TEACHERS' AND STUDENTS' PERCEPTION OF JUNIOR SECONDARY SOCIAL STUDIES IN ADDRESSING POVERTY IN SABON GARI AND ZARIA LGA'S KADUNA STATE

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BEING A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN SOCIAL STUDIES EDUCATION

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DECLARATION

I declare that this thesis entitled TEACHERS' AND STUDENTS' PERCEPTION OF JUNIOR SECONDARY SOCIAL STUDIES IN ADDRESSING POVERTY IN SABON GARI AND ZARIA LGA'S KADUNA STATE has been carried by me in the Department of Art and Social Sciences, Ahmadu Bello University, Zaria under the supervision of Dr. M. C. Ubah, and Dr Bayero. The information derived from the literature has been duly acknowledged in the text and a lot of references provided. No part of this thesis was previously presented for another degree or any other certificate at any university.

……	…….	…….
Ijeoma Amadikwa	**Signature**	**Date**

CERTIFICATION

This thesis titled Teachers' and Students' Perception of Junior Secondary Social Studies in Addressing Poverty in Sabon Gari and Zaria Local Government Areas Kaduna State by Ijeoma Amadikwa meets the regulations governing the Award of the degree of master of Education of Ahmadu Bello University, Zaria. And is approved for its contribution to knowledge an literacy presentation.

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DEDICATION

This work is dedicated to the almighty God, my beloved husband, my wonderful children, my brothers and sisters and finally my friends for all the support while I was undergoing the programme.

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I would like to express my sincere gratitude to the almighty God who has kept me alive and the privilege to attain this height. My gratitude also goes to those who had contributed in one form or the other towards the successful completion of this work. I am deeply grateful to my major supervisor Dr. M. C. Ubah and my second Supervisor Dr. H. I. Bayero. My appreciation also goes to the members of the panel of examiners for their advice and encouragement.

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ABSTRACT

The objective of the study was to find out the Teachers' and Students' Perception of Junior Secondary Social Studies in Addressing Poverty in Sabon Gari and Zaria Local Government Areas Kaduna State. The study examined the background of the study, statement of the problems, objective of the study research questions, hypothesis, significance of the study scope and delimitation of the study were all clearly specified. The respondents are students and teachers of government secondary schools in Zaria and Sabon Gari Local Government Area of Kaduna state. A review of various related relevance literature's were made following the objective, research questions, hypothesis of the study of the work. All were intended to provide theoretical basis for methodology to be used for the study. It determined the research type which is descriptive survey research method, research design, population, sample and sampling procedure, instrumentation, validity of study, reliability of the study, pilot study procedure for data collection, data for statistical analysis. The data for the study was collected by using questionnaire with reliability coefficient of 830 by means of modified likert four point scale, the responses of the two variables that is students and teachers collected and analyzed the hypothesis were tested at 0.05 with level of significance df of 508. Non of the hypotheses were rejected in the study. Some of the major findings are that poverty usually relates to poor education background and that lack of good education and good occupation makes the people of Sabon Gari and Zaria to live in poverty. Also one of the major finding is that social studies education teaches the learners on how to acquire knowledge, skill attitudes and actions important in human relationships in the society that help to solve the problem of poverty among the people. Also based on findings of the study, the following recommendation are suggested that will go a long way in the use of social studies as a solution to the problem of poverty in Sabon Gari and Zaria Local Government of Kaduna State. The importance of social studies education in minimizing poverty should be taught in all classes of secondary schools, social studies can be used in achieving the objective of poverty alleviation programs through organizing public lectures for civil servants by social studies experts; discrimination against some tribes not considered as origin of the two local governments should be discourage to encourage positive contribution to the alleviation of poverty in the local government areas.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The most pathetic feature Nigerian society today is that a majority of its members are living in a state of destitution while the remaining relatively insignificant minorities are living in affluence. These skewed economic relations do not reflect the geographic spread of resources endowment. It is true that where one comes from can be a strong determinant of one's economic status because of difference in opportunities and constraints. That is why every society is making sure that her citizens are educated because education plays an important role in the well being of any nation that want to sustain its prominence in the global scene this is because education not only liberates, it is a vital tool for empowerment that allows meaningful contributions to the development of a society as such, it is believed that education is the foundation for sustainable lifelong learning that enable learners acquire functional literacy as well as skills that will make himself reliant. At independence in 1960, efforts to eradicate poverty in Nigeria have centered more on education because poverty has no geographical boundary; it is seen in the North, West, South and East. It is found in the rural as well as in the urban areas of Nigeria. The World Bank recently reported that the sub-Saharan African countries including Nigeria have the largest share of people living in poverty according to World Bank poverty is hunger. The poor are those who are unable to obtain an adequate income, find a stable job, own property or maintain

healthy conditions. They also lack an adequate level of education and cannot satisfy their basic health needs (Sancho, 1996) thus, the poor are often illiterate in poor health and have a short life span (world bank 1995). They have limited access to basic necessities of life such as food, clothing, decent shelter and are unable to meet social and economic obligations they lack skills and gainful employment, have few, if any economic assets and sometimes lack of self esteem (Olayemi, 1995).

Social studies was introduced in Nigeria on the national basis as part of the general curriculum conference at 1969 National Conference at Lagos. At the conference social studies was given primary importance as a tool for implementing the national policy on education in 1977. It was a right tool to be used to instill in the youths right values and attitudes. Thus, social studies could be seen as a programme of study in our schools which is used to inculcate in the learners the knowledge skills, attitude and actions considered important in human relationship in the society. According to NERDC (2000) social studies is those common learning of man's interaction with his social and physical environment. It is not only a study but a way of life of how man influence and is influenced by his physical, social, political, economic and eternal environment. Obidoa (1991) highlighted the following as some of the reasons behind the introduction of social studies into the Nigerian educational system.

- To train Nigerians to be effective leaders and good followers

- To enable Nigerians to know and use the resources of their physical environment very well
- Through social studies we learn about our inheritance and our past and present experiences and how to use these to solve our present problems
- To make people understand their culture and the culture of other Nigerians
- To help individual to develop and a good sense of moral and social responsibility.
- Through social studies we develop a curiosity out of our environment.
- To make people realize the need for honesty, hard work and cooperation with others in the society.

Social studies is centered around studying the problems in the society and teaching the individual the best way of solving such problems. It is interesting to note that any country have it's peculiar problems which if not solve or minimize may hinder the development of that country therefore through social studies education, students are able to identify such problems and ways of solving them. (Ogundare, 2000).

Ogunsanya (2000) relate to social studies education as field of study which help to impart knowledge directly or indirectly of wealth creation this is because what an individual need to live beyond poverty is just a push regarding wealth creation thus social studies education is one study that encourages self reliance and working in group to achieve a purpose.

The term perception has been defined and used by different scholars linking it with forces within the inner core of individuals for example Combs (1967) stated that the psychology of perception emphasizes internal psychological forces such as needs, wants, anxieties, values the attitudes, interest and that it is concerned with ways the individual interpretes or perceives what these forces mean to him. Somewhere in the learning process the social studies student has to feel that the subject has some significance to him personally. Comb further states that behaviour is the basic premise of perceptual psychology of individual perception of the situation or subject at any given moment. It is on this ground that comb sees perception as an interactive relationship characterized by change. According to him it is a reality based on the dynamic nature of personal experience.

Comb also Highlight the role of perception in student behaviour and the fundamental concept of understanding such behaviours in the class room situation, states that all behaviours without exception are completing determinant by and pertinent to the perceptual field of the behaving student agreeing Mueller 1975 stated that this self evaluation greatly influences our behaviours in almost everything we do. In the word of Fulcher (2003).

The child's self concept colours his interpretation or facilitate his perception of certain events thus, we can expect that children from different background with different sets of value will differ in the interpretation they give to subjects materials and other pieces self concept and his resultant perceptions of external relationship to his motivation and degree of personal success in the classroom.

These assertions have indicated that the kind of perception students have of social studies can strongly be influenced by certain factors such as those of personality experience time and self concept.

Based on the discussions above, it is necessary to check the Perception of Students and Teachers towards social studies education as a tool in solving the problem of poverty in Zaria and Sabon Gari Local Government Area of Kaduna state.

1.2 Statement of the problem

The essence of this study is geared at determining the extent to which the teachers and students perceive social studies as an instrument for eradicating poverty in Zaria and Sabon Gari Local Government Area of Kaduna State. It is deeply entrenched that poverty defines the lives of vast majority of Nigerians especially in Sabon Gari and Zaria Local Government Areas of Kaduna state. Poverty in Nigeria has been a long standing issue. Its reality manifest in worsening incidence and severity over years, despite vast human and natural resources, economic and developmental potential the country is blessed with. Obviously the exposure of man to social studies is very necessary. This is because social studies education is an embodiment of all other aspects of life which exposes one to areas of development, economic, social, political and otherwise. Thus teachers and students of social studies education ought to have a very good perception towards social studies education, they have to feel that the subject has some significance to them

personality this is because the perception of one towards a particular thing greatly influences the person's behaviour towards social studies education as a tool in solving the problem of poverty in Sabon Gari and Zaria local government area is an issue of serious concern. This research therefore is geared at determining the extent to which the teachers and students perceive social studies as an instrument for eradicating poverty in Zaria and Sabon Gari Local Government Area of Kaduna State.

1.3 Objectives of study

The research has the following objectives.

1. To investigate the perception of students and teachers towards social studies education as a programme of study.
2. Perception of teachers and students on the major causes of poverty among the people of Sabon Gari and Zaria Local government area of Kaduna state.
3. Perception of teachers and students towards the relevance of social studies education in Junior Secondary Schools as solution to the problem of poverty in Sabon Gari and Zaria Local Government Areas in Kaduna State.

1.4 Research Questions

The following questions will constitute the research questions

1. What are the perception of students and teachers towards social studies education as a programme of study?

2. What are the major causes of poverty among the people of Sabon Gari and Zaria Local government area of Kaduna state.
3. What are the perception of teachers and students towards the relevance of social studies education in Junior Secondary Schools as solution to the problem of poverty in Sabon Gari and Zaria Local Government Areas in Kaduna State?

1.5 Research Hypotheses

The following null hypotheses will be tested in this study at 0.05 level of significance

Ho^1: There is no significant difference between the perception of social studies students and teachers towards social studies education as a program of study.

Ho^2: There is no significant difference between the perception of teachers and students on the major causes of poverty among the people of Sabon Gari and Zaria L.G.A of Kaduna state.

Hi^3: There is no significant difference between the perception of teachers and students towards the relevance of social studies education in solving the problem of poverty.

1.6 Significance of the study

In the third world countries, Nigeria in particular, poverty is regarded as one of the most serious social problems. In the heat of it, it gives rise to starvation,

street begging, illiteracy, stealing, robbery, and disease, high death rate due to little or no means of survival. There are other aspects however in which the virus affects the people.

Hence, this research work will be significant in the following ways.

It will help the students and teachers of Sabon Gari and Zaria Local Government Area of Kaduna state to lay more emphasis on the use of Social. Studies education as a solution to the problem of poverty in Sabon Gari and Zaria Local Government Area of Kaduna state. The findings of the study will help the state in identifying areas and causes of poverty and recommend ways of tackling them. The study will help the public to understand the place of education especially social studies in all aspects of sustainable development.

More so, the study is of great importance to those who may want to embark on similar research work on this field. It may serve as resource for those who wish to write on similar topics and also of great value not only to the researcher but the public at large. Ultimately, I hope the study will greatly contribute immensely to the alleviation of poverty in Sabon Gari and Zaria Local Government Area of Kaduna state.

1.7 Scope of the Study

The phenomenon under study and its scope is evident in the objectives of the study but sufficient to say that the perception of teachers and students towards social studies education as solution to the problem of poverty serve as the centre

point with emphasis on Sabon Gari and Zaria Local Government Area of Kaduna state. The study is delimited to Sabon Gari and Zaria Local Government Area of Kaduna state and the population for this study will comprise all teachers and students in junior secondary schools in Sabon Gari and Zaria Local Government Area of Kaduna state especially social studies teachers and students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

This chapter discusses the review of related literature. To achieve this, the review was presented and discussed under the following subheadings:

- Theoretical framework
- The concept and the nature of
- Types of poverty
- Poverty measurement in Nigeria
- Causes of poverty
- Poverty in other countries of the world
- Overview of previous poverty reduction programme and policies
- Constraints of the poverty alleviation effort
- Concept of social studies
- Scope of social studies
- Focuses of social studies
- Aims and objectives of social studies
- Development of social studies in Nigeria
- Roles of social studies in solving the problems of poverty
- Review of related empirical studies
- Summary of the chapter

2.02 Theoretical Framework

A theory is an explanation, idea or opinion based on thought, observation and reasoning which has been tested and confirmed as general principle explaining a large number or related facts (Yamah, 2009). According to Alkali (2009), theories are ideas, facts and principles that can be best used to describe a give concept. On this note, this research work intently made use of two theories viz.

a. Keynesian theory and

b. Conflict theory

2.02.1 Keynsian theory of life cycle

One of the theoretical foundations of this research is rooted in Keynesian theory of life cycle theory of consumption; Keynesian in 1936 provides an explanation on increment or fall on income. Thus it was called permanent income hypothesis. "man and woman are disposed as a rule and on average to increase their consumption as their income increase but not in the same proportion to the increment in income" i.e. "marginal propensity to consume is less than one".

The theory provides an explanation on savings and consumption in terms of current income. i.e. income received per year. It was assumed that individuals make consumption and savings decisions taking into account some notion of expected income over much longer period of time, perhaps extending over the individuals remaining lifetime. Usually countries or individual save part of their income for future consumption. Countries following a permanent income rule

usually share their oil revenues with future generations through investments in lasing projects which should remain beneficial for as many generations to come as possible.

Now applying this theory to the Nigerian economy, where poverty is Pervasive and increasing day by day, It could be seen that the poor are trapped on vicious circle of poverty, where there is low income, low savings and low investment. World Bank in 1996 stated that for a country to reduce the number of people in poverty, growth rate of 5-7 percent per annum is required which is through employment generation and with export base. To achieve this goal, macroeconomic policies affecting mobilization and employment of invisible resources should encourage movement into activities such as agriculture, small and medium scale enterprises, social minerals, agro processing service and construction (Olaniyan, 1977).

In essence, the Nigerian economy has failed to provide enough employment opportunities in the formal sector due to cut in government expenditures and with an increase in oil revenues, poverty increased within the country. Before independence, Nigerian economy was typically an agrarian economy with more that 60% of the population depending on agriculture for their survival. The export base of the economy was dominated the major earnings of the government. It was from this era that poverty started to increase (Kabir, 2003).

Similarly, oil revenues instead of creating linkages within the domestic economy or among the major sectors, it leads to the collapse of agriculture and

other allied activities in the country. Instead government became confused in terms of consumption.

2.02.2 Conflict theory

Karl Max was the profounder of this theory. This theory approach posits that members of the society did not generally agree to behave in a certain manner which ensures social order. Rather it views society as constantly changing from one level to the other. In the course of these changes, conflict occurs because there are some people who do not want changes, while the changes are in the interest of some other. Within the conflict perspective, it is believed that those who do not want changes are therefore, interested in maintaining their status quo and may be successful if they can create institution which perpetuate and perpetrate their ideas and positions (Alkale, 2009).

In Nigeria today, the poor are getting poorer while the rich are getting richer, workers are being exploited by management. But the dominated group may succeed in throwing off the yoke of its oppressors. When this happens they (members of the group) institute their own values and norms necessary for their own existence.

For a successful overthrow of the ruling group, however the dominated class must be conscious of its being exploited; by ready to work as a group and must requisite economic conditions (Olaniyan, 2000). From this approach, conflicts abound in our everyday existence. Poverty can only be reduced if the exploited group in society bravely kicks against the policies of the management so as to

bring about changes in the society. Poverty may also be regarded based on this theory as subsistence inequality. Subsistence is concerned with the minimum provision needed to maintain health and working capacity. It's terms of reference are the capacity to survive and to maintain physical efficiency. Inequality is concerned with the relative to each other that is critical in the conception of inequality. To understand the poor, we must then study the affluent externality which is concerned with the social consequences of poverty for the rest of society rather than in terms of needs of the poor. If we Nigerians can be able to come down to the level of the less privilege, to inquire before proposing a means of helping the poor could have been better.

2.03 The concept and the nature of poverty

Poverty defies objective definition because of its, multidimensional nature. There is yet no universally accepted definition of poverty. There is always the difficulty in deciding where to draw the line between the poor and the 'noon poor'. Therefore, a concise and universally accepted definition of poverty is elusive largely because it affects many aspects of the human conditions including physical, moral and psychological. Different criteria have therefore been used to conceptualize poverty most analyses follow the conventional view of poverty as a result of insufficient income for securing basic goods and service as others view poverty in part as a function of education, health life expectancy, child morality

etc. Black Wood (1994) identify the poor, using the criteria of the levels of consumption and expenditure.

Further, Sen (1983), related poverty to entitlements which are taken to be the various bounties of goods and services over which one has command, taking into cognizance the means by which such goods are acquired and the availability of the need goods. Yet other experts see poverty in very broad terms; such as being unable to meet basic needs (physical; food, healthcare, education, shelter etc and non physical; participation, identity etc) requirement for a meaningful life (World Bank, 1996).

Poverty has also been conceptualized in both the relative and absolute sense. This is generally based on whether relative or absolute standards are adopted in the determination of the minimum income required to meet basic life's necessities. The relative conceptualization of poverty is largely income based or ultimately so. Accordingly, poverty depicts a situation in which a given material means of sustenance within a given society is hardly enough for subsistence in that society.

What is most important to deduce from these different definitions is that poverty must be conceived, defined and measured in absolute quantitative ways that are relevant and valid for analysis and policy making in that given time and space. In Nigeria, the prevalence of both relative and absolute poverty is duly recognized and even mentioned in various development plans (1995, 1980) concern for poverty scourge received a further boost during the 1975 Annual Conference of

the Nigerian Economic Society (NES) and during the 1997 NES Conference was devoted entirely to sensitizing the nation of the poverty menace. Views show that poverty existed when incomes or disposal resources were inadequate to support a minimum standard of decent living while the 1997 Annual Conference was devoted to impact of structural adjustment programme (SAP) on poverty in Nigeria and different methods of alleviating poverty in Nigeria. It was agreed that majority of those who are poor are not producers themselves. This group of people forms part of dependent population because they have no direct earnings of the type typically evaluated in distribution studies. Partly there is no guarantee that an increased income would be spent on essential services. Therefore, it was agreed upon that improvement of basic needs such as medical, housing, education regular access to nutritional food and so on remain the best option.

Dudley (1975) sees poverty largely in the light of the need for personal growth in Nigeria according to him, the basic needs which any society should provide for it's members should include such things as food, clothing, shelter, education, health, word and mobility. Under the principle of basic needs, stewards (1985) did a comprehensive study on Nigeria poverty; she alludes to the fact there is substantial under reporting in basic indicators especially in child mortality, diseases and morbidity.

The issue of conceptualizing poverty within a basic needs frame work specifying these needs and settling minimum levels for them within the Nigerian context has been the focus of studies by Ogwumike (1991), these studies generally

defined poverty as a household inability to provide sufficient income to satisfy its need for food, shelter, education, clothing and transportation. Minimum standards for food as based on nutritional requirements in terms of calories and protein consumption habit and customs are also allowed for the selection of the food items to give the required national stock.

2.04 Types of poverty

The following are the types of poverty as posited by United Nation Education Scientific Cultural Organization. (UNESCO) in 2005.

Income poverty

Most people think of poverty in a narrow context, equating it with absolute income lack (as in the World Bank concept of living below one dollar a day) or relative income (as in identifying statistics of people living with a relatively low income or without sufficient means to purchase common goods). Critics of such measures have advocated that quantitative studies should disaggregate income figures since they fail to take account of individual circumstances and who has access to income that may not materialize into income for other members, nor does the bald figure of income indicate how many households or people that particular income caters for (Anyanwu, 1997). Similarly, it does not take account of need such as the specialist needs of people with disability. Moreover, poverty, defined in broader terms of social justice or deprivation, comes in many forms.

Poverty as more than income deprivation. It is becoming widely recognized that poverty takes various forms, including the lack of income and productive resources sufficient to ensure sustainable livelihoods; hunger and malnutrition; ill health; limited or no access to education and other basic services; increased morbidity and disease-related mortality; homelessness and inadequate housing; unsafe environments; and social discrimination and exclusion. Furthermore, restrictions on or lack of participation in the decision-making process and in civil, social and cultural life are also violations of human rights. A multidimensional understanding of poverty helps us define poverty as a human condition characterized by sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for enjoyment of an adequate standard of living and other civil, cultural, economic, political and social rights.

This definition enables us to see poverty as a subjective experience, as issue of participation and human asset - and as a structural deficit which requires a multi-agency response, in which education and lifelong learning can play a part. In addition to income poverty, the, three further analytical categories are put forward here to classify the different forms of poverty that contribute to various levels of social injustice in society. Whilst recognizing their interrelatedness it is useful to explore them separately in the first instance.

- Capability poverty
- Participatory poverty
- Consequential poverty

Capability poverty

Sen conceptualized economic deprivation as an absence of freedom to participate in economic life. This includes a deprivation in the range of things people can do, the knowledge and skills needed to act independently for productivity or personal welfare consumption. Poverty, then, can also be defined as Capability poverty (Sen 1999). This perspective has been adopted by the United Nations Development Programme in its analysis of poor countries.

Poor education and knowledge about how to challenge inequitable systems perpetuates exclusion and isolation. This capability 'unfreedom' (Sen 1999) creates a dependency role for people who are then locked into a vicious cycle of low skills that prevent better paid employment thus perpetuating the cycle of need for the next generation.

The absence of sufficient training or skills updating for certain sectors of the population exacerbates capability poverty when individuals find themselves with unequal status in the labor market. It is commonly identified, for example that low paid workers receive fewer training opportunities than senior or middle management (Ajakaiye, 2001).

Participatory poverty

Complementary to capability poverty are the more subjective renderings of participation and experiences of deprivation. Participatory poverty refers to deprivation in the range of things people can be – including participation in social life and inclusion in decision making processes (UNDP 2002). This form of poverty

can be interpreted as both an internalization process and an externally imposed status. On the one hand individuals can learn to acquire a poverty identity as a result of attitudes and values that are attached to their role in life. On the other hand, not all roles are recognized publicly. For instance, women's work is often not recorded, and they are often excluded from decisions that could affect their ability to participate in development priorities (Bardhan, 1973), resulting in a reduced sense of agency.

Disability is also an under-researched experience for participatory poverty that affects identities and contribution to public life. Fifty percent of disability problems are perceived as linked to poverty. The need for assistance means that most disabled people experience social exclusion. Perceptions of disability as being 'not able' or in some cases, as a curse on the community, deny people with disabilities the opportunity to work in public spaces. This results in a multiple poverty status of isolation, rejection, lack of access to resources and poor recognition of their contribution to community and economic life.

Consequential poverty

In contrast to these poverty concepts of a relationship between the individual's perceived needs and deprivation, consequential poverty as described here is the result of deliberate human and political interventions on the natural or social environment whose harmful effects are felt in an indirect or sometimes delayed way. The most common structures and systems that create poverty are exploitation of resources including labor, national debts, wars and conflict, and

environmental degradation caused by capitalist greed or political reluctance to recognize appropriate measures to address large scale natural disaster or health warnings. Equally gender discrimination laws result in patriarchal exclusions of women's human rights to live in peace and without violence, sexual control or harassment. Other issues include unequal markets, migration, poor health, poor governance and leadership.

Many of these forms of consequential poverty manifest themselves most acutely in countries where democracies or equality laws are weak, leaving the already vulnerable most susceptible to their impact. So rain forest degradation from multinational companies causes ecological devastation that threatens livelihoods of economically fragile communities. Even the devastating consequences of the recent Tsunami disaster in South East Asia and Indonesia could have been alleviated in a more advanced industrialized country. Experts have established that early warning systems could have prevented so many deaths Salmi (2000) also describes how the sale of banned pesticides and medical products to developing countries has caused debilitating illnesses that ultimately result in enhanced poverty to the recipients.

Bardhan (1973) makes the following comment in relation to India's public distribution system and stockpiling of rice while people in Rajasthan and Orissa starve to death; Poverty and starvation, then, are often not the mark of an absolute lack of resources, but arise from a failure to distribute them equitable, or, …a

failure of will to distribute the food that is literally rotting in central government warehouses (Bardhan, 1973).

There is often a link between this category and the others, so one category feeds off the other, with implications for education. Government laws and institutional practices, for instance, can all contribute to creating capability poverty, making poverty both productive for, and a product of, capability inadequacy. Capability poverty manifests itself through lack of infrastructure support for public dissemination of information about public resources in relation to health. So people's freedom to work in spite of human immunodeficiency virus (HIV) infection is exacerbated if they do not have information about protection from immune deficiency or do not know how to obtain antiretroviral drugs. Similarly participatory poverty is reinforced by the way women in some countries are deprived of knowledge or skills to improve their environment or health, whilst at the same time they are denied a voice in local or national decision making that could challenge the systems and structures that perpetuate their existence

2.05 Poverty measurement in Nigeria

Given that poverty has been correctly conceptualized, traditional approaches to measurement usually start with the specification of poverty line and the value of basic needs considered adequate for meeting minimum levels of decent living in the affected society, therefore poverty measurement is undertaken to;

- Determine a yardstick for measuring standard of living

- Choose a cut off poverty line, which separates the poor from the non poor
- Take account of their distribution of standard of living among the poor
- Comparison of poverty over time among individual, group or nations. Guide policy on poverty alleviation
- Demonstrate the living standard among the poor.

Measurement of poverty is complex and varied. Discussion of poverty measure has therefore commenced with the simple living standard measure, poverty line determination and array of measures involved in absolute and relative poverty measures. Measure of poverty that enable us show it's decomposability by population capture issue of social capital and how the poor themselves measure poverty.

Living standards; this is generally measured using current consumer spending or income. A measure of current consumer spending is generally preferred to income as a measure of current living standard, this is because current consumption is often taken to be a better indicator than current income because instantaneous utility depends directly on consumption not on income and secondly, current consumption may also be a good indicator of long term average wellbeing as it will reveal information about incomes at other dates, in the past and future. This is because incomes including those of the poor often vary overtime in fairly predictable ways particularly in agrarian economics such as Nigeria. Alterman and Paxso 1992 poverty line in theory; A poverty line can be defined as the monetary cost to a given person, at a given place and time, of a reference level of welfare.

People who do not attain that level of welfare are deemed poor and those who do not. A distinction is sometimes made between absolute poverty line and relative poverty line whereby the former has fixed 'real value' overtime and space, while a relative poverty line rises with average expenditure.

Absolute poverty can be measured in seven different ways they are the head count ratios/incidence of poverty, the poverty gap/income shortfall, composite poverty measure, the physical quality of life index, the augmented physical quality of life index and the human development index.

Head count ratio; poverty can be expressed in a single index, the simplest and most common measure is the head count ratio (H) which is the ratio of the number of poor to total population where x is the number of the poor and y is the total sample population. This gives the proportion of the population with income below the poverty line.

The poverty gap/income shortfall; the poverty gap ration or the income gap ratio is the difference between the poverty line and mean income of the poor expressed as a ratio of the poverty line (World Bank 1993). The average income shortfall measures the amount of money it would take to raise the income of the average poor person up to the poverty line.

The physical quality of life index (PQLI). It measures how well societies satisfy certain specific life serving social characteristics or achieved well being (Dossel and Gounder 1994) thus it's focus is on social development. The PQL is based on three indicators infant mortality, life expectancy and basic literacy. The

indices from these three indicators are summed up and the average gives the PQLI (Physical Quality Of Life Index)

The Human Development Index (HDI). THE HDI is the most recent United Nations Development Programme (UDP 1990). This index focuses on human development it incorporates income and non income factors. Three factors – longevity, knowledge and income are the variables of the index. Longevity is measured by life expectancy at birth; knowledge is measured in terms of literacy the third variable is per capital income. Generally therefore, these three indicators life expectancy (XI), literacy (X2) and the logarithm of real GDD per capital (X3) are specified at the national level as components of the index. By looking across a range of countries, the maximum and minimum values for each indicator are established.

Relative poverty measures; relative poverty measures define the segment of the population that is poor in relation to the set income of the general population. There are two main kinds of relative measures average income, this is the average income of the poorest 40 percent of the population or the average income of the poorest 10 or 20 percent of the population. The second is the number or population of people whose incomes are less than or equal to predetermined percent age of the mean income say 50 percent or less of the mean income.

2.06 Causes of poverty

There is no one cause or determinant of poverty. On the contrary, combinations of several complex factors contribute to poverty. They include low or negative economic growth, inappropriate macroeconomic policies, deficiencies in the labor market resulting in limited job growth, low productivity and low wages in the informal sector, and a lag in human resource development. Other factors which have contributed to a decline in living standards and are structural causes or determinants of poverty include increase in crime and violence, environmental degradation, retrenchment of workers, a fall in the real value of safety nets, changes in family structures. These are examined below;

Unemployment and underemployment

Employment is a key determinant of poverty. Gainful employment is important for individual to earn income and escape from "income" poverty. While generally in countries of the world the non poor suffer from transitional or involuntary unemployment, the poor are faced with problems of structural unemployment due to lack of skills or extremely low education levels, medical problems, geographical isolation (which affects some of the rural poor in general and the urban poor due to marginalization of persons living in high-crime neighborhood) and in some countries, discrimination based on race or other attributes. Further, underemployment occurs largely in the informal sectors and results in low incomes for an important segment of the labor force, particularly in rural areas. Unemployment is due more to low economic growth than to the direct

effects of imperfections in the labor market, although regulations affecting the formal sector are likely to induce more underemployment in the informal sector. In poorer, rural areas, this mainly takes the form of seasonal unemployment and in urban areas those who have given up searching for work. High unemployment particularly affects youths, women urban dwellers, and those "queuing" for good jobs in the formal sector.

Environmental Degradation

Environmental degradation is a cause of accentuated poverty. At the same time, poverty itself can be a cause of environmental degradation. This reverse causality stems from the fact that for poor people in poor countries such as Nigeria, a number of environmental resources are complementary in production and consumption to other goods and service while a number of environmental resources supplement income most especially in time of acute economic stress (Falconer and Arnold, 1989, Falconer 1990). This can be source of cumulative causations, where poverty, high fertility rates and environmental degradation feeds upon one another. Infact, an erosion of the environmental resource base can make certain categories of people destitute even when the economy on the average grows (Alderman, 1992). In several countries of the world inaccessibility of the poor to credit and resource inputs leave them with no choice order than to employ natural resources such as forests, woodlands and rivers in order to survive. Quite often, their continuous exploitation of these resources have led to stress/depletion and environmental degradation thereby making poor both agents and victims of

unsatisfactory ecological practices. In most rural areas, developing countries fallow duration has declined to four to five years and in several instances as low as two years. Short fallow period is usually not adequate for regeneration of vegetation and the restoration of most nutrients; soil and water quality are therefore quickly depleted. Among the poor; frequent cutting of forest trees with low replanting rate has resulted in scarcity of fuel wood. Immediate effect of this is that poor households turn to alternative fuels such as crop residues, coconut husks, rice hulls or elephant grass. The smoke from these inferior fuels according to Cece Laki (1998), is often more poisonous that that of fuel wood, while emissions from all biomass fuels are known to be dangerous sources of air pollution in the house. Also, scarcity of fuel woods forces women to make what is available burn slowly. WHO (1984), reckons that under slow burning conditions wood fuels are capable of producing pollution concentrates higher than fossil fuels and subject the households to more smoke pollutants.

The incessant cutting down of trees for firewood and charcoal have hindered prospect for increased yield and hasten the prospect of the creeping desert while profligate use of the country's resources by industries and industrial pollution from improper waster disposal has further exacerbated the plight of the poor. Other consequences of over exploitation of environment due to poverty are depletion of fish in the local rivers and streams.

Crime and Violence

A steady increase in crime and violence has degraded the quality of life to a varying extent in many countries of the world. Although individuals of all socioeconomic groups are affected the urban poor are particularly vulnerable to these social problems. There are instances of shootings, gang killings etc. CBN economic and financial review, Vol. 39 NO 4

Crime and Violence have serious economic costs. For instance, an increasing proportion of public resources, which are already limited, is required to strengthen police enforcement, support the growing prison population, finance the demands placed on the judicial system and provide health care for persons injured by violence. Other costs include the expensive security systems and guards now required by businesses and homes, the loss in potential revenues from foreign investor and tourists who have sought other destination as a result of the threat of crime, and the migration of the urban middle class. Because of the heterogeneous nature of the poor, it is difficult to link poverty, crime and violence directly. However the adverse social consequence of crime has been closely associated with poverty e.g. loss of lives at productive age and quantum loss of properties.

Governance

The persistence and pervasiveness of poverty in several countries has been linked to the lack of popular participation in governance and decision-making as well as weak institutional base. This had led among other things to poor accountability, transparency in resource allocation, weak programme implementation and monitoring. Ultimately, development programmes are

rendered ineffective poverty reduction initiatives therefore ineffective poverty reduction initiatives are therefore ineffective and resources wasted.

Debt burden

In several developing countries of the world, debt burden is assuming increasing importance as a cause of poverty, in such countries servicing of the debt has encroached on the volume of resources needed for socio-economic development. The productive sector such as agriculture, manufacturing etc are equally constrained leading to low productivity, low capacity utilization, under employment and low purchasing power thereby subjecting the masses of the people to abject poverty. In Nigeria, at the end of December 2000 external debt stood at US$28.5 (about 80% of GDP). Amount required to service this debt annually is enough to hamper government expenditure for the provision of social and physical infrastructure for the poor.

III-Health/Disease

Good health is basic to human welfare and a fundamental objective of social and economic development. Poor health shackles human capital, reduces returns to learning, impedes entrepreneurial activities and holds back growth and economic development. Diseases cause poverty and vice versa. In most countries of the world major diseases causing poverty are Malaria, HIV/AIDS and other infections/diseases. In Nigeria for instance, AIDS prevalence is about 5.4 percent with an infected adult population 2.6million. This will constrain availability and participation of this segment of the population in the labor market to earn income.

Human resource development

This is a key for human capital development and capability to escape from poverty. Continued investment in human capital with improvements in efficiency is necessary to sustain reduction in poverty changes in the labor market. Investment in people can boost the living standards of households by expanding opportunities, raising productivity, attracting capital investment, and increasing earning power; in addition, providing additional educational opportunities for adolescents may prevent some youths from becoming involved with gangs, drugs and violence, given the evidence linking the perpetrators of crime with school dropouts.

Migration

Migration rates do reduce poverty especially when the majority of individuals who migrate are skilled workers. On the other hand, individuals who emigrate vacate jobs in labor markets. Thus, migration drains on skills. It reduces the pace of economic growth and thus slows the process of overall job creation and affects the long-run development potential in a country.

Low economic growth performance

Growth of the economy is a must for poverty t. In developing countries such as Nigeria growth that is employment generating and with export base is desirable in order to achieve growth that is poverty reducing with equity. Although the economic performance of countries in the World has generally been highly volatile since the early 1980s, on the whole, growth rates have been low or

negative, with overall declines in several countries. This is due in part to external stocks such as adverse changes in several country's terms of trade, changes in global demand for exports and changes in global interest rates on developing countries external debt. All these are probably responsible for the increase in poverty level in various countries of the world. Extensive evidence links the importance of economic growth to poverty reduction (see World Bank 1990). For example, in Indonesia and Thailand poverty was reduced by between 30 and 40 percent during a twenty year period in which annual growth rates were approximately 3 percent (investments in the social sectors also contributed). Accordingly, of a sample of countries, those that reduced poverty the least (for example, India and Sri Lanka) had growth rates of less than 1 percent. Growth can reduce poverty through rising employment, increased labor productivity and higher real wages it generates.

Macroeconomic stocks and policy failure

This has been a major cause of poverty in several countries of the world. As many economies in the world faced macroeconomic disequilibrium, mostly in the balance of payments due to expansive aggregate demand policies, terms-of-trade stocks, and natural disasters, it becomes necessary to undertake major policy reforms. In the process such economies became vulnerable to poverty. Macro-economic stocks and policy failure account for poverty largely because they constrain the poor from using their greatest asset 'labor'. Also, monetary policies

that adversely affect cost and access to credit by the poor, fiscal policy which results in retrenchment, lay-off and factor substitution; exchange rate policy which raises the domestic cost of production in an import dependent production system will affect the poor negatively. However, an exchange rate policy which boosts exports particularly those in which the poor are predominantly engaged (for example agriculture) will help reduce poverty. The urban poor, as a result of policy failure, are vulnerable to job losses resulting from job-cut-backs in the public sectors or from the decline of industries adversely affected by shifts in relative prices. They also lose from the removal of food subsidies and other welfare packages. Further, devaluation produce both negative side higher production costs of import, especially in import dependent economy usually result in declining capacity utilization rate in manufacturing and lay – off and retrenchment in the private sector all worsening poverty.

Labor markets deficiencies

The poor's most abundant resource is their labor, a virile labor market is important to reducing poverty and income inequality. In most countries of the world the majority of poor households participate in the labor market in one way or another, and thus poverty is a problem of low wages (in the informal sector), low labor returns to rural self-employment activities, underemployment, and in some cases, protracted unemployment. These problems are affected in different ways by deficiencies in labor market. The majority of the labor force work as paid

employees in the private informal sector, followed by employees in the public sector. When there are deficiencies in labor market, the poor are affected by limited job growth and absorption capacity in the formal sector. Also, relatively high labor costs in the formal sector that lead to over expansion of a low-productivity informal sector, thus putting downward pressure on wages in the informal sector where many of the poor work), and limited opportunities for unskilled youth to acquire job training and skills can perpetuate a cycle of poverty.

Household Determinants of poverty include;

- Age and education of different household members (head)
- Number of income earners
- Household composition and size
- Assets owned by household
- Access to basic social services
- Sex, ethnicity of head
- Location variable (rural or urban)
- Sector of employment
- Remittances to households etc

2.07 Poverty in other countries of the world

Poverty in the United State of America and other industrialized countries or nations is far different from poverty in most of the rest of the world. In underdeveloped countries such as India, the society as a whole is poor. The

poverty of the industrialized countries is not widespread. Only certain persons, families, groups and areas are poverty stricken.

Who are the poor in America? The U.S government uses income as its yardstick to identify the poor as those yearly income falls below certain levels. In the year 1870's it was classified as poor any non-farming family of seven or more persons whose annual income as $6,983 or less. A non farm family of four was considered poor if its income did not exceed $2,724 (American Encyclopedia Vol. 7:649,650 a-b). In general, farm families have their own gardens and raise some animals for food. Also they do not have certain expenses such as transportation to work-which city families have. As a result, the poverty level is somewhat lower for farm families.

According to the government's yardstick for poverty, in the early 1970's over 25 million American formed 12% of the population who were poor. Although 58% of all poor families live in the south. About 18% of persons (65 years) and above were poor (American encyclopedia Vol. 7:650 a-b). About 9% of all white persons were poor as compared with about 32% of the non whites. The non white classification includes negroes, American Indians, Chinese, Japanese and Filipinos. About 37% of all families headed by woman were poor. The head of about 40% of all the poor families had only a grade school education, and may had no specified skills. These number do not express the misery of poverty – crowded room and no privacy, the ache of hunger, lack of heat in winter, no doctor for the sick and no hope for jobs (American Encyclopedia Vol. 7:649,650 a-b)

2.07.1 Sudan

The nation Sudan is one of the poorest and least developed countries in the world, with most of its inhabitants dependent on farming and husbandry for their livelihood (the African June 6, 1970:46). Apart from its widespread variety of agricultural products, ranging from cotton and Gum Arabic in the north to timre, tea, and many kinds of fruits and vegetables in the south. There are substantial but largely unexplored reserves of oil and of such minerals as zinc, copper, silver, iron, manganese and chrominum ones, as well as gypsum. Since the early 1970's, the economic history of the country has been tried closely to its financial difficulties. The cost of oil together with massive increase in development spending in the mid 1970 was financed by large-scale borrowing abroad.

As debts fell due and could not be met, ad because the balance of payment deteriorate rapidly, funds were not available to support its developments schemes; the government was forced to half it ambitious. Six years plan in 1978 and substituted a three-year austerity programme design to cut back expenditure, free and stabilize rate of exchange and increase export. By the early 1980's however, this programme had failed and Sudan's financial situation remained precarious till date and tomorrow, the country's economy is in doom shape of state (Somalia, 2006).

2.07.2 Tanzania

Tanzania is a country in a country in the sub-Saharan African countries for which large scale urban and rural house hold surveys have been conducted over a

period of several years. The survey shows that rural living standards declined at an average annual rate of 25% between 1969 and 1983. The decline in urban area was even more dramatic. Real wages fell by 43% over the period. Real private consumption per capita has fallen by 43% since 1973, and food purchases have moved away from meant, dearly product and vegetables towards cheap starches and beans. Small scale village surveys have revealed worsening social indicators despite government efforts to provide services (World Bank Development Report, 1990).

2.08 Overview of previous poverty reduction programme and policies in Nigeria

According to Alkali, (2009), in the light of the government's concern for poverty reduction, numerous policies have been designed at one time or another, if not to meet the special needs of the poor, at least to reach them. These programmes were designed to impact positively on the poor. By the end of 1998 sixteen poverty alleviation institutions in the country. These programmes will be briefly highlighted.

Operation feed the Nation 1973 to 1979; successive government has tried to address some of these issues through enunciation of poverty related programmes. The first of such programmes was called, Operation Feed the Nation (OFN) was established in 1979 by Gen. Olesegun Obasanjo. The programme focused on increasing food production on the premise that availability of cheap food will

mean higher nutrition level and invariable lead to national growth and development.

The Green Revolution 1979 to 1983: Operation Feed the Nation lasted until Shehu Shargari's government took over in 1979. Shagari shared almost the same poverty reduction idea with his predecessor. He came up with his own project named the Green Revolution, which also emphasized on food production.

Directorate of Food Roads and Rural Infrastructure 1985 to 1993: Just like the proceeding administration, General Babangida in 1986 established the Directorate of Foods Roads and Rural Infrastructure (DEFRI) for rural development as his own way of tackling poverty were set up amongst which were structural adjustment programme peoples banks of Nigeria and the community bank of Nigeria. The wife of the President also into the business of caring for the poor Nigerian and flagged off Better Life Programme (BLF) and ended up squandering BLP resources to her personal benefit and few close allies.

Family Economic Advancement Programme 1993 to 1998: The regime of General Sani Abacha brought about the Family Economic Advancement Programme (FEAP) as the nation relapse into the global bracket of 25 poorest nations. FEAP was designed to be disbursing loans to about 21,000 cooperative society nationwide that were production oriented such as poultry farming and production, garri processing, soap making, animals husbandry and so on.

Poverty Alleviation Programme 1999-2007. The civilian regime led by Former President Olusegu Obasanjo ushered in the poverty alleviation programme

after which it was transformed into National Poverty Eradication Programme (NAPEP) a new policy that is not so different from the preceding one.

Under NAPEP, were lots of smaller policies regarded as integral parts of the mother programmes these were Youth Empowerment Scheme (YES), Rural Infrasturcture Development Scheme (RIDS), Social Welfare Service Scheme (SOWES), Capacity Acquisition Programme (CAP) and National Reserves Development Conservation Scheme (NRDCS).

Obasanjo also brought the process of reform named, National Economic Empowerment and Development Strategy (NEEDS) with a view to creating wealth, generating employment, reducing poverty and bringing about re-orientation of values.

Ameh (2008) says this successive administration of since 2007, had inherited on are still in operation. The present administration only decided to add its own flavor to the taste by approving blueprint for the establishment and implementation of the seven point agenda to also curb and reduce poverty in the country. The programme and policies implemented and initiated by the government here meant to raise the social life of people and hence, alleviate the problems of poverty, the abovementioned programmes can be grouped into various sectors which include;

a. Agriculture

i. Operation Feed the Nation

ii. The Green Revolution

iii. Operation go back to the land

iv. The establishment of the Agricultural and Cooperative Bank (NACB)

v. The establishment of the directorate for food, roads and rural infrastructure (DEFRI)

vi. The procurement and distribution of fertilizer to farmers

vii. The establishment of the National Agricultural Land Development Authority (NALDA)

viii. The Removal of subsidy on fertilizer

b. **In the Social and Economic Sector include**;

i. People's Bank

ii. Community Bank

iii. War Against Indiscipline (WAI)

iv. Family Support Programme

v. Family Economic Advancement Programme (FEAP)

vi. The increment of workers' salaries

vii. The recent anti-corruption bill

c. In education and technical sector include;

i. The universal free primary education (UPE)

ii. The industrial Training Fund (ITF)

iii. Implementation of the 6:3:3:4 system of education

iv. The national youth services corps (NYSC) Scheme

v. The Nomadic Education Programme

vi. The National Directorate of Employment (NDE)

vii. The Adult Education Programme

viii. The Universal Basic Education

In addition to these programmes and policies, government both at the federal and state levels including some private organizations and individuals have spent millions of naira over the years in providing relief materials to the victims of accidents, religious clashes, boundary disputes and national disaster, for example fire, food, desert encroachment etc.

2.08.1 Constraints to the poverty alleviation effort

Komolafe (2008) opines that the foregoing amply demonstrates the political will of successive Nigeria Administrations to address the poverty phenomenon. However, the plethrora of institutions established and various macro-economic reforms put in place have not produced expected results, as evidenced by the earlier discussion on poverty levels in Nigeria. A combination of factors could be said to responsible for this.

1. One of the major constraints to the poverty alleviation efforts in Nigeria is corruption. Most developing nations and Nigeria in particular are characterized by a long standing system of corruption and unequal rewards. This system of corruption and unequal rewards is likely to continue despite marked increase in the gross national product and the recent increase in wages and salaries of workers, because the 'haves' are never satisfies of having

2. People in government themselves, through certain actions and inaction help to frustrate the realization of the dream of poverty alleviation initiatives. Okorie (2003), opined that government officials do this through improper funding of the programme; undue policalisation of the dividends of the programme inadequate coordination of the programme among the three tiers of government, dishonesty among public officers implementing the programmes inconsistent policy formulation and lack of proper monitoring of the implementation.

3. Another major problem is high rate of population growth. The total resources of Nigeria would be insufficient to support the population adequately, even if they are adequately shared among all the citizens. Unfortunately, efforts to increase the Gross National Product (GDP) do not necessary lead to an improved standard of living for the population generally. This is because as the resource increase, the population generally increases at a higher rate.

4. Wrong conceptualization of the poor, the targeting of the poor has been inaccurate, consequently, there is a high degree of leakages of benefits to the non-poor

5. Need assessment: The planning and implementation of the programmes were not based on the needs of target beneficiaries due to lack of base line data and the exclusion of beneficiaries from the planning process

6. Absence of networking among practitioners of poverty alleviation

7. Inadequate and inconsistent funding.

Okorie (2003) agreed that other consequences of failure in the implementation of poverty alleviation programme are;

1. Perpetuation of poverty among the individual
2. Poor rural infrastructural development
3. Increased cases of unemployment and
4. Wastage of resources committed into earlier projects.

2.09 The concept of social studies

The universe in our minds is one whole with parts which are linked, directly or indirectly. The universe is, therefore, the source of all knowledge and the focus of all studies. For the purpose of teaching and learning, subjects are separate, each one covering certain aspects of knowledge into different compartments because this limits our understanding of the subject. It also makes us prepare learners whose knowledge is restricted to the few subjects they have studied (Benga, 2004).

Social studies, as we all know is one of the subjects that helps us to achieve the national goals and aims of education, which we learn in professional Education Studies Module (EP1/). The term 'social' means the organization of and relations between people and communities. Social studies, therefore is a subject of study as well as an approach to the development, acquisition and use of knowledge that deals with how people interrelate and interfere with one another and with their environments. Their interactions and interrelationships are as a

result of human beings searching to satisfy their basic needs and the comforts and facilities of the modern scientific and technological age. The ways of interaction vary in time (hence history) and in space (hence geography).

Because knowledge about organization and relations between people in the world is one whole, social studies consider knowledge as something that has no boundaries. It involves integration, in which knowledge has links and relationships with other subjects. That means the knowledge acquired in social studies can be used in a very wide range of situations. (NCSS, 2004). In order to acquire knowledge and develop skills and a positive attitude towards day to day life experiences, social studies makes use of many approaches to teaching about social, economic, and political issues and problems.

In learning social studies, therefore, your recollection, use and transfer of facts and skills to new situations improves because you are expected to use what you have learn in real life situations. That is why the teaching and learning of social studies focuses on the acquisition and use of knowledge, development and chance of attitude, use of skills all of which influence our actions and Behavior. Once all these are achieved, then our values (ideas and practices) will have been influenced and this will lead to quality living.

According to NERC (2000) social studies is "those common learning, of man's interaction with his social and physical environment. It is not only a study but a way of life of how man influence, and is influenced by his physical, social, political, economic and external environment". Kissock (1990), conceptualized

social studies as "A programme of study which a society uses to instill in students to the knowledge, skills, attitude and action, it considers important concerning the relationships human beings have with each others, their world and themselves".

In 1992, the Board of Directors of membership organization for social studies educator adopted the following definition:

Social studies is the integrated study of the social science and humanities to promote civic competence. With the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economic, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.

Social studies is taught in kindergarten across the nation. As a field of study, social studies may be more difficult to define than is a single discipline such as history or geography, precisely because it is sometimes taught in one class (perhaps call "social studies") and sometimes in separate discipline-based classes within a department of social studies.

In a wholistic approach Aina, Adedoyin (2002), view social studies, to be the study of man in his totality. This draws from a variety of sources to relate the individual to this social environment developing the right attitudes, values and abilities to help him grow to become a responsible citizen capable of performing his civic and national obligations., in Ololobou"s (1999) perspective, social studies is "an organized integrated study of man and his environment both physical and

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

These definitions collectively put together reveal the following essential features of social studies education – it is the study of man and the environment, it emphasizes on the integration and indivisibility of knowledge, it emphasizes the growth and development of the three domains of learning (cognitive affective and psychomotor), it is citizenship education, it requires the practice of inquiry and problem solving in rational decision making (Kadiri et al, 2007).

2.09.1 The scope of social studies

According to Kissock (1981) social studies programmes are the creations of the society in which they are implemented. They are developed when a society determine that formal instruction is required to develop a common set of understating, skills, attitudes and actions among all members of the society. The scope of social studies therefore entails the extent of content coverage of social studies. Since man and how he interacts with the environment is the concern of social studies, the scope emphasize:

> *Historical issues where learners are exposed to the accumulated knowledge of the past, arranged in chronological order to gain understanding of the present to "cut out" a general course for the future. Social-cultural issues where man's life in society in relation to cherished norms, beliefs, values and practices are focused so that they can be transmitted from one generation to the other. Economic issues as it pertains the ability to man to adjust his unlimited wants to this limited resources; the mobilization of resources for production and distribution of goods and services are focused to prepare and equip learners with adult economic roles. Geographical issues as it touches the influence of the physical environment on the action of man, characteristics of places on the earth, roles of transportation and communication system in moving goods, services, people and messages are brought to the attention of learners. Political issues which concern the fundamental institutions of public administration*

and government, international relations, political institutions and processes, the exercise of power and authority are addressed for learners to be abreast with ides of governance, law, democracy, justice and equality. Scientific and technological issues are explored to help learners understand cause and effect relationships and the systematic application of scientific knowledge to solve practical problems of living. Citizenship education intended to prepare learners to assume the shared right and obligations as their world of knowledge and experience expands is emphasized. Contemporary public issues that affect the well being of man are also of concern, so as to help learners develop survival skills and participate and contribute to the upliftment of society.

Kissock (1981) states that judging from analysis above social studies draws from all forms of relevant human activities and experiences to help learners understand themselves, the people they relate with and the world in which they live.

2.09.2 Focuses of social studies

Social studies programmes in several nations of the world are essentially introduced to meet specific needs and aspiration. In Nigeria social studies can be described as a solution to the nation's problems of integration. It serves as a handy tool to equip learners with values, attitudes, problem-solving skills to prepare them for active and responsible living in society. It became a mechanism for reconstruction, rehabilitation and more importantly an emphasis on the tenets of unit and inter-dependence among the diverse people of the nation after the civil war. Social studies was readily available to inculcate the values that bound the different ethnic groups together.

In addition, the teaching of the separate social science subjects did not adequately prepare the child for life in society. Thus, a subject that would interpret the various experiment of man as a whole and show the interrelatedness among the various subjects.

In summary, social studies focuses on man as he lives in society. It emphasizes on the needs, goals and aspirations of the society so that learners can be well-integrated into society.

2.09.3 Aims and objectives of social studies

According to Ololobou (1981) Nigerian's philosophy of education is based on the development of individual into a sound and effective citizen through the provision of equal access to educational opportunities for all citizens at the primary, secondary and tertiary levels, both inside and outside the formal school system. Education is to lead the child towards self-realization and actualization. In keeping with this philosophy, four national education goals have been outlines. They include:

1. The inculcation of national consciousness and national unity
2. The inculcation of the right type of value, and attitudes for the survival of the individual and the Nigeria society.
3. The training of the mind in the understanding of the world around; and
4. The acquisition of appropriate-skills and the development of mental, physical and social abilities and competences as requirement for the individual to live in and contribute to the development of his society.

For this goals to be achieve effectively the government prescribe curricular activities with the focus on inculcating social norms and values of the society through social studies education at all levels in Nigeria.

The central purpose of social studies according to Ololobou is citizenship education which is also one of the main thrust of the national education goals.

The general aims of social studies according to Aina et al (1982) are:

- The development of an understanding of the environment of the children
- The developments of certain skills and abilities which will enable children deal with and manage the forces of the world around them.
- To inculcate in children the desire for harmonious living through an understating of the social and cultural diversities in the society.

From these general aims Dubey and Barth (1980) outlined the objectives of social studies in primary and post-primary schools.

Social studies in primary schools seek to develop:

- Children's self-confidence and initiative based on an understanding of their own accomplishment and potentialities and their own worth.
- Their power of imagination and resourcefulness
- Their desire for knowledge and continued learning.
- Their appreciation of dignity of man and of liberty
- Their sense of compassion for the less fortunate
- Their sense of respect for and tolerance of the opinions of others even in disagreement.
- Their willingness to accept necessary changes within a system of law and order deriving from the will of the people etc.

For post-primary education, social studies objective include:

- To make student aware of the problems of the country and the world and to appreciate the interdependence between people.
- To create an awareness and understanding of the evolving social and physical environment, its natural, man-made, cultural and physical resources together with the rational use and conservation of these resources for development.
- To develop in the student a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a unity Nigeria.
- To develop a capacity to learn and to acquire sills essential to the formation of a satisfactory professional life. That is, pride in the job and sound judgment.
- To develop in the students an appreciation of his cultural heritage and a desire to preserve it.

2.09.4 Development of social studies in Nigeria

Social studies as an integrated discipline was not in existence during the colonial era in Nigeria (1840 -1960) what was found in the primary and post-primary schools in the country was the teaching of a kind of curriculum called "General Knowledge" subjects like British constitution, history and geography of the United Kingdom and Europe were taught emphasis was not placed on African culture. The Nigerian child is therefore being educated outside his own environment, his society and culture. It does not facilitate the transmission of our

cultural heritage, no knowledge and social skills necessary for national and home membership and there was no desire and will to participate in civic and social activities. When independence was achieved in 1960 there was social studies into Nigeria. The establishment of school was the handiwork of the Americans as an experimental comprehensive school in Africa. It was referred to as "The Ohio Project" which was first attempted in northern Nigeria in 1956 and in the western regional at Aiyetoro comprehensive High School. With the collaboration of Ford Foundation Aid and the Comparative Education Study and Adaptation Centre (CESAC) produced the text book for classes 1 and 11 in 1968. In 1969, the department of social studies was established in the institute of Education A.B.U and National Curriculum Conference was held in Lagos same year thus giving social studies national recognition. More stat started introducing the subjects. Kaduna, Kwara and Lagos in 1971. Ministry of Education in east central state who attended social studies Association of Nigeria (SOSAN) conference in 1971 gave the support to the subject, here the first syllabus for primary schools was profound and in 1972 syllabus for Teachers' college and the Institute of Education, ABU, Zaria introduced the subject into the Post Graduate Diploma in Education (PGDE). Degree courses colleges, Advanced Teachers' colleges were later introduced. By 1980 the New National Policy on Education made social studies compulsory in Teachers' colleges and core subject in primary and junior secondary school in Nigeria.

2.10 Roles of social studies in solving the problems of poverty

The role of social studies education in alleviating poverty cannot be overemphasized. From the review of social studies done earlier it indicates that the study itself helps to expose one to the actual essence of living. This underscores man's behavior with his environment from where he is expected to seek his means of livelihood. Therefore, social studies is an integrative field of study which probes man's symbolic relationships with his environments, it endows man with the reflective or contemplative capacities, intellectual, affective, social and work skills to enable him understand his world and it's problems and to rationally solve or cope with them for effective society.

Social studies also focuses on transmitting or imparting knowledge and information that are social studies relevant that can be utilized to equip one with one's social realities and problems. Social studies also gives the ability to receive information digest it, analyze it and apply it to find solution to the problems. Furthermore, social studies exposes children to acquire social skills, study skills, work skills, and intellectual skills all of which would work for social sensitivity and participation and working together with others in group affairs and productively employing one's intellectual capabilities for the betterment of his environment.

Social studies programmes in several nations of the world are essentially introduced to meet specific needs and aspiration. In Nigeria, social studies can be described as a solution to the various national problems. It serves as a handy tool

to equip learners with values, attitudes, problem solving skills to prepare them for active and responsible living in society. It became a mechanism for reconstruction and rehabilitation.

Social studies focuses on man as he lives in society. It emphasizes on the needs, goals and aspirations of the society so that learners can be well integrated into society through encouraging self reliance and working groups to achieve a purpose.

In summary, social studies education exposes one to his civic duties, it is however pertinent to state that individuals or groups find it easier to assist the government in policy formulation and implementation.

2.11 Review of related empirical studies

An attempt is made to review some empirical studies related this work for instance, in a study on solving the poverty crisis in Nigeria: An applied General Equilibrium Approach by Nwaobi (2002) came up with the findings that the national government international organizations, private sectors and civil societies are today making substantial effort to incorporate poverty reduction measures in their regular operations. In particular, the federal government of Nigeria retains the vestiges of good system for planning, budgeting, managing and controlling of public resources but their performance has detorials to such an extent that they provide negligible assurance that resources are used entirely for their intended purpose. The same is true at the state and local level to return to an acceptable

level of financial accountability and poverty reduction will require sustained action over several years. This finding is in time with what the Nigerian government is expected to achieve through the implementation of various poverty alleviating programme in the country. This finding is also in agreement with the present study because they both centred on poverty reduction measures and how to improve the living standards of people. But the study did not investigate into the major causes of poverty in Nigeria and the various types of poverty we have that is affecting us in Nigeria. He however looked at the various policies put in place by the government to alleviate poverty in Nigeria and the degree of performance of such programmes and their impediments..

Rynell (2008) in her findings from recent research on causes of poverty came up with events that are more likely to push people into poverty and what contributes to these events happening? On what group are more likely to be poor she came up with the findings that women face greater risk of poverty than men, children face greater risk of poverty than any other age group, immigrants face greater role of poverty than nature born individuals, people with disabilities face greater risk poverty than those without, and female headed house holds are at a far greater risk of poverty than married couple families.

On what events are more likely to push people into poverty she came up with the findings that people enter into poverty when the head of house hold loses a job, decline in earnings, no high school degree, female headed household, having more children and when a head of household becomes disabled. And on what

contributes to these events happening she came up with the finding that there are forces largely seen as outside of the control of individuals that have dramatic impacts on income, earnings and poverty. Recession, high unemployment, the decline in the manufacturing sector and growth in the service sector and declining unionization depress earnings and increase poverty particularly for disadvantage workers. This finding is consonant with the present study which investigate the perception of teachers and students towards social studies education as solution to the problem of poverty in Sabon Gari and Zaria local government because they all state that a deeper look at causes of poverty provide a solid jumping off point for policy and system change. By understanding the specific triggers that increases the likelihood that some one will experience poverty and help both the individual and government to better target interventions and investments.

Although, the study on the causes of poverty by Amy Rynell centred on causes of poverty only the present study however having identifying the causes of poverty look at social studies education as a solution to the problem of poverty in Sabon Gari and Zaria local government of Kaduna state.

In a study on rural poverty: a case study of Giwa local Government area of Kaduna state conducted by Osibubi (2003) highlighted that income alone cannot measure the level of poverty in the society, other dimension have to do with the manner in which people live and take into consideration the housing condition, the grade of utilities and over crowding. The general conclusion is that insufficient or lack of infrastructural facilities and status of individuals in the area constitute a

major to achieve through it's various poverty alleviation programme. But however, the study did not investigate some of the policies and programmes put in place by the government to provide solutions to the problem of poverty in Nigeria. The degree of performance of such progammes and the impediments affecting the programmes and suggested solutions. She however measured poverty using level of income, quality of housing, education, food, water, clothing and sanitation.

Ibrahim (2009) in his study on social studies education as a tool for poverty alleviation among women in Zaria local government area of Kaduna state came up with the findings that about 90 percent of women in the study area are studying social studies education with the hope of helping themselves in the future, the study also reveals that social studies education is capable of alleviating poverty among women in the study area because it teaches them how to be self reliant. This finding is in agreement with the present study which asses the perception of student and teachers towards social studies education as solution to the problem of poverty in Sabon Gari and Zaria local government of Kaduna state. However, the study on social studies education as a tool for poverty alleviation among women in Zaria local government Area of Kaduna state centred more on women only and did not look at the type and causes of poverty among women in the present study however access the plight of people generally in Sabon Gari and Zaria local government area of Kaduna state.

Summary

From the review of related literature embarked in this study, it was revealed that the events that are likely to push people into poverty are when there is no high school degree, high unemployment, decline in the manufacturing center and growth in the service sector and declining unionization degrees earnings and increase poverty particularly for the disadvantage workers. Others include illiteracy, inadequate social amenities and funds. Illiteracy is bondage whether or not a person is rich., poor, young, old noble or lowly, it was discovered that illiterate civil servants who did most of the dirty and physical work got poor salaries unlike their literate counter parts.

The findings of this study shares some common views from the previous findings by Rnell (2008) on her recent research on causes of poverty. Because they all stat that a deeper look at the causes of poverty provide a solid jumping off point for policy and system change by understanding the specific triggers that increases the likelihood that some one will experience poverty and helping both the individuals and government to better target interventions and investment.

It was also revealed that the perception of an individual towards a particular thing greatly affects the behaviour of that individual towards that thing. Thus the perception of teachers and students towards social studies education as a solution in solving the problem of poverty among the people of Sabon Gari and Zaria L/G area of Kaduna state will greatly affect their interest and behaviour towards the subject.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study is an attempt to assess the Teachers' and Students' Perception of Junior Secondary Social Studies in Addressing Poverty in Sabon Gari and Zaria Local Government Area of Kaduna State. In order to achieve the objectives of this, the methodology will be presented and discuss under the following subheadings.

- Research design
- Population
- Sample and sampling procedures
- Research instrument
- Validation and reliability of the instrument
- Procedure for Data collection
- Statistical Analysis Procedure

3.2 Research design

The research design that was used in this study is expost facto research design. The researcher adopt the design because the information required are already with the respondent and also the study will not require any experiment where pre and post test will be conducted.

3.3 Population

The population consist of the entire government junior secondary schools in Sabon Gari and Zaria local government area of Kaduna state. There are a total of 15 government junior secondary schools in Zaria L.G.A and 12 government junior secondary schools in Sabon Gari L.G.A all making the total of 27 government junior secondary school in the two local government (local source from Kaduna state ministry of education inspectorate Division Zaria.) The total population of the entire teachers in the two local government amounted to 875 teachers while the total number of the students in the two local government amounted to 22,262. Therefore considering the extensive nature and the distribution of the schools of the projected population it is glaring that it is too large to handle. As such it becomes imperative to adopt an acceptable and standardized sample size. The stratified random sampling method was used to select the respondents for the study as described by Ndagi (2002) that it gives every member of the population an equal opportunity of being selected or included in the sample without bias. In sampling the secondary schools out of the 27 government junior secondary schools in the two local government eight (8) schools were randomly selected from the two local government made up of 4 schools from Zaria and 4 schools from Sabon Gari. The total population of the teachers from the 8 selected schools amounted to 250 while the total population of the students from the 8 selected school amounted to 7, 000. Therefore the total population for the study comprises of 250 teachers and 7, 000 students making the total population for the study to be 7250.

Table 3.1: Kaduna state ministry of education summary of structural Data collected from schools and zones as at end of September 2012 draft.

Table 3.1: Population of the entire government junior secondary schools in the two local government

S/No.	Schools	Local Govt.	Teachers	Students
1	G.G.S Kofangaya	Zaria	68	859
2	Barewa College	Zaria	70	910
3	G.G.S.S Kugu	Zaria	8	243
4	Alhudahuda college	Zaria	83	1094
5	GSS tudunjukun	Zaria	46	2040
6	GSS Dakache	Zaria	29	777
7	GGSS WTC	Zaria	80	567
8	GJSS Rimidoko	Zaria	27	1110
9	GJSS Kofajatau	Zaria	28	673
10	GJSS Gyallesu	Zaria	23	380
11	GJSS Magajiya	Zaria	26	649
12	GJSS KOFA doka	Zaria	40	2715
13	GJSS Fada	Zaria	34	800
14	GJSS Zaria	Zaria	45	950
15	GJSS Tudun Wada	Zaria	19	470
16	GJSS Chikaji	S/G	22	595
17	JSS Muchia	S/G	34	375
18	JSS Chindit	S/G	37	1010
19	GJSS D/Bauchi	S/G	26	1200
20	GJSS Aminu	S/G	30	980
21	GJSS Chindit Barracks	S/G	22	710
22	JSS Bomo	S/G	12	350
23	JSS Jama'a	S/G	18	620
24	GJSS Kwangila	S/G	10	420
25	GJSS Samaru	S/G	15	740
26	JSS Basawa	S/G	15	515
27	GCC Zaria	S/G	12	510
	Total		**875**	**22,262**

Table 3.2: Population of the eights schools selected from Zaira and Sabon Gari Local Government

S/No.	School	Local Govt.	Teachers	Students
1	Barewa College	Zaria LGS	70	910
2	Tudun Wada Junior	Zaria LGS	19	470
3	GJSS Magajiya	Zaria LGS	26	1090
4	GJSSS Gyallesu	Zaria LGS	23	380
5	GJSS D/Bauchi	Sabon Gari	26	1200
6	GJSS Aminu	Sabon Gari	30	980
7	GJSS Chikaji	Sabon Gari	22	595
8	GJSS Muchia	Sabon Gari	34	375
	Total		**250**	**7000**

3.4 Sample and sampling procedure

The validity of a research is often affected by the size of the sample and the method of selection. Stratified random sampling was used to select four (4) schools from Zaria local government and also four schools from Sabon Gari Local government area these schools were made up of male and female teachers and students.

In order to select the sample size for the study, the Krejice/Morgan (1990) sampling size from a given population table was used consequently 152 sample size was chosen as this correspond to a population of 250 for the teachers. This sample size of 152 was proportionally distributed for the eight selected school teachers. In the same vein in order to select appropriate sample size in the Krejice and Morgan (1990) table was used. Consequently a sample size of 364 was selected

for the students. This sample some of 364 was therefore proportionally distributed across the 8 selected schools.

In all the total sample size for teachers and students in the 8 school for this study is 364 + 152 which was 516.

Table 3.3: The total Sample size for teacher and students in eights schools selected

S/No	Schools	Local Govt.	Teachers	Student
1	Barewa College	Zaria	43	47
2	GJSS Tudun Wada	Zaria	12	24
3	GJSS Magajiya	Zaria	16	57
4	GJSS Gyallesu	Zaria	14	20
5	GJSS D/Bauchi	S/Gari	16	62
6	GJSS Aminu	S/Gari	18	51
7	GJSS Chikaji	S/Gari	13	31
8	GJSS Muchia	S/Gari	20	72
	Total		**152**	**364**

3.5 Research instrument

The instrument for this research titled poverty eradication through social studies education was structured 4 points likert modified scale questionnaire, items were structured to reflect the content of research questions in relation to the objectives, research questions, hypothesis and the review of related literature of the study. It consist of two sections, section A and B, section A will reflect the biographic data of social studies teachers and students in Sabon Gari and Zaria Local government area of Kaduna state, while section B will contain statements that would evaluate the lecturers and students perception of social studies education in J.S.S. as a solution to the problem of poverty in Sabon Gari and Zaria local government area of Kaduna state.

The study will employ the use of four point rating modified likert scale. They are as follows strongly agreed SA, Agree (A), Disagreed (D), and Strongly Disagreed (SD)

3.5.1 Validation and reliability of the instrument

A draft questionnaire was prepared and submitted to the researchers' supervisors for their comment, criticism and suggestions and on the basis of these corrections, corrections were effected. Five copies of the corrected version was sent to five research experts in the department of education to ascertain the reliability and content validity of the instruments.

3.5.2 Pilot Study / Reliability of Instrument

A total of 50 (fifty) copies of the questionnaire were administered to the two schools of pilot study which are Alahudahuda College and GJSS Chindit comprising of twenty teachers and thirty students. The data obtained from pilot study were statistically analyzed using Crochbach reliability coefficients. Consequently a reliability coefficient of 0.830 was realized. This reliability coefficient is considered adequate for the interval consistencies of the instruments this according to Spegel (1992) and Steres, (1986) who both ascertained that an instrument is reliable if its reliability coefficient lies between 0 and 1. The closer to one the more reliable is the instrument.

3.6 Procedure for data collection

A total of 516 copies of the questionnaires were administered on a total of 516 selected respondents from the 8 selected schools from Zaria and Sabon Gari

Local Government Areas of Kaduna state. The copies of the questionnaires were administered on the respondents with the aid of two research assistance who are familiar with these schools. Out of 516 questionnaires that was distributed 510 was returned and used for the analysis 150 for teachers and 360 for students.

3.7 Statistical Analysis Procedure

The data collected from this study was statistically analyzed at the Institute of Agricultural Research (IAR) of the Ahmadu Bello University Zaria. Descriptive statistics of frequencies percentages, means, standard deviation and standard errors was used to compute the scores of the data collected. The data was further subjected to one tail t-test to access the differences. The scores was further be subjected to one tail Test to access the difference between the obtained and constant mean of 3;5 at 0.05 alfa level.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the data analysis including its discussion of results. The chapter involves a total of 510 respondent questionnaire duly returned. Whose responses form the data analysis of this study using the Statistical Package for the Social Sciences (SPSS). The respondents are 150 teachers and 360 students selected from Sabon Gari and Zaria Local Government Areas of Kaduna state. The first section of this chapter presents the bio data variables analysis by means of frequencies and percentages, while the second section answers the research questions using frequencies, means and percentages. The mean item responses were calculated on the modified 4-point liker scale. The third section presents and interpret the three null research hypotheses by means of inferential statistical techniques of Independent t-test statistics to determine the perception of respondents based on status, at 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings of the study in detail.

Table 4.1.1: Distribution of Respondents by status

Status	Frequency	Percent
Teacher	150	29.4
Students	360	70.6
Total	510	100.0

The table above showed that out of the total 510 respondents in this study, 150 of them representing 29.5% are teachers while the rest 360 representing 70.3% are students.

Table 4.1.2: Distribution of Teachers by Educational qualification

Teachers qualification	Frequency	Percentage
NCE	80	53.3
B ED	43	28.7
B.AED	4	2.7
B SC	9	6.0
B.A	5	3.3
M A	9	6.0
Total	150	100.0

The teacher respondents educational qualifications as displayed in the table above revealed that, 80 of them representing 53.3% possess the NCE certificates, as against 43 (28.7%) that have the B.ED qualification while 4 (2.7%) have the B.A.ED qualification, while 9 (6.0%) poses the B.SC qualification with other 5 (3.3%) having B.A qualification and the rest 9 (6.0%)have the M.A qualification.

Table 4.1.3: Distribution of Students by Sex

Students sex	Frequency	Percent
Male	154	42.8
Female	206	57.2
Total	360	100.0

Details showed that out of the 360 students respondents, 154 of them representing 42.8% are males while 206 others representing 57.2% are female students.

4.2. Answering of Research Questions

Research Question one: What are the opinion of Teachers and students perception on social studies as a program of study ?

Table 4.2.1: Opinion of Teachers and students perception on social studies as a program of study.

S/No	ITEMS		Responses of Disagree		Responses of Disagree		Mean
		STATUS	AGREE	%	Disagree	%	
1	Social studies helps ones power of imagination and resourcefulness	Teachers	130	86.7	20	13.3	3.1067
		Students	305	84.7	55	15.3	3.3000
2	Social Studies education promotes ones self confidence and initiative based on and understanding of their own accomplishment and potentialities	Teachers	135	90.0	15	10.0	3.2533
		Students	328	91.1	32	8.9	3.4917
3	Social Studies education helps to develop certain skills and abilities which will enable one deal with and manage forces of the world around them	Teachers	141	94.0	9	6.0	3.3533
		Students	344	95.6	16	4.4	3.7528
4	it helps in the development of an understanding of the environment of the children	Teachers	136	90.7	14	9.3	3.3467
		Students	338	93.9	22	6.1	3.7139
5	It helps to develops ones willingness to accept necessary changes within a system of law and order deriving from the will of the people	Teachers	129	86.0	21	14.0	3.1333
		Students	308	85.6	52	14.4	3.3750

Details of the above table revealed the opinion of Teachers and students perception on social studies as a program of study. According to both categories of respondents Social Studies education helps to develop certain skills and abilities which will enable one deal with and manage forces of the world around them. This opinion attracted the highest mean responses of 3.3533 and 3.7528 by teachers and student respectively. Detail showed that 141 (94.0%) of the teachers were in agreement with this view as against 9 (6.0%) that were in disagreement. The students respondents details that 344 (95.6%) were in agreement while the rest 16 (4.4%) students were in disagreement. In the same vein, majority of both groups of respondents are of the view that it helps in the development of an understanding of the environment of the children as this opinion attracted mean responses of 3.3467 and 3.7139 by teachers and student respectively. Detail showed that 136 (90.7%) of the teachers agreed while the rest 14 (9.3%) disagreed. On this view, 338 (93.9%) were in agreement while 22 (6.1%) were in disagreement with this opinion.

Research Question Two : What are the opinion of Teachers and students perception on causes of poverty ?

Table 4.2.2: Views of Teachers and students perception on causes of poverty.

S/NO	ITEMS	Responses of Disagree			Responses of Disagree		Mean
		STATUS	AGREE	%	DISAGREE	%	
1	Poverty is so rampant among the people living is Sabon Gari and Zaria local government	Teachers	91	60.7	59	39.3	**2.7333**
		Students	271	75.3	89	24.7	**3.1944**
2	Poverty usually relate to poor education background	Teachers	109	72.7	41	27.3	**3.0267**
		Students	282	78.3	78	21.7	**3.2250**
3	Literary is the major cause of poverty most prevalent in sabon gari and zaria local government	Teachers	91	60.7	529	39.3	**2.7200**
		Students	251	69.7	109	30.3	**3.1056**
4	Government policies have positive impact in poverty problem in Nigeria specific sabon gari and zaria local government	Teachers	90	60.0	60	40.0	**2.7867**
		Students	275	76.4	85	23.6	**3.1250**
5	The nature of occupation that the people of sabon gari and zaria local government engages in contributes to their poverty	Teachers	60	40.0	90	60.0	**2.4200**
		Students	239	66.4	121	33.6	**2.9028**
6	Lack of good education and good occupation makes sabon gari people live in abject poverty	Teachers	95	63.3	55	36.7	**2.7400**
		Students	277	76.9	83	23.1	**3.2083**
7	discrimination among minority groups cause poverty	Teachers	89	59.3	61	40.7	**2.5867**
		Students	266	73.9	94	26.1	**3.0750**
8	Economic changes bring about poverty	Teachers	107	71.3	43	28.7	**2.8000**
		Students	267	74.2	93	25.8	3.1694

The details in Table 4.2.2 revealed the opinion of Teachers and students perception on causes of poverty. The table revealed that both categories of respondent are of the opinion that Poverty usually relate to poor education

background. This opinion attracted the highest mean responses of 3.0267 and 3.2250 by teachers and students respectively, A total of 109 (72.7%) of the teachers agreed to this view as against 41 (27.3%) that disagreed. In the same vein a total of 282 (78.3%) of the students were in agreement with this view as against 78 (21.7%) that were in disagreement with this opinion. In the same vein, majority of both categories are also of the belief that Lack of good education and good occupation makes Sabon Gari people live in abject poverty as this opinion attracted their second highest mean responses of 2.74000 and 3.2083. A total of 95 (63.3%) of the teachers were in agreement with this view as against 55 (36.7%) were in disagreement. A total of 277 (76.9%0 were in agreement while the rest 83 (23.1%) were in disagreement with this opinion.

Research Question Three: What are the views of Teachers and students perception towards the relevance of Social studies education in solving the problem of poverty ?

Table 4.2.3: Views of Teachers and students perception towards the relevance of Social studies education in solving the problem of poverty.

S/No	ITEMS		Responses of Disagree		Responses of Disagree		Mean
		STATUS	AGREE	%	DISAGREE	%	
1	Social studies teaches the learners on how to acquire knowledge, skill, attitude and action important in human relationship in the society	Teachers	146	97.3	4	2.7	3.5733
		Students	337	93.7	23	6.4	3.7278
2	Social studies as a programme of study emphasis on understanding of the immediate surrounding therefore the master and servant relation ship associated with the programme of poverty alleviation could be solved through social studies education in the community.	Teachers	122	81.3	28	18.7	3.0600
		Students	322	89.4	38	10.6	3.4194
3	Social studies is concern with the way man lines and interact with his social &physical environ and poverty alleviation programme are geared towards man & his contribution &his growth in his environment.	Teachers	141	94.0	9	6.0	3.4000
		Students	313	86.9	47	13.1	3.4111
4	Social studies can be used to achieve the objective of poverty alleviation through organizing public lecture for civil servant by social studies experts	Teachers	134	89.3	16	10.7	3.2933
		Students	303	84.2	57	15.8	3.3972
5	One of the objectives of social studies is to develop skills which will enable the children deal with & mange the forces of the world in which they live. i.e. good governance corruption, globalization, poor macro-econ & monetary policies, misconception. This could help citizens aware of their rights.	Teachers	142	94.7	8	5.3	3.3800
		Students	316	87.8	44	12.2	3.5222
6	Social studied education helps both leaders and the followers to be good citizens thus they should be able to utilize what is entrusted in their care	Teachers	143	95.3	7	4.7	3.4800
		Students	320	88.9	40	11.1	3.5444

The details in Table 4.2.3 revealed the opinion of Teachers and students perception towards the relevance of Social studies education in solving the problem of poverty. The table revealed that both categories of respondent are of the opinion that Social studies teaches the learners on how to acquire knowledge, skill, attitude and action important in human relationship in the society. This view attracted the highest mean responses of 3.5733 and 3.7278 of teachers and students respectively. Detailed of teachers responses on this view showed that while 146 (97.3%) of them agreed only 4 (2.7% disagreed). The students detailed responses on this view showed that 337 (93.7%) of them were in agreement with this view as against 23 (6.4%) that were in disagreement. The second highest mean responses of 3.4000 and 3.4111 for teachers and student respectively is the belief that Social studies is concern with the way man lines and interact with his social &physical environ and poverty alleviation prog are geared towards man & his contribution &his growth in his environment. the detail of teachers responses on this item revealed that while 141 (94.0%) agreed, the rest 9 (6.0%) disagreed with this view. In the same vein, the student response on this opinion showed that while 333 (86.9%) were in agreement, the rest 47 (13.1%) were in disagreement with this view.

4.3 Testing of Research Null Hypotheses

Hypothesis One: This null hypothesis state that there is no significant difference between teachers and students respondents in their perception regarding social studies education as a program of study.

Table 4.3.1: Independent t-test hypothesis on the perception of teachers and students respondents regarding their perception on social studies as a program of study

Justification of Statistical technique: The computed **Teachers and students perception on social studies as a program of study** ***a quantitative variable is differentiated on account of the respondents STATUS (teachers and students), hence the choice of the 2 independent t-test statistics.***

Variable	Status	N	Mean	Std.dev	Std. Err	df	t calculated	t-critical	Sig (p)
Perception regarding social studies as a program of study.	Teacher	150	16.1533	2.32505	.18984				
	Students	360	16.0028	2.36325	.12455	508	0.659	1.96	0.511

Calculated t < 1.96, calculated p > 0.05

Results of the independent t-test statistics showed that there is no significant differences between teachers and students respondents in their perception regarding social studies education as a program of study. This is because the calculated p value of 0.511 is greater than the 0.05 alpha level of significance, while the calculated t value of 0.659 is less than the 1.96 t critical at df 508. The mean perceptions of teachers and students regarding their perceptions on social studies education as a program of study in Zaria and Sabon Gari local government areas are 16.1533 and 16.0028 respectively showed both teachers and students had almost the same level of perception regarding social studies as a program of study. Therefore, the null hypothesis which state that there is no

significant difference in Zaria and Sabon Gari Local government areas, is hereby accepted/retained.

Hypothesis Two: This null hypothesis state that there is no significant difference between teachers and students respondents in their perception regarding the causes of poverty in Zaria and Sabon Gari Local Government Areas.

Table 4.3.2: Independent t-test hypothesis on the perception between teachers and students respondents in their perception regarding the causes of poverty in Zaria and Sabon Gari local government areas.

Justification of Statistical technique: The computed **Teachers and students perception on the causes of poverty** ***a quantitative variable is differentiated on account of the respondents STATUS (teachers and students), hence the choice of the 2 independent t-test statistics.***

Variable	Status	N	Mean	Std.dev	Std. Err	df	t calculated	t-critical	Sig (p)
Perception regarding causes of poverty in Sabon gari and zaria LGA	Teacher	150	21.9267	4.93324	.40280	508	1.246	1.96	0.213
	Students	360	22.5472	5.20210	.27417				

Calculated t < 1.96, calculated p > 0.05

Results of the independent t-test statistics showed that there is no significant differences between teachers and students respondents in their perception regarding causes of poverty in Sabon gari and zaria LGA. This is because the calculated p value of 0.213 is greater than the 0.05 alpha level of significance, while the calculated t value of 1.246 is less than the 1.96 t critical at df 508. The mean perceptions of teachers and students e regarding the their

perceptions causes of poverty in Zaria and Sabon Gari local government areas are 21.9267 and 22.5472 respectively showed both teachers and students had almost the same level of perception regarding causes of poverty in Zaria and Sabon Gari LGAs.. Therefore, the null hypothesis which state that there is no significant difference between teachers and students perception on causes of poverty in Sabon Gari and Zaria LGA, is hereby accepted and retained.

Hypothesis Three: This null hypothesis state that there is no significant difference between teachers and students respondents in their perception regarding the relevance of social studies education in solving problem of poverty in Zaria and Sabon Gari local government areas.

Table 4.3.3: Independent t-test hypothesis on the perception between teachers and students respondents in their perception regarding relevance of social studies education in solving problem of poverty in Zaria and Sabon Gari local government areas.

Justification of Statistical technique: The computed **Teachers and students perception on relevance of social studies education in solving problem of poverty in Zaria and Sabon Gari local government areas** ***a quantitative variable is differentiated on account of the respondents STATUS (teachers and students), hence the choice of the 2 independent t-test statistics.***

Variable	Status	N	Mean	Std.dev	Std. Err	df	t calculated	t-critical	Sig (p)
Perception regarding the relevance of social studies education in solving the problem of poverty in Sabon Gari and Zaria LGAs in Kaduna state.	Teacher	150	20.2733	2.90313	.23704	508	0.348	1.96	0.728
	Students	360	20.3831	3.36646	.17867				

Calculated t < 1.96, calculated p > 0.05

Results of the independent t-test statistics showed that there is no significant difference between teachers and students respondents in their Perception regarding the relevance of social studies education in solving the problem of poverty in Sabon Gari and Zaria LGAs in Kaduna state.

This is because the calculated p value of 0.728 is greater than the 0.05 alpha level of significance, while the calculated t value of 0.348 is less than the 1.96 t critical at df 508. The mean perceptions of teachers and students regarding their perceptions on causes of poverty in Zaria and Sabon Gari local government areas are 20.2773 and 20.3831 respectively showed both teachers and students had almost the same level of perception regarding the relevance of social studies education in solving the problem of poverty in Sabon Gari and Zaria LGAs in Kaduna state. Therefore, the null hypothesis which states that there is no significant difference between teachers and students Perception regarding the relevance of social studies education in solving the problem of poverty in Sabon Gari and Zaria LGAs in Kaduna state, is hereby accepted and retained.

4.4 Summary of Major findings

The following are the major findings of the study;

1. Social Studies education helps to develop certain skills and abilities which will enable one deal with and manage forces of the world around them and it helps in the development of an understanding of the environment.
2. Poverty usually relate to poor education background as majority of both categories are also of the belief that Lack of good education and good occupation makes Sabon Gari and Zaria people live in abject poverty.
3. Social studies teaches the learners on how to acquire knowledge, skill, attitude and action important in human relationship in the society that help to solve problems of poverty among the people.

4.5 Discussions on Findings

The discussion on the findings of this study will be discussed as they agree or disagree with the relevant quoted literatures.

Hypothesis one: The result of this hypothesis showed that there is no significant difference between teachers and students perception regarding social studies as a tool for solving poverty in the Zariaa and Sabon Gari local government of Kaduna state. Both teachers and students respondents were of the view that Studies education helps to develop certain skills and abilities which will enable one deal with and manage forces of the world around them. Detail showed that 141 (94.0%) of the teachers were in agreement with this view as against 9 (6.0%)

that were in disagreement. The students respondents details revealed that 344 (95.6%) were in agreement while the rest 16 (4.4%) students were in disagreement. In the same vein, majority of both groups of respondents are of the view that it helps in the development of an understanding of the environment of the children as this opinion attracted mean responses of 3.3467 and 3.7139 by teachers and student respectively. Detail showed that 136 (90.7%) of the teachers agreed while the rest 14 (9.3%) disagreed. On this view, 338 (93.9%) were in agreement while 22 (6.1%) were in disagreement with this opinion.

Outcome of hypothesis two also showed that there was no significant difference between teachers and student respondents regarding the causes of poverty in the Zaria and Sabon Gari local government of Kaduna state. Their opinion in this regard reveled that majority of them are of the opinion that Poverty usually relate to poor education background. as detail revealed that 109 (72.7%) of the teachers agreed to this view as against 41 (27.3%) that disagreed while 282 (78.3%) of the students were in agreement with this view as against 78 (21.7%) that were in disagreement with this opinion. Lack of good education and good occupation makes Sabon Gari people live in abject poverty as total of 95 (63.3%) of the teachers were in agreement with this view as against 55 (36.7%) were in disagreement. A total of 277 (76.9%0 were in agreement while the rest 83 (23.1%) were in disagreement with this opinion.

Hypothesis three revealed that there is no significant difference between teachers and students perception towards the relevance of Social studies education

in solving the problem of poverty in Zaria and Sabon Gari Local government area of Kaduna state. Perception towards the relevance of Social studies education in solving the problem of poverty. Both categories of respondent are of the opinion that Social studies teaches the learners on how to acquire knowledge, skill, attitude and action important in human relationship in the society. On this view showed that among the teachers respondents showed that while 146 (97.3%) of them agreed only 4 (2.7% disagreed). The students detailed responses on this view showed that 337 (93.7%) of them were in agreement with this view as against 23 (6.4%) that were in disagreement. Also Social studies is concern with the way man lines and interact with his social &physical environ and poverty alleviation programmes are geared towards man & his contribution &his growth in his environment. as detail of teachers responses on this item revealed that while 141 (94.0%) agreed, the rest 9 (6.0%) disagreed with this view while among the student respondents showed that while 333 (86.9%) were in agreement, the rest 47 (13.1%) were in disagreement with this view.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS

This chapter summarizes, concludes and offer useful suggestions as well as suggestions for further studies in the related field.

5.1 Summary

The study was aimed at finding the perception of students and teachers towards social studies education as solution to the problem of poverty in Sabon Gari and Zaria local government of Kaduna state. The study was presented under five main chapters which this section intends to summarize which are summarized in this section.

Chapter one introduced the study, and the general background of the study. The general objective of the study was to examine the perception of students and teachers towards social studies education as solution to the problem of poverty in Sabon Gari and Zaria local government of Kaduna state, broken into three specific objectives. In line with the research objectives, three research questions were stated to be answered as well as three null research hypotheses to be tested. The study is significant as both government and students will be fully aware of the high rate of poverty, its causes and how to use social studies to solve these problems. Also educators will find the outcome of this study significant as it will help them plan review and update of social studies curriculum in the secondary schools in Sabon Gari and Zaria local government areas of Kaduna state.

Chapter two presents the detailed literature reviews and the conceptual studies related to the study. These include the concepts of conflict, poverty, nature and causes of poverty, and empirical studies.

Chapter three discussed the study's methodologies adopted. The descriptive survey design was used by means of structured questionnaire to gather data from the respondents made up of the teachers and students in Zaria and Sabon Gari local government areas of the Kaduna state. The population of this study was 7250. The sampling technique adopted was selecting four schools each from the two selected local government areas, and selecting an appropriate sample size of 516 using the Krejcie and Morgan table of selecting sample size from a known population. Reliability statistics was carried out using the 50 respondents as the pilot study. A cronbach's reliability coefficient of .830 was realized confirming the reliability of the instruments. Chapter four presented and discussed the results of the data analysis. Section 1 discussed the bio data variables comprising of status, sex, and qualification, while section two answers the research questions and section three presented the result of the hypotheses testing analysis. There was no significant difference between teachers and students perception on social studies as a program of study, causes of poverty and relevance of social studies in solving the problem of poverty. Majority of the respondents were also of the opinion that the Social Studies education helps to develop certain skills and abilities which will enable one deal with and manage forces of the world around them. The summary of the data analysis findings as well as the discussions on the

major findings as they agrees or contradicts with the literature review completed the chapter. Chapter five was on study's overall summary, conclusion as well as recommendations for further studies.

5.2 Conclusion

Based on the outcome of the study, the following conclusions can be deduced.

- Social studies education helps in the development of an understanding of the environment of the children.
- Poverty usually relate to poor education background.
- Social studies is concerned with the way man lives and interact with his social and physical environment and poverty alleviation programme are geared towards man & his contribution & his growth in his environment.
- There is call for the control of unemployment. As education has been identified as a tool for poverty alleviation programme the actual aim of education system is for graduates to be self employed after graduation.
- The government is trying hard to harness all available resources to improve the economy and create the enabling environment for the economy to thrive through controlling inflation.
- The inequality in income or wealth distribution and the existence of different poverty levels can be accounted for by unequal opportunities to get the same level of education, the type of occupation of household size all results in the difference in the level of poverty among the households.

5.3 Recommendations

Based on the findings of the study, the following recommendations are suggested that will go a long way in the use of social studies as a tool to solving poverty in Sabon Gari and Zaria local governments of Kaduna state.

1. Government should encourage the education of all residents of the two local governments by reducing the tuition fees as this will solve problem of poverty.
2. The wealthy individuals of the two Local government areas should build functional industries to employ the teeming unemployed youth in the two local government areas.
3. The importance of Social studies in minimizing poverty should be taught in all classes of the secondary schools.
4. Government should desist from changing from one economic activity to another to encourage consistency in economic policies.
5. Social studies can be used to achieve the objective of poverty alleviation through organizing public lecture for civil servant by social studies experts
6. Discrimination against some tribes not considered as origin of the two local governments should be discouraged to encourage positive contribution to the alleviation of poverty in the local government areas.
7. Enabling environment should be created by the government by providing social amenities like water, power, good roads and security to encourage

economic activities and solving problem of poverty in the two local government areas of Kaduna state.

5.4 Suggestions for further studies

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

1. Effect of socio economic background of students on poverty in Sabon Gari and Zaria local government areas of Kaduna state.
2. Social studies education as panacea to social and economic ills in Sabon Gari and Zaria local government of Kaduna state.

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APPENDIX 'A'

Questionnaire
Students Perception of Social Studies

The researcher is carrying out a research on the topic Perception Of Students And Teachers towards social studies education as a tool in solving the problem of poverty in Zaria and Sabon Gari Local Government Area of Kaduna state. and requires your responses in questions below. Your responses shall be treated most confidentially as it will be used for the purpose of the research only.
Thanks for your cooperation.
Signed

Ijeoma Amadikwa

Bio-data
Gender: a. Male [ ] b. Female [ ]
Student perception of social studies

S/NO	Items	SA	A	DA	SD
	Are you happy studying socials studies education.				
	Learning social studies teaches how to find out something on my own thereby making me self employed.				
	Social studies teaches learners things about the environment.				
	The teaching of social studies will help students to become good citizens.				
	Learning social studies is very boring and not interesting.				
	Social studies methods of teaching encourage one to like the subject.				
	Social studies education teaches learners to be self employed. I like social studies as much as I like any other subject.				

APPENDIX 'B'

The purpose of the questionnaire is to find out the perception of teachers towards social studies education as a tool in solving the problem of poverty in Zaria and Sabon Gari Local Government Area of Kaduna state.

BIO DATA
Please tick the appropriate column.
Sex: Male [ ] Female [ ]
Qualifications please specify area of specialization
N.C.E [ ] B.Ed [ ] B. A Ed [ ] B.Sc Ed [ ] B.A [ ] M.A [ ]
M.Ed [ ] Ph.D [ ]

SECTION 'B'
Please tick as appropriate.

Perception of teachers and students towards social studies education as a program of study.

S/NO	Items	SA	A	DA	SD
	Social studies education helps one to develop certain skills and abilities which will enable one deal with and manage the forces of the world around them.				
	It helps in the development of an understanding of the environment of the children.				
	Social studies education promotes one's self confidence and initiative based on an understanding of their own accomplishment and potentialities.				
	Social studies help to develop ones power of imagination and resourcefulness.				
	It helps to develop one's wiliness to accept necessary changes within a system of law and order deriving fro the will of people.				

SECTION 'C'
(Teachers and students Questionnaire on causes of poverty)

S/NO	STATEMENT	SA	A	DA	SD
	Poverty is so rampant among the people living in Sabon Gari and Zaria Local government.				
	Poverty usually relate to poor education background.				
	Illiteracy is the major cause of poverty most prevalent in Sabon Gari and Zaria Local government.				
	Government policies have positive impact in poverty problem in Nigeria specifically Sabon Gari and Zaria Local government.				
	The nature of occupation that the people of Sabon Gari and Zaria Local government. Engages in contributes to their poverty.				
	Lack of good education and good occupation makes Sabon Gari people to live in abject poverty.				
	Discrimination among groups minority groups cause poverty.				
	Economic changes bring about poverty.				

SECTION 'D'
Perception of teachers and students towards the relevance of socials studies education in solving the problem of poverty.

S/NO	STATEMENT	SA	A	DA	SD
	Social studies teaches the learners on how to acquire knowledge, skill, attitude and action important in human relationship in the society.				
	Social studies as a programme of study emphasis on understanding of the immediate surrounding therefore the master and servant relationship associated with the programme of poverty alleviation could be solve through social studies education in the community.				
	Social studies is concerned with the way man lives in, and interacts with, his social and physical environments and poverty alleviation programmes are geared towards man and his contribution and his growth in his environment.				
	Social studies can be used to achieve the objective of poverty alleviation through organizing public lectures for civil servant by social studies experts.				
	One of the objective of social studies is to develop skills which will enable the children deal with and manage the forces of the world in which they live. These includes; lack of good governance corruption, globalization poor macro-economic an monetary policies, misconception. Thus could help citizen aware of their rights.				
	Social studies education helps both the leaders and the followers to be good citizens thus, they should be able to utilize what is entrusted in their care.				

Population	Sample	Population	Sample	Population	Sample
10	10	220	140	1200	201
15	14	230	114	1300	207
20	10	240	140	1400	320
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	159	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	340
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	369
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	330
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000 +	384

Krejcie and Morgan (1970:228)

A purposive 10 schools were randomly selected from each of the three senatorial districts of Kaduna State. A total number of four hundred and fifty (450) dropout students were selected according to their attendance registers and their cumulative records as the sample. The choice of sample size was based on the sampling technique advocated by Aderemo (1989), who said that in determining a sample size, from a population of over two thousand and six hundred (2600) a researcher should adopt three hundred and fifty eight (358) respondents.

Reliability

Perception of students and teachers towards social studies education as solution to the problem of poverty in Sabon Gari and Zaria local government areas.

Scale: ALL VARIABLES

Case Processing Summary

	N	%

Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.830	.842	19

Item Statistics

	Mean	Std. Deviation	N
Social studies helps ones power of imagination and resourcefulness	3.1200	.82413	50
Social Studies education promotes ones self confidence and initiative based on and understanding of their own accomplishment and potentialities	3.3000	.54398	50
Social Studies education helps to develop certain skills and abilities which will enable on deal with and manage forces of the world around them	3.3400	.59281	50
it helps in the development of an understanding of the environment of the children	3.4800	.50467	50
It helps to develops ones willingness to accept necessary changes within a system of law and order deriving from the will of the people	3.1800	.71969	50
Poverty is so rampant among the people living is Sabon Gari and Zaria local government	2.6600	1.00224	50
Poverty usually relate to poor education background	2.9800	.93656	50
Literary is the major cause of poverty most prevalent in Sabon Gari and Zaria local government	2.7200	1.05056	50

Government policies have positive impact in poverty problem in Nigeria specifically Sabon Gari and Zaria local government	2.8400	.97646	50
The nature of occupation that the people of Sabon Gari and Zaria local government engages in contributes to their poverty	2.4200	.99160	50
Lack of good education and good occupation makes Sabon Gari people live in abject poverty	2.7200	1.10730	50
discrimination among minority groups cause poverty	2.6600	.98167	50
Economic changes bring about poverty	2.9000	1.03510	50
Social studies teaches the learners on how to acquire knowledge, skill, attitude and action important in human relationship in the society	3.6200	.49031	50
Social studies as a programme of study emphasis on understanding of the immediate surrounding therefore the master and servant relation associated with the programme of poverty alleviation could be solve through social studies education in the communication	3.1000	.67763	50
Social studies is concern with the way man lines and interact with his social & physical environment and poverty alleviation programme are geared towards man & his contribution &his growth in his environment	3.4600	.64555	50

Social studies can be used to achieve the objective of poverty alleviation through organizing public lecture for civil servant by social studies experts	3.2800	.75701	50
One of the objectives of social studies is to develop skills which will enable the children deal with & mange the forces of the world in which they live. i.e. good governance corruption, globalization, poor macro-econ & monetary policies, misconception could help	3.3800	.60238	50
Social studied education helps both leaders and the followers to be good citizens thus they should be able to utilize what is entrusted in their care	3.5200	.61412	50

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.088	2.420	3.620	1.200	1.496	.122	19