents' view shows that, social studies curriculum content is not being properly implemented in junior secondary schools in Yobe State.

2. there is no significant difference in the pedagogical methods used by social studies teachers in implementation of social studies curriculum in Junior Secondary Schools in Yobe State. This finding revealed that new pedagogical methods can be used to make the implementation of social studies curriculum possible and effective. Hence, most of the social studies teachers are using traditional method of teaching

3. there is no significant difference in the teachers' used of instructional materials in the implementation of social studies curriculum in Junior Secondary Schools in Yobe State and based on the respondents' view most social studies teachers are not using instructional materials while the little teachers that are using instructional materials were mostly used outdated, and in most of the schools lacked instructional materials.

4. there is no significant difference in the problems identified with the implementation of social studies curriculum in Junior Secondary Schools in Yobe State. This finding indicated that problems existed in the implementation of social studies curriculum in Junior Secondary Schools in Yobe State. They include; inadequate instructional materials, lack of teacher motivation, inadequate classrooms for social studies lessons, lack of student's interest in social studies lesson and negative attitudes by community

members towards social studies education. These problems are significantly affecting the implementation of social studies curriculum.

5. there is no significant difference in the supervisory roles of quality assurance officers in social studies curriculum implementation in Junior Secondary Schools in Yobe State. Here, the respondents' view reveals that, the supervisory roles of quality assurance officers are not being carried out the way they should be.

5.3 Recommendations

Based on the research findings and what have been concluded, the following recommendations were made to help in effective implementation of social studies curriculum in Nigeria:

1. All people concerned with the implementation of social studies curriculum content to start from teachers, students, principals, parents, and supervisors should be actively involved and committed to ensure the effective implementation of social studies curriculum in Nigeria;
2. Social studies teachers need to be conversant with the appropriate and innovative teaching methods and strategies and as well employ them while teaching social studies;
3. Social studies instructional materials and resources should be made available to the schools, and social studies teachers also need to be knowledgeable on how to make use of modern instructional materials;
4. There is need to consider teacher motivation, and provide adequate classrooms for social studies lesson. The students and community members need to be interested and give active support to the teaching and learning social studies as an

educational programme that was tested and confirmed that, if properly implemented, will do away with the menace of social problems in the society. That is why Okam (1998) said; upon all the subjects studied in the Nigerian school system, Social Studies is the most (if not the only) appropriate for addressing Nigerian societal problems educationally and comprehensively; and

5. Quality assurance officials should put more effort and perform their duties accordingly.

5.4 Suggestion for Further Studies

Based on the experiences discovered in the process of conducting this study, the following research topics were suggested for further studies:

1. Assessment of Parental Roles in Social Studies Curriculum Implementation in Junior Secondary Schools.

2. Influence of Religion and Culture of the Society on the Implementation of Social Studies Curriculum in Junior Secondary schools.

5.5 Contribution to Knowledge

1. The study confirmed that the social studies curriculum content is not being properly implemented in junior secondary schools in Yobe state;
2. The study also discovered that the new pedagogical methods can be used to make the implementation of social studies curriculum possible and effective. Hence, most of the social studies teachers are using traditional method of teaching;
3. Most social studies teachers are not using instructional materials while the little teachers that are using instructional materials were mostly used outdated, and most of the schools lacked instructional materials;

4. The study revealed the problems affecting social studies curriculum implementation in Junior Secondary Schools in Yobe State, which include; inadequate instructional materials, lack of teacher motivation, inadequate classrooms for social studies lessons, lack of student's interest in social studies lesson and negative attitudes by community members towards social studies education; and
5. It was also discovered that the supervisory roles of quality assurance officers are not being carried out in accordance with the provision of school supervision.

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APPENDIX

INTERVIEW ON ASSESSMENT OF SOCIAL STUDIES CRRICULUM IMPLEMENTATION IN JUNIOR SECONDARY SCHOOLS IN YOBE STATE, NIGERIA

This instrument was designed to assess social studies curriculum implementation in junior secondary school in Yobe State. Please respond to all questions asked to the best of your knowledge.

SECTION A: BIO-DATA

1. Status…….....
2. Gender……
3. Local Government Area…….

SECTION B: Items on Implementation of Social Studies Curriculum content

4. How adequate is the Social studies curriculum?
5. What is your impression on how teachers implement social studies curriculum?
6. How adequate is the coverage of items in the social studies curriculum?
7. Are there qualified teachers to teach social studies in your school?

Items on Pedagogical Methods Used by the Teachers in the Implementation of Social Studies Curriculum

8. What is the extent to which teachers use Simulation and Dramatization Method in teaching social studies in your school?
9. What is the extent to which teachers use Advanced Organizer Model and Inquiry Method in teaching social studies in your school?

10. What is the extent to which teachers use Discussion Method and Concept Mapping in teaching social studies in your school?
11. What is the extent to which teachers use Lecture Method in teaching social studies in your school?

Items on Use of Instructional Materials in the Implementation of Social studies Curriculum

12. Are there relevant social studies instructional materials in your school?
13. How often Social studies teachers uses instructional materials during lessons?
14. To what extent are social studies teachers familiar and capable of employing current and innovative instructional materials?

Item on Problems Associated with Social Studies Curriculum Implementation

15. Are there peculiar challenge(s) affecting Social Studies Curriculum Implementation in your school?

Items on Supervisory Roles of Quality Assurance Officials in Social Studies Curriculum Implementation

16. How often do Quality assurance officials perform their duties in school?
17. To what extent Quality assurance officials supervise social studies teachers in your school

QUESTIONNAIRE ON ASSESSMENT OF SOCIAL STUDIES CRRICULUM IMPLEMENTATION IN JUNIOR SECONDARY SCHOOLS IN YOBE STATE

Department of Educational Foundations and Curriculum,

Faculty of Education,

Ahmadu Bello University,

Zaria.

Dear Sir,/Madam,

QUESTIONNAIRE

I am a postgraduate student in the above-mentioned institution, currently conducting a research on the topic "Evaluation of Social Studies Curriculum Implementation in Junior Secondary Schools in Yobe State".

I implore you to go through the following questions and tick the appropriate options provided.

You are assured that your responses will be treated with utmost confidentiality and would be used only for the purposes of this research.

Thank you for your cooperation.

Yours' Sincerely,

Baba BABO,

SECTION A: BIO-DATA

Please tick (√) in the appropriate box

1. Status:

(a) Student ( ) (b) Teacher ( )

(c) Principal ( ) (d) Quality Assurance Official ( )

2. Gender:

(a) Male ( ) (b) Female ( )

3. Local Government Area:

(a) Nguru ( ) (b) Machina ( )

(c) Karasuwa ( )

Keys:

SA=Strongly Agreed

A=Agreed

D=Disagreed

SD=Strongly Disagreed

SECTION B

Please tick (√) the appropriate column that suits your assessment.

S/NO	Item 1: Implementation of Curriculum content of Social Studies in Junior Secondary Schools in Yobe State	SD	A	D	SD
1	The social studies curriculum content is too wide to be implemented within the junior secondary school Level.				
2	There are adequate social studies teachers to implement the social studies curriculum content.				
3	The social studies teachers are competent enough to implement the social studies curriculum content.				
4	There is conducive atmosphere in school that helps in achieving the implementation of social studies curriculum content.				
5	Social studies curriculum content of junior secondary schools is difficult to be implemented.				
6	Social studies curriculum content of junior secondary schools is easy to interpret by teachers.				
7	Social studies curriculum content of junior secondary schools can be used to inculcate the right types of values and attitudes in the mind of students.				
8	All junior secondary schools in Yobe State are using the same social studies curriculum contents.				
9	All junior secondary schools in Yobe State have the recent social studies curriculum distributed by Nigerian Educational Research and Development Council (NERDC).				
10	Social studies curriculum content of junior secondary schools is relevance to the need of Nigerian society.				

	Item 2: Pedagogical Methods Used by the Teachers in the Implementation of Social Studies Curriculum	SA	A	D	SD
11	Social studies teachers often used traditional methods of teaching.				
12	The students learn better when modern methods and strategies of teaching are used.				
13	Social studies teachers often use modern methods and teaching strategies.				
14	The students become more interested in the lesson when teachers apply learner-centered approach in teaching social studies.				
15	Social studies teachers are capable or intelligent enough to teach social studies using new pedagogical approach.				
16	Social studies teachers always interested in using new methods and strategies of teaching during the lesson.				
17	There are adequate instructional materials to be used for new pedagogical methods of teaching social studies.				
18	Suitable teaching methodologies affect the implementation of social studies curriculum.				
19	Government and non-governmental organizations are from time to time organize workshop for teachers on new pedagogical methods of teaching social studies.				
20	Some of the new methods can be used effectively by social studies teachers even without attending conference or workshop.				

	Item 3: The Roles of Social Studies Teachers in the Used of Instructional Materials in the Implementation of Social studies Curriculum	SA	A	D	SD
21	Social studies teachers plan their lessons with due consideration to instructional materials.				
22	Social studies teachers often use instructional materials.				
23	Social studies teachers guide students to participate in class activities using instructional materials.				
24	Social studies teachers improvise social studies teaching materials.				
25	Social studies teachers interpret the curriculum using relevant instructional materials.				
26	The used of instructional materials by social studies teachers assist in covering of social studies curriculum content in my school.				
27	Some social studies teachers are not competent enough to used appropriate instructional materials.				
28	Social studies instructional materials are always available in my school.				
29	Social studies instructional materials assist in bridging the gap between theory and practice in my school.				
30	Social studies teachers always used modern instructional material in my school.				

	Item 4: Problems Associated with Social Studies Curriculum Implementation	SA	A	D	SD
31	Social studies curriculum content can effectively be implemented because government provides enough funds.				
32	There are no adequate instructional materials for proper implementation of social studies curriculum in my school.				
33	There is no teacher motivation in my school.				
34	There are no adequate classrooms for social studies lessons in my school.				
35	There are adequate and up to-date social studies textbooks in my school.				
36	The use of resource person is not always considered in the implementation of social studies in junior secondary schools.				
37	Students always come late for social studies lesson.				
38	Most of junior secondary school students are not interested in social studies lesson.				
39	There are quantitative and qualitative social studies teachers in my school.				
40	Our community members have negative attitudes towards social studies education				

	Item 5: Supervisory Roles of Quality Assurance Officials in Social Studies Curriculum Implementation	SA	A	D	SD
41	Quality assurance officials supervise social studies teachers regularly in my school.				
42	Quality assurance officials perform their duties effectively.				
43	Quality assurance officials evaluate social studies teachers especially the newly recruited ones.				
44	Quality assurance officials assess both teachers and students of social studies when they visit my school.				
45	Quality assurance officers contribute to advancement of teaching social studies.				
46	Quality assurance officers discuss the educational theory and current development in schools with professional staff.				
47	Quality assurance officers participate in curriculum development by offering useful suggestions to the body responsible for curriculum planning and development.				
48	Quality assurance officers co-ordinate all that are involved in the school business.				
49	Quality assurance unit provide leadership for participation of citizens in school affairs.				
50	Quality assurance unit participate in the selection of teachers and organization of schools to provide high quality instructions.				

Population

S/No.	Local Government Area	School's Name	Students	Quality Assurance Officers	Principals	Social Studies Teachers	Total
1	Nguru	Government Day Junior Secondary School Central	812	28	1	3	
		Government Day Junior Secondary School Hausari	573		1	3	
		Government Day Junior Secondary School Ngilewa	1129		1	2	
		Government Day Junior Secondary School Girgiri	799		1	3	
		Government Day Junior Secondary School Nguru	348		1	2	
		Government Day Junior Secondary School Majakura	46		1	1	
		Government Day Junior Secondary School Dumsai	117		1	1	
		Government Day Junior Secondary School Afunori	43		1	1	
		Government Day Junior Secondary School Bulanguwa	63		1	0	
2	Karasuwa	Government Day Junior Secondary School Jajimaji	364		1	1	
		Government Day Junior Secondary School Gasma	403		1	2	
		Government Day Junior Secondary School G/Guna	225		1	1	
		Government Day Junior Secondary School Bukarti	205		1	2	
		Government Day Junior Secondary School Wachakal	102		1	1	
3	Machina	Government Day Junior Secondary School Farimaram	110		1	1	
		Government Day Junior Secondary School Garanda	95		1	0	
		Government Day Junior Secondary School Bogo	95		1	1	
		Government Day Junior Secondary School Machina	60		1	0	
	Total		5589	28	18	25	5660

Source: Nguru Universal Basic Education Inspectorate Zone, Yobe State (2015).

Social Studies Content for Junior Secondary School Programme

JSS ONE

Table: 1

S/NO.	THEMES	TOPICS
1	Introduction to Social Studies	i. Meaning and Scope of Social Studies ii. Nature of Social Studies iii. Objectives of Social Studies iv. Importance of Social Studies
2	People and their Environment	a. Meaning and types of Environment e.g Physical and Social Environment i. Features of Physical and Social Environment and their Influences ii. Environmental Problems and Solutions b. Social Environment Meaning and Types of Social Environment e.g Primary (Family) and Secondary Social Groups i. Causes, Effect and Steps in Conflict Resolution c. Safety in the Environment i. Need for Safety and Measures for safety
3	Socialization: Its Agent and Processes	i. Meaning, Significance and Process of Socialization ii. Agents of Socialization iii. Effects of Socialization
4	Culture	i. Meaning and Components of Culture ii. Features of Culture iii. Uniqueness of Nigerian Culture iv. Cultural Similarities and Differences in Nigeria People

S/NO	THEMES	TOPICS
5	Social Issues and Problems Contemporary Social Issues and Problems	i. Meaning and Identification of Contemporary Social Issues in Nigeria ii. Causes, Effect and Solution e.g HIV/AIDS a. Meaning of HIV/AIDS b. Causes of HIV/AIDS c. Problems of HIV/AIDS d. Care for the HIV/AIDS Infected and Affected e. Prevention of HIV/AIDS
6	National Unity and Integration	i. Meaning of National Unity and Integration ii. Needs for National Unity and Integration iii. Symbols of Nigerian Unity e.g National Anthem, the Pledge, Currency and the Constitution etc. iv. Measures for Promoting National Unity.

JSS TWO

Table: 2

S/NO	THEMES	TOPICS
1	People and Their Environment	i. Social Group ii. Group Behavior
2	Culture	i. Marriage ii. Types of Food in our Culture iii. Common Dress in our Culture iv. Common Hair Styles v. Adornments vi. Religion
3	Social Issues and Problems	i. Drug Abuse ii. Drug Trafficking iii. Poverty iv. Corruption v. Cultism vi. Accidents in School vii. Preventing and Taking Care of Accidents in the School
4	Science, Technology and Society	i. Science and Technology in Development ii. Modern Science and Technology and Societal Development iii. Home Appliances iv. Dangers in the Wrong Use of Appliances
5	Communication	i. Meaning of Communication ii. Types of Communication iii. Importance of Communication iv. Information and Communication Technology
6	Family	i. Living Together in the Family

S/NO	THEMES	TOPICS
7	School Community	i. Meaning of School Community ii. Description of School Community iii. Members of the School Community
8	Storage	i. Meaning and Ways of Storage ii. Things we Store and Why we Store them
9	National Economy	i. Savings and Ways of Savings ii. Keeping Money in the Bank iii. Resources iv. Meaning and Means of Transportation v. Advantages and Problems of Modern Means of Transportation
10	Health Issues	i. Harmful Substances ii. Drug Abuse iii. Water Supply

JSS THREE

Table: 3

S/NO	THEMES	TOPICS
1	Social Value	i. Trafficking in Children and Women ii. Harmful Traditional Practices iii. Population iv. Family Life Education
2	Peace and Conflicts	i. Peace ii. Conflict iii. Intra-National/Inter-Ethnic Conflict iv. Causes and Consequences of Conflict v. Conflict Management and Resolution
3	National Economy	i. Meaning of National Economy ii. Examples of Economic Activities a. Trading b. Manufacturing c. Faming d. Fishing iii. Sectors of the Nigerian Economy iv. Nature of the Nigerian Economy v. Economic Reform Measures a. Privatization b. Commercialization c. Deregulation vi. Economic Institutions

S/NO	THEMES	TOPICS
4	Science, Technology and Society	i. World Transportation System a. Road Transportation b. Water Transportation c. Air Transportation ii. Impact of Science and Technology on World Transportation Systems
5	World Issues	i. Global International Cooperation a. Meaning of Global International Cooperation b. Strategies for Global International Cooperation c. Reasons for Global International Cooperation d. Consequences of Global International Cooperation

Source: NERDC: 9 Year Basic Education Curriculum Social Studies for JSS 1-3 (2007).