ATTITUDE OF TEACHERS AND STUDENTS TOWARDS SOCIAL STUDIES IN SELECTED JUNIOR SECONDARY SCHOOLS IN BENUE STATE

BY

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SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION CURRICULUM AND INSTRUCTION (SOCIAL STUDIES)

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA.

1993

DECLARATION

I hereby declare that this thesis has been produced by me. Its topic has not been presented on any previous application for a higher degree. All quotations are indicated by quotation marks and sources of information are duly acknowledged by means of Bibliography.

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ABONU, D.N.

DEDICATION

This study is dedicated to my late wife, Julie Omateyi Abonu for her keen interest in my education during my first degree

and

to my children,

Ada Abonu, Onyemowo Abonu, Abonu Adam Abonu Ojebi Abonu and Salefu Abonu.

ACKNOWLEDGEMENTS

The execution of a project of this nature and scope obviously demands the assistance and co-operation of many individuals and bodies.

I am most grateful to my major supervisor, the Head of Department of Education, Dr. F.O. Ogunlade, who worked assidiously but carefully which guided almost every aspect of this study without which it would have not come to fruition. To the Acting Head of Social Studies Section, A.Y. Abdulkareem and Mallam Mamman Musa of Statistics Section, I am equally grateful for their suggestions and scrutiny.

My profound gratitude goes to the authorities of the Benue State Teaching Service Board (T.S.B.) for granting me study leave with pay to enable me undertake the study.

I must not forget the encouragement and assistance of my brother, Salihu Abonu, and my friend Yakubu during this study.

I am overwhelmingly indebted to all those who assisted me in one way or the other to make this study a success, for space could not allow me name all of them. To my children, late wife, master, friends, brothers and sisters etc. I say thank you.

I am indebted to all those whose work have been cited in or used as theoretical basis for this study. I will however add that in a study of this nature, errors can not be totally avoided. So in congeniance with tradition, I alone, am responsible for any short-coming that is found in this study.

Abonu, David Ngbede.

A B S T R A C T

Social studies was introduced in 1977 following the adaption of the New National policy on Education, to inculcate in our students certain values, skills, ideas and attitutdes which are considered very important for the survival of the Nigerian society.

This study reviewed that the teachers' and students' attitudes towards the subject is satisfactory and the way students feel about the learning of the subject is very important considering the emphasis placed on the subject at the junior secondary school level. The major objectives of this study, therefore are (1) to examine the attitudes of teachers and students towards social studies as a school subject, thereby giving them the opportunity to speak for themselves, (2) to examine what personal variables or factors that: might be responsible for their attitudes and (3) it also aimed at finding out the qualifications and teaching experiences of social studies teachers since they form an important component in the teaching and learning process.

It was conceived by the researcher that the findings of the study would provide relevant data upon which to give meaningful and practical suggestions to improve the attitudes of teachers and students towards social studies in secondary schools.

But concrete efforts should be made to consolidate the positive attitudes of teachers and students towards social studies in the state.

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OPERATIONAL DEFINITION OF TERMS

For the purpose of this study the following terms are defined and explained:

Social Studies: The study of man in society with all the interplay between him and his environment and he influences and in turn is influenced by his environment.

Literate: He is a person who can read, write and is able to do little calculations.

Non-Literate: This is a person who can not read nor write or can do simple arithmetic.

Attitude: A cluster of learned beliefs, predispositioning an individual to behave in a preferential manner towards someone or something.

CHAPTER 1

INTRODUCTION

1.1 Background to the Study

Social Studies as a discipline is a relatively new subject in the school curriculum in Nigeria. It was introduced into the educational system following the adoption of the New Policy on Education in 1977. Under the new policy, Social Studies is compulsory in the primary and junior secondary schools. Arguments in favour of this new arrangement among others were that, it is the current practice in most parts of the world in favour of the unified Social Studies programme overtaking of history, geography, civics or economics in primary and junior secondary schools. Secondly, it is believed, it exposes secondary school students at an early age to the main concepts, generalizations, theories and methods of approach of other social sciences. And thirdly, it is emphasized at the junior secondary school level because, in Nigeria, education for some students terminate at that level. Therefore, they should be given a taste of all the Social Science through Social Studies rather than being exposed to just one or two subjects in the social sciences (Joof, 1988:83) as cited in Anderson P. (1989).

At the time it was introduced, concerted efforts were made by individual associations e.g. the Social Studies Association of Nigeria (SOSAN), and governmental bodies such as the Nigeria Educational Research Council

(NERC) to get implanted along with other subjects in the school curriculum. To have this done, seminars, workshops and conferences were convened, during which papers were presented and discussed. One of such seminars was the one organised by the Nigeria Educational Research Council (NERC) at Jos from 19 - 21 April, 1978 in which experts of Social Studies deliberated on the clarification of the meaning, ideas and concepts of social studies (NERC 1980:IV). Since then efforts have been geared towards producing books and other materials for the new subject.

However, much remains to be done by bodies such as the NERC and scholars to find out the feelings and attitudes of teachers towards social studies and that of students of secondary schools for whom social studies programme is designed. Therefore, in the light of this observation, it is necessary to investigate the attitude of the teachers and students, in Benue State, towards social studies. That in essence, is what this study intends to do.

1.2 Statement of the Problem

The problem being investigated is broken down in the form of the following questions:

1. What is the attitude of teachers and students towards social studies?

2. Do the attitudes of male students differ from those of female students towards social studies?
3. Do the teachers qualifications and teaching methods affect the attitudes of students towards social studies?
4. Does the educational background of students' parents affect the attitudes of students towards social studies?

1.3 Hypothesis

Based on the problems of this study, the following null hypothesis are put forward for testing:

1. There is no significant difference between the mean perception of male students and that of female students in their attitude towards social studies.
2. There is no significant difference between the mean attitudes of social studies held by male teachers and that of female teachers.
3. There is no significant difference between the mean attitude of teachers and that of students.
4. There is no significant difference between the mean of students whose parents are literate, and the mean of students whose parents are non-literate in their attitudes towards social studies.

1.4 Significance of the Study

Scholars and administrators generally and educationists in particular have shown interest in various aspects of social studies in the school curriculum. As a result,

of a good number of articles, pamphlets, and books have been published in such areas as its genesis, its nature, its philosophy, its methodology and teaching strategies.

And there have been some scholarly work on the attitude of teachers and students towards social studies and possible factors that influenced them. In the light of this observation, it is hoped that this study will be a continuation of the previous studies.

It is further hoped that educators, administrators and policy-makers will benefit from this study in their endeavour to facilitate the smooth and effective functioning of the social studies programme in our educational system. This is more so if we realise the fact that social studies is one of the core subjects in the junior secondary school as contained in the new National Policy on Education (1981).

1.5 Objectives of the Study

The objectives of this study are:

1. To determine the attitudes of teachers and students towards social studies.
2. To find out if the attitudes of male students differ significantly from that of the female students.
3. To find out the relationship between qualifications and teaching experience of social studies teachers and attitude towards social studies.

1.6 Justification of the Study

It is generally observed that majority of social studies teachers are not trained in the dubject, as such therefore, they tend to have a negative attitude towards social studies. This study is therefore aimed at justifying the need to have well trained and qualified social studies teachers who will in turn develop a positive attitude in students towards the subject. Thereby achieving aims of making Nigeria a just and equalitarian society; a great and dynamic economy; a land of bright and equal opportunities (N.P.E.).

1.7 Assumptions

1. It is assumed that students' attitudes towards social studies is due to the instructional strategies used by the teachers.
2. It is assumed that students' attitudes towards social studies is due to facilities available.
3. It is assumed that teachers' attitude towards social studies is due to school environment.

1.8 The Scope of the Study

This study is delimited to attitudes of teachers and students in selected junior secondary schools in Benue State.

Forty schools have been selected to determine the findings. The schools are located both in the urban and rural areas of the state. The rationale for using Junior Secondary Schools is that social studies is compulsory for them in the New National Policy on Education (1985). And also they have had the opportunity of studying it at the primary schools level and in forms I and II where it is also a compulsory offering.

On the basis of the above, it is assumed that these students are in a better position to express their views on social studies education.

Regarding the teachers used in this study, only those involved in teaching social studies have been selected. This is because they are in a better position to express their opinions about social studies with some degree of objectivity and frankness with regard to the problems associated with the teaching and learning of the subject.

1.9 Summary

The main purpose of this study is to examine the attitudes of students and teachers towards social studies as a school subject and what personal variables or factors might be responsible for this. It is also aimed at finding out the qualifications and teaching experiences of social studies teachers as well as the problems

confronting or militating against the teaching and learning of social studies in our educational system.

Four hypotheses were put forth to test the teachers and students attitudes towards social studies. These relate to the teachers' qualifications and experience, parents' educational background and the sex of the students.

The findings of this study hopefully would be useful to the authorities concerned with improving the teaching and learning of social studies in Benue State in particular and Nigeria in general.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study intended to measure and assess attitudes towards social studies. Because "attitudes" is the core of this study, efforts in this review was focussed on it with a view to understanding what it means. Now that the meaning was clear, it was therefore used as a guide in the conduct of mine field work and data collection.

For one to determine what attitudes towards social studies are, it is important that one knows what attitudes are, how they are formed and how they are measured.

The word attitude has been variously defined by many educators and scholars, John Lee (1969:52) for instance, defines attitude as a cluster of learned beliefs, pre-dispositioning an individual to behave in a preferential manner towards someone or something.

Zimbardo et. al. (1977:20) defined attitude as:

> either mental readiness or implicit predisposition which exert some general and consistent influence on a fairly large class of evaluating responses. These responses are morally directed towards some subject, person or group. In addition, attitudes are seen as enduring predisposition one which are learned rather than innate.

Thus, even though attitudes are not momentarily transient, they are susceptible to change.

Rosemberg (1960:1) defined attitudes as preposition to respond in a particular way towards a specific class of objects. According to him, when attitudes are studied, what is observed are the evoking, stimuli on the one hand and the various types of responses on the other.

Fransden (1967:577) defines attitudes as a predisposition to act, behave or feel favourable towards objects, persons, situation or ideas. While Thorndike and Hages (1965:317) state that "Attitudes relate to tendencies to accept or reject particular groups of individuals, sets of ideas or social institution". Thus the achievement of social studies objects for the junior secondary level would depend upon the type of attitude the students and teachers have toward the subject. The attitude may be favourable or unfavourable.

Mukherjee (1978:169), sees the term attitude as referring to one's feeling, thoughts and predispositions to behave in some particular manner towards some aspects of one's environment. What his assertion means is that, we may observe behaviour of individuals and measure them, but from such observations of behaviour it would be difficult to trace the underlying factors of his feelings why he behaved in that manner. There may be hundreds of instances where individuals are forced to act in a manner where they could not be acting out of choice. For instance, a student may learn social studies because it is compulsory for him in that particular class, though he abhors the idea of studying or reading it further. It

would be wrong for one to say that because the student is a member of that particular class, he will have positive attitude towards social studies. It is when individuals make statements about their feelings or opinions about certain objects, issues or things that attitudes are best expressed. A student, for example, may say I understand social studies lessons etc. It is only then that one can discover some of the elements of feelings or opinions of the student. These are statements of attitude of the particular student. It is important to note one's cognition or knowledge obtained directly and indirectly about things or object about which the feelings are centred. For example, if you ask a student "what is your attitude towards underdevelopment?" It is noticed that during the growth period of every child, his home, neighbourhood, culture and the mass media confronting him, continually inculcate into him certain values, beliefs and opinions. The child may accept some of these values and he may reject some.

Once these feelings, thoughts and cherished opinions are firmly rooted in his personality, he shall remain predisposed to act in ways corresponding to his attitudes. It would only be under those circumstances when the individual will act or behave, then and then only one can infer about his attitudes from his actions (Mukherjee, 1978:170).

Attitudes, by their nature, are said to be difficult to measure and identify. Maclever, (1969) argues that it is difficult, if not impossible, to measure in any mathematical sense, degrees of favour or liking and disliking. Thus the measurement of attitude is a complex matter and cannot be observed directly but can be inferred from the way individual student reacts to a particular stimulus or situation. For instance, when one watches students discussing certain topics on social studies or mathemtics, one can infer some elements of attitudes towards the particular subject and when individuals make statements about their feelings or opinions about certain objects, issues or things that attitudes are best expressed. But it has been argued at the same time that the value an individual puts on an event or object and subsequent use of it, depends to some extent on his attitude to it since, as earlier indicated, attitude is a sum total of indication of inclinations and feelings about an object or event which could be favourable or unfavourable.

One can therefore assert that one's attitudes affects his or her overt behaviour in particular situation and/or toward a given phenomenon. Ndubisi (1981:78) expressed that, the learner develops certain attitudes towards things, individuals, groups or institutions which he knows about. He may develop a negative attitudes to certain things in the school for

various reasons. One of the reasons may be that such things run contrary to his aspirations. Another may emanate from the way his teacher handles his lessons. (Chase 1978) in his own view about attitudes said, we learn not only bookish content in school but we also acquire a set of attitude towards all kinds of people, organisations and social endeavours.

In their own view about attitude Warren and Johuda (1976:22) said, without guiding attitudes, the individual is confused and baffled - . Attitude to them, determines for each individual what he will see and hear, what he will think and what he will do. Since an attitude is always directed towards objects, it may be defined according to them as a state of mind of the individual towards a social value. They went further to say that love for money, desire for fame, respect for a particular profession and so on are all examples of manifestations of attitudes.

The major determinants of attitude formation according to Krech (1962) are the individual wants, information, group affiliation and personality. For example, for a student to develop positive attitude towards social studies it must satisfy his or her education needs. Joyes and Alleman Brooks (1979:9) share this view when they express that:- 'Unless students see the social studies as a valuable subject from which they derive tangible benefits and unless it makes a difference

in their lives - They may regard social studies as little more than academic hurdle; confronting them in their school. Attitudes are formed gradually over along period of time. Many factors influence the formation of attitudes. One of these factors is the personal motive of individual. That would be useful to them in pursuing their personal goals.

One way we learn our attitude is through specific experience with the object of the attitude. For example, if one gets a series of rewarding experiences in dealing with a person, one usually comes to like him. By contrast, a series of frustrating, punishing or negative attitudes will engender an unfavourable attitude. Some of our attitudes are developed imitation of models. If in a particular situation we see how another person behaves, we may, if we like his behaviour, follow or imitate him.

Equally important in the development of positive attitude towards social studies is the provision of appropriate learning environments and opportunities. It has been well documented in literature that learning environments influence students' achievement. Many educators seem to agree that the family environment is a significant influence in the development of a child's cognitive abilities and effect characteristics.

(Majori Banks, 1978), in Reed (1961) has demonstrated the interest of parents is related to their children's interest in science, in this case, of social studies. In addition, Alayendaino (1970) has documented three socio-cultural variables, namely: The physical environment of the child, his inquistic background and unscientific beliefs which may influence the learning of the Nigeria child. Compell (1969) in (Alayedino, 1970:44-6) argues that the major motivation to learn or not to learn starts with family. He says, this motivation is reinforced by respected compers, and on occasion is strengthened by neighbours and other more distant community leaders.

There are several methods of measuring (assessment) of attitude. For example, we have rating scale projecting tests, others are surveying attitudes and beliefs. We have also BIYID Health Attitude scale and Likert type.

2.2 Review of Studies in Social Studies

The purpose of this section was to review more significantly relevant literature in the area of attitudes of teachers and students towards social studies, though there have been relatively few research work done in Nigeria on it compared to other areas in the subject, scholars have shown interest.

However, Abafi (1983:29) in his study, widen the scope to include the attitudes of teachers towards social studies in primary schools in Bassa Local Government Area of Plateau State. In his study which made use of questionnaire, came out with the following findings:

He found that majority of primary school teachers sampled, showed positive, that is favourable attitude towardsthe teaching of Social Studies. His study indicated that 81.8 percent respondents from the semi-urban area showed unfavourable attitudes.

His study also covered the attitudes of trained and untrained teachers towards social studies teaching in Bassa Local Government. Out of a total of 106 trained teachers who were studied, 90 (84.4) percent showed, favourable attitude while 16 (15.1) percent showed unfavourable attitude. For the untrained category, a total of 41 teachers were studied and 28 or 68.29 percent showed favourable attitude while 13 or 31.6 percent showed unfavourable attitude. It was discovered from his research that irrespective of where a school is located - semi-urban or rural areas does not make

any significant difference to social studies teaching in primary schools.

Yashi, (1976) in the case study of the teaching of social studies in Government Girls Secondary School, Kawo, Kaduna found out that the school had no stated objectives for social studies. He also stated that the teachers used Aiye-toro school's book and did not follow the official syllabus and that the teachers used scanty teaching aids.

But, he concluded that the teachers and students had positive attitude towards social studies.

This study failed to state the reasons why both teachers and students had positive attitude towards Social Studies, when the teachers were asked to do so against their educational background.

Another study of students attitudes towards social studies was conducted by Umar et. al. in 1980. In it, they examined the attitudes of students in Advanced Teachers' College, Zaria. In their study which employed the use of questionnaires also, only students were used. In this case, a valid generalization cannot be made using the example. The reason being that the sample size was small. For validity the sample size had to be fairly large enough to be representative of the total population under study. The selection has to be by random sampling which is the most common procedure for obtaining a representative sample.

Adeniyi (1982:70) on students attitudes towards social studies in Kwara State, found that female students are more favourable disposed towards social studies than their male counterparts. He said, this is because girls usually perform better in humanities than boys who are more disposed towards mathematics and sciences. He explained that this attitudes of the females must have arisen because of the aggressive attitude which females hardly exhibit and therefore must have transferred this aggressive behaviour towards social studies. This assertion that there was difference of attitude between males and females towards the various disciplines was confirmed by Boocok in 1980.

It may be asserted that, this is not an explicit explanation for that observed differences. The researcher failed to show the influence of attitude. If females are aggressive but hardly exhibit the aggressive tendencies then how do we know they even have this tendency of its being directed at social studies. Again, the researcher used only nine schools made up of three hundred and ninety-six students in his sample questionnaire for the attitude survey which was also not adequate for the purpose.

In a study conducted by Anderson Painghsele (1989) on attitudes of students towards social studies in Port-Harcourt and Brass Local Government Areas of Rivers State, he used 20 junior secondary schools and 370

students. He came out with the following findings:

> that most of the students showed favourable that is positive attitude towards social studies; that some of the factors responsible for this favourable attitude stem from the fact that it enabled them to be aware of their environment; teaches them to know about their leaders and their problems and know the rules and regulations of this country.

The researcher failed to consider other factors such as home background and attitudes of the teachers which could influence the attitudes of the students positively towards the subject.

Ibrahim Adoke (1977) conducted a study on attitudes of teachers and students towards social studies in secondary schools in Kwara State. He used 40 secondary schools and 1985 students and 100 teachers. The results of his findings were that most of the teachers and students showed positive attitude towards social studies. That male students were very inclined to social studies than their female counterparts. But he failed to state the reason for that.

Shehu Abubakar Garba (1991) on the problems of teaching of social studies in selected post-primary institutions in Katsina Metropolis, used 360 students and 30 teachers.

Part of his findings was that both teachers and students showed positive attitudes towards social studies.

Shehu Abubakar Garba had a good piece of work, but it is surprising to note that all teachers and students demonstrated favourable attitudes towards the subject and he failed to state what was responsible for that 100% favourable attitude from the teachers and students.

Ndubisi Caroline (1983) in her investigation into social studies methods and evaluation in selected Teacher Training Colleges in Anambra State stated that 42 representing 96% of the teachers had favourable attitudes towards the teaching of social studies in junior classes.

Ndubisi Caroline in her study failed to take note of the students attitudes towards social studies. She could have investigated into students attitude and came out with some assessment of the student's attitude.

In an earlier study conducted by Abranam in 1976 on students attitudes, four Secondary Schools and three Teachers' Colleges were used. He came out with the following findings:

1. That most of the students in the Teacher Training Colleges showed favourable attitudes towards social studies. That this is to say 547 students representing 81.71 percent of his sample liked the subject whereas only 100 would not be definite. Some showed partial or total dislike for the subject.

2. Abraham discovered that a large number of students in the Secondary Schools studied, dropped social studies because it was not part of their final examination which was conducted by the West African Examinations Council (WAEC). The researcher failed to show that social studies is offered only in junior forms, while it is being offered now up to form five of the Teachers' Colleges.

Adekeye (1979) studied the problems of teaching social studies in five primary schools in Zaria local government area. Part of the problem studied was students attitudes towards social studies. The technique used for data collection was the written questionnaire, interview and observation. In all, 100 teachers and 60 students were involved in the study. On the attitudes of students towards social studies, the researcher found out that the pupils showed 100 percent favourable attitude. On the part of the teachers attitude towards social studies, he recorded that the majority of teachers had negative attitude towards social studies.

However, the study failed to give reasons that might have contributed to this one hundred percent favourable attitude from the pupils. This, inspite of the fact that the researcher had shown that 91 percent of the teachers had no pre-service and in-service training in social studies. That most of teachers did not follow the

prescribed method of teaching social studies. That the dominant methods used were lectures and note copying.

The researcher also stated that there were inadequate teaching aids and text books to stimulate the interest of the pupils in social studies. Also she observed that teaching time allocated to social studies was inadequate.

If the above factors militating against the teaching and learning of social studies were present in the schools studied, then one would wonder why the pupils have 100% favourable attitudes towards social studies.

Abdulkareem in 1986 undertook a study of Teachers and Students perceptions of social studies and teaching methods in social studies in selected Grade II Teachers Colleges in Northern States of Nigeria. part of the problem was to find if there was any significant difference between the attitudes of male students and their counterparts towards social studies. Twenty (20) Colleges and six hundred and seventy (670) students were involved in the study. He found out that male students have more favourable attitudes towards social studies than their female counterparts. However, he found that both male and female students have favourable attitudes towards social studies.

Yahaya (1979) found that 80% of the 100 primary social studies teachers in Kano claimed to have used the questioning technique, which can be classified as inquiry method. However on the examining the type of questions, it was found they were all directed at the recollection of facts. Yawa (1979) reported a similar situation in the study conducted in three selected Teacher Training Colleges in Minna that it was observed that seventy-five (75) percent of the teachers dominated the lesson completely instead of involving the students by giving them a variety of activities to perform. Adeniyi reported a similar situation of teachers he observed in post-primary institutions in Ilorin. Zaky also discovered that lecture method and questioning techniques were the main mode of teaching employed by the teachers in social studies, while inquiry method, dramatization and stimulation were seldom used. Their research focused on the major problems of teaching social studies in selected post-primary institutions.

Ogundara (1984) in a research conducted among Grade II primary school teachers who were undergoing in-service training during vacation and week-ends only leading to the award of Associateship Certificate in Education in Ilesha, Oyo State during the 1983/84 academic session came out with the following findings:

1. 62.22% of the teachers who have taught social studies prefer and employ the discussion method.
2. The telling method rated second with 18.11%.
3. Problems-approach is sparing.

Lolo (1977) carried out research in Kaduna capital and environments to identify the major problem in the teaching and learning of social studies. He found out that only forty-eight teachers had once attended a course in social studies. He also discovered that the problem solving method (inquiry method) was hardly used by any of the teachers he observed.

Failure of these teachers to provide instructional programmes that satisfy the social studies objectives could be attributed to poor training or lack of conceptions of social studies. For example, Adeniyi (1982) in a study, found out that 2 out of 12 (12.50%) teachers were trained in social studies. Adamu et. al. in the same year (1982) in Zaria concluded that the teacher's background in the field of social studies was scanty. That the teacher also lacked any exposure to any instruction to the subject and therefore, tended to have a negative attitude towards it.

Lolo (1977) in his studies of 40 teachers in Kaduna capital territory indicate that only 48 (34%) had attended courses in social studies. Yahaya (1979)

undertook another study in Puntua to find out the problems of teaching social studies in post-primary schools. One of his conclusions was that there were not enough qualified teachers to teach it. He also observed that those teaching social studies had no background in the subject.

The researchers of the studies reviewed did not emphasise the teachers and students' perceptions of social studies. Neither did the researchers emphasise the attitudes of teachers and students towards social studies and how their attitudes (positive or negative) might have affected the preparation of social studies teachers for the junior secondary schools. However, they have pointed out some major problems in teaching/learning social studies as a subject.

2.3 Summary

The foregoing reviews indicate that social studies as a discipline has many definitions as there are authorities in the subject area. However, there is a consensus that social studies is the study of man in society with all the interplay between him and his environment and how he influences and in turn is influenced by his environment.

The study also stated that attitudes like social studies has many definitions given by educators. For example, Rosemberg in 1960 defined it as predispositions to respond in a particular way towards a specific class of objects.

The review also showed that some studies have been done on teachers and students attitudes towards social studies in our educational system. The study also indicated that some of the teachers of social studies were not qualified to teach it and many of the schools lacked adequate materials for use in imparting the subject into the children. However, it is pertinent to add that the review indicated that both teachers and students studied showed positive, that is favourable attitudes towards social studies in all schools studied. Most of the studies were conducted in and around Zaria area. Here the researcher wants to see whether those favourable results can be extended to junior secondary schools in Benue State. The researcher therefore, hopes that the findings from these different studies could be compared and contrasted in order to ascertain whether teachers and students generally have favourable that is positive attitudes towards social studies and common problems exist in those areas.

CHAPTER 3

RESEARCH DESIGN AND PROCEDURE

3.1 Introduction

This chapter described the research design, the population, sample and sampling procedure and the research instrument. It also described content validity pilot study, administration of questionnaire and at a analysis.

3.2 Design of the Study

The research method adopted for this study was the use of written questionnaire and social survey as the main technique for data collection. In constructing the questionnaire, the researcher used Likert type scale to develop social studies teaching questionnaire and found out the attitudes of teachers towards social studies and problems of teaching social studies in Junior Secondary Schools selected for this study.

This questionnaire was made up of sections.

Section one: A four-item students' perception of social studies questionnaire was developed to find out students' attitudes towards social studies (see Appendix A).

Section two was to collect background information of the teachers such as sex, age, qualifications, experience etc. Section three contained statements aimed at measuring the teachers attitude towards the subject (see Appendix B).

3.3 Population for the Study

The population of this study consisted of all Junior Secondary School (JSS) III students and teacners in Benue State. It comprised of teachers - females and males and students - boys and girls.

Some of the teachers held Bachelor of Education (B.Ed.) in social studies. Others held Bachelor of Education (B.Ed.) in History while others had Bachelor of Science (B.Sc.) in Political Science and Sociology. While some others held National Certificate in Education in various disciplines, so that experiences of the teachers differed considerably.

Thirty (30%) or 1731 of the students were females while seventy (70%) or 4010 were males. 38% or 60 represented female teachers and 62.5% or 100 represented the male teachers.

3.4 Sample and Sampling Procedure

Forty (40) Junior Secondary Schools were selected for this study, using random sampling. These schools selected included male and female Junior Secondary schools. Five thousand, seven hundred and forty one (5,741) Class III students representing twenty three (23%) percent of the population were randomly selected. The

total population of students in JSS III in Benue State at the time of this study was 9923 (Nine thousand, nine hundred and twenty three) in number.

The random sampling technique was used in selecting the schools was the use of freedom places of paper. The names of each of the 74 Junior Secondary Schools in the state was written on each piece of paper, squeezed and dropped in a dip basket. The pieces of papers were well mixed by turning them in the basket. Forty (40) children were called to pick a piece each. The rationale behind this random sampling was to avoid biases in the selection of schools. It was also to ensure fair representation of schools, since the schools were located in urban and rural areas. These forty schools selected represented about 54% of the total population of the schools in Benue State.

The above technique was used in order to select the number of students and teachers required for this study.

Five hundred and twenty four (524) students were selected for the study out of which two hundred and twenty four (224) were girls. One hundred and sixty (160) was the number of teachers. Out of this one hundred (100) were male and sixty (60) were females. Each was represented in exact proportion to its frequency in the total or parent population as illustrated in Appendix C1.

Based on the information available, the students and schools used for the study were selected randomly. The techniques used for selecting the schools was the one discussed above.

The breakdown of the students used in the study according to sex is shown in Appendix C2.

Teachers' Sample

The teachers involved in the study were all the social studies teachers. In the forty schools selected, there were 160 social studies teachers at the time of the study; and all these teachers participated in the study (see Appendix C3).

3.5 Research Instrument

The only instrument that was used in this survey study was questionnaire. The rational for using questionnaire as the main instrument for this research was as follows:

(1) Suitability: Questionnaire is considered more suitable taking consideration of the population of the students and schools that will be involved in this study. Questionnaire can also be administered in the absence of the researcher and the needed information would be obtained.

(2) Psychological Convenience: Questionnaires ease psychological discomfort that might be experienced during face to face interview. In this instrument, the respondent can be independent, free and in a better position to release information without fear.

(3) Reliability: Questionnaire is also considered more reliable since the information which will be given by the respondent(s) are believed to be genuine. He writes them him/herself. Thus there will be no possibility of distortion of facts. In the case of interview, facts can be distorted, when the interviewer tries to put facts the way he understands them.

In the three sections described above, the responses to the test instrument followed a four point pattern of Likert type scale which had the following:

(1) Strongly Agreed
(2) Agreed
(3) Disagreed
(4) Strongly Disagreed for students and teachers.

The items that were required on the questionnaire werestructured and unstructured. The rationale for this was to give the respondents freedom of expression of their feelings about social studies.

3.6 Content Validity

Content validity is a check to test efficiency and suitability of instrument, to measure what is expected, so as to minimise errors and misinterpretations.

The questionnaire which was the main instrument used for this research was developed under the supervision and guidance of the supervisor and statistics lecturer. Their guidance and constructive criticisms of the items in the questionnaire and pilot study that was carried out brought the questionnaire to a final shape for this research. Horst (1966) as cited in Miri (1982:27) says, "a psychological measure may be said to have content validity if it measures something of which some authority or group of authorities assert that it does measure.

3.7 Pilot Study

The questionnaire was pretested on 40 students and 6 teachers of Methodist High School, Iga-Okpaya and Government Secondary School, Ito, all in Benue State, in order to ascertain the reliability of the questionnaire.

The respondents were requested to indicate their responses to each statement by ticking one of the categories of agreement or disagreement. To ensure that individual opinions was freely expressed, respondents were required to work on the questionnaire in their classrooms. The researcher went round to check if responses on the attitude statements were scored and items analysis were computed and found to be reliable. The researcher collected the questionnaire back after the administration. This was to

avoid the temptation of missing them if they were allowed to take them home.

The ambiguous items in the questionnaire were corrected and reconstructed before the final administration of the questionnaire was done.

3.8 Administration of the Questionnaire

The questionnaire was administered with the cooperation of the Principal and Social Studies teachers in each school that was selected for the study.

Before each student was given a questionnaire, he or she was instructed to read it carefully before responding. They were further instructed not to discuss the questions with fellow students but to respond to them through their own volition. They were also instructed to respond to all the items contained on the questionnaire, and that their views would be treated in confidence.

As stated earlier in the study, the questionnaire was a modified form of the Likert-type scale which required a respondent to agree or disagree with the attitude statement. In this regard, the respondents were asked to express their agreement or disagreement by ticking (✓) in the appropriate column that best expressed their attitudes towards social studies.

The number of copies of questionnaires analysed in the study was 497 for students and 145 for the teachers. All questionnaires were properly filled in and completed. Table 1 shows the number of questionnaires that were distributed and analysed.

Table 1: Number of Questionnaires Distributed and Analysed

Questionnaire distributed to students	Questionnaire returned No.	%	Questionnaire analysed No.	%
524	502	96	497	96
Questionnaire distributed to teachers	**Questionnaire returned No.**	**%**	**Questionnaire analysed No.**	**%**
160	150	94	145	91

The Table above reveals the number of questionnaire distributed, the questionnaire returned and percentage used.

3.9.1 Statistical Methods Used

In the analysis of data, percentages and t-test statistic were employed.

3.9.2 The t-test Statistics

The t-statistic is the test of statistical significance which will be used when an investigator is dealing with two samples. In this study, the t-test was used to uphold or reject the hypotheses advanced for the study.

The hypotheses were as follows:

(1) There is no significance difference between the mean perception of male students and that of female students in their attitude towards social studies.

(2) There is no significance difference between the mean attitudes of social studies held by male teachers and that of their female counterparts.

(3) There is no significance difference between the mean attitude of teachers and that of students.

(4) There is no significance difference between the mean attitude of students whose parents are literate, and that of students whose parents are non literate in their attitudes towards social studies.

In order to test the significance or otherwise of the first hypothesis, the researcher computed the attitudes of students who were 524 in number and that of teachers who were 160 in number. The attitudes of male teachers (100) and female teachers (60) were also computed. The attitudes of male students (300) and female students (224) in each hypothesis was determined and the significance of difference was ascertained using the t-test formula.

3.9.3 t-test Formula

$$t = \frac{\bar{X}_1 \quad \bar{X}_2}{\sqrt{\frac{n_i S^2 + n_2 S_2^2}{n_i + n_2 - 2}\left(\frac{1}{n_i} + \frac{1}{n_2}\right)}}$$

3.9.4 Level of Significance

The level of significance refers to pre-determined level at which a null hypothesis would be rejected. Therefore, where applicable, the 0.05 level of significance was chosen by the researcher for rejecting the null hypothesis. The 0.05 level of significance means that an obtained result that is significant at 0.05 level could occur by chance only five (5) times in 100 trials.

3.9.5 Data Analysis

In analysing the data especially when such a large number is involved requires the use of computer as suggested by a number of scholars. For instance, Kerlinger (1973: 703) pointed out that the use of computer makes it possible to analyse large quantities of data quickly and efficiently. However, after computing the data, the researcher carefully scrutinized the output in order to ascertain that irrelevant data were not fed into the computer in order not to have undue effect on the results of the findings.

Those data relating to the teachers however, were carefully computed manually since they are manageable.

3.9.6 Percentages

The main purpose of percentage according to Kerlinger (1973:162) is to reduce the different sets of number to a common base. It is argued further that any set of frequencies can be transformed to percentages in order to facilitate statistical manipulation and interpretation.

Since percentages were used to compare groups of objects on an equitable basis, the researcher decided to use percentages to determine the overall picture of students' attitude towards social studies. That is the number of respondents who showed favourable attitudes to a given statement was reduced to percentages and compared with those showed unfavourable attitude.

The percentage statistics was also used to ascertain the attitude of teachers that were involved in the study as well as the intensity of problems militating

against the teaching of social studies, as collected from the questionnaires.

3.10 Summary

This chapter considered the procedure used in the selection of the sample. The modified Likert-type summated scale which makes use of four points instead of the five was used as suggested by Gronland. A twenty five (25) attitudes statements questionnaire were constructed and validated for the students and teachers.

A total of 5741 students and 160 teachers which represented 23 percent of a population of 5901 was used a parent population from this 524 students and 160 teachers were selected from seventy four (74) Junior Secondary Schools in the State and used as sample for the study.

The selection was by simple random sampling.

The teachers involved were all those who taught social studies in these selected schools and they were one hundred and sixty (160) in number.

To find the feelings of teachers and students towards social studies in the state, a twenty six (26) statement questionnaire was also constructed for this purpose. The questionnaire was administered to the selected schools. A ninety five (95%) returns were achieved because of the cooperation of the principals, Social Studies teachers, students and the researcher's presence to collect the questionnaires.

Percentages and t-statistic were the main statistical techniques employed in the analysis of the data. The 0.05 level of significance was chosen to reject the hypothesis postulated for the study.

CHAPTER 4

4.0 ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

The main purpose of this study was to examine the attitudes of junior secondary school students and teachers towards social studies as a subject. In doing this, it was to find out what variable or factors if any, that influenced their attitudes towards social studies.

In this regard, an attempt has been made in the first part of this chapter to analyse the attitudes of students towards social studies. By analysis in this study, the researcher meant the categorizing, ordering, manipulating and summarizing of the data collected to obtain answers to the project questions. The purpose of analysis is to reduce the data into intelligible and interpretable form.

The second part of the chapter, considered the qualifications, experience and attitudes of the social studies teachers towards the subject in our educational system.

To this effect, six hundred and eighty-four (684) questionnaires were developed and sent out. The break-down of this was: five hundred and twenty-four (524) attitudes questionnaires were for students. Out of this, five hundred and two (502) were returned. Out of the number returned, five were bad. This brought the number usable to four hundred and ninety-seven (497).

One hundred and sixty questionnaires were for teachers. Out of this number, one hundred and fifty (150) were returned. Five (5) questionnaires were bad. This left the number to be analysed to one hundred and forty-five (145).

4.2 A Descriptive Analysis of Students Attitudes Towards Social Studies

The scores of four hundred and ninety-seven (497) respondents on each of the attitudes statements were computed. The distribution of the scores is shown in Table 2 on the next page.

For analytical convenience, the researcher decided to group strongly Agree and Agree (SAA) responses as Agree and Disagree and strongly Disagree (DSD) responses as Disagree. In this regard, table 2 indicates that the respondents showed very high consensus on positive statements.

The above reveals the consensus of students' positive attitudes towards social studies. From the table in statement 3, a total of 423 representing (80%) of students agreed that Social Studies teaches one about ones environment. It is assumed that this high percentage of students agree with the above assertion because social studies as a subject has helped to broaden their scope of knowledge about their environment.

TABLE 2: THE OVERALL STUDENTS' RESPONSES ON THEIR ATTITUDES TOWARDS SOCIAL STUDIES

Statement	SA		A		SAA**	D		SD		DSD***
	No	%	No	%	%	No	%	No	%	%
1	290	55	113	27	77	63	12	31	6	18
2	256	49	109	21	70	79	15	53	10	25
3	317	60	106	20	80	47	9	27	5	14
4	201	38	162	31	69	83	16	51	10	26
5	272	52	104	20	70	72	14	49	9	23
6	231	44	107	20	64	87	17	72	14	31
7	301	57	224	24	81	51	10	21	4	14
8	261	50	140	27	77	61	12	35	7	19
9	301	57	121	23	80	52	10	23	4	14
10	302	58	122	23	81	52	10	21	4	14
11	202	39	143	27	66	101	19	51	10	29
12	303	58	102	19	77	65	12	27	5	17
13	261	50	133	25	75	71	14	32	6	20
14	196	37	169	32	67	72	14	60	11	25
15	29	6	112	23	29	122	23	234	45	68
16	56	11	91	17	28	107	20	243	46	66
17	253	51	152	31	82	57	11	35	7	18
18	47	10	86	18	28	103	21	261	53	74
* 19	242	49	201	40	89	31	6	23	5	11
* 20	24	5	33	7	12	207	42	133	27	69
* 21	27	5	48	10	15	151	30	271	55	85
* 22	25	5	63	13	18	108	22	301	61	83
* 23	28	6	57	11	17	173	35	239	48	83
* 24	18	4	36	7	11	129	26	314	63	89
25	241	48	146	29	77	78	16	32	6	22
26	245	43	186	37	80	45	9	21	4	13

* Negative Statements

** Strongly Agree and Agree

*** Disagree and Strongly Disagree.

It also teaches them to know more about other people.

In statement 9, it was suggested that social studies is one of the important school subjects. Four hundred and twenty-two (422) respondents, representing about (85%) of the students agreed with the statement. Their favourable reaction to this statement is understandable in that the subject is made compulsory for them. In this situation, one would expect a positive response from the students.

Four hundred and twenty-four (424) respondents, representing (81%) of the sample agreed with the statement 10 which said that learning social studies gives one the opportunity to learn many interesting things about ones country. At this level, students are curious about many things. So that it is not surprising that a high number of the students' sample responded favourably to the statement.

In statement 12, respondents were asked if given the opportunity, they would offer social studies in school certificate examination. To this statement, four hundred and five students responded. This is a clear indication that social studies has been rated very high by students as one of the important school subjects.

The respondents showed high consensus on negative statements (21 and 24) which take the form of disagreeing with the students. For instance, in statement 21, it was asserted that the respondents do not like social

studies because their teachers do not know the subject very well. To this, four hundred and twenty-two (422) students, representing (85%) of the sample disagreed with the statement. What this implies is that, the students are already favourably disposed towards the subject. It does not matter if their teachers know the subject very well or not.

In statement 24, it was suggested that social studies was just introduced to increase the number of school subjects. To this suggestion, four hundred and forty-three (443) respondents, representing (89%) of the sample disagreed with the statement. What this implies is that, the students had accepted the subject and given it a place as other subjects in school. So that the students' acceptance of the subject could not be affected by the authorities just to increase the number of school subjects.

It is in secondary schools that students start thinking seriously about their future career prospects on leaving school. This, no doubt affects the choice of academic subjects considerably. To statement 19, which was suggested to students that social studies can make one what one wants to be in future, four hundred and forty-three (443) respondents, representing (89%) of the sample agreed. The reaction of the respondents could be accepted with some reservations. This is because, at this level the students might not understand the implication of the statement. For, three hundred and sixty-

four (364) representing 74% of the sample disagreed with statement 18 which had suggested that they liked social studies because they would like to become social studies teachers. The negative reaction to the statement from the respondents is not necessarily directed to social studies alone but it is a general reaction of students to teaching as a profession when such a question is asked.

DuBey and Barth (1980:3) asserted that the facilities for effective teaching and learning of social studies are inadequate. Thus, the responses of the students in sample are high in statement 15 which had suggested they liked social studies because there are many learning materials to use. To this suggestion, three hundred and fifty-six (356) representing (68%) of the respondents disagreed with this positive statement. However, sixty-six percent (66%) of the respondents disagreed with the positive statement 16 which had suggested that they disliked social studies because there are few text-books to learn it. This implies that, since the respondents have been favourably disposed towards social studies, the fact that there are few textbooks for studying it and non-availability of materials for learning it did not discourage the students from liking it. The respondents expressed similar reaction to the statement 23 which suggested that lack of adequate library facilities discouraged one from learning social studies. Four hundred and twelve (412)

representing (83%) of the respondents disagreed with the statement.

Akinlaye (NERC 1981), argued that majority of social studies teachers were never trained in social studies. Therefore, social studies is not taught in the way it should be taught. Social studies methodology emphasizes active student participation in the learning process hence it is envisaged that the strategies used by teachers in the teaching/learning process could affect students attitudes towards the subject. Thus, it was suggested in statement 17 that their teachers' method of teaching has discouraged them from liking the subject. To this, four hundred and five (405) representing (82%) of the respondents agreed with the statement. The high number of respondents shows that method of teaching could affect the attitudes of students towards a particular subject.

However, the respondents contradicted the above suggestion i.e. statement 17 when a high percentage of the respondents, four hundred and nine(409) representing (83%) disagreed with statement 22 which nad suggested that their teachers not using excursion/field trip has discouraged one from learning social studies. Here, one could assert that students' learning of social studies was not affected by the fact that their teachers did not use participatory method in teaching.

Their favourable attitudes towards social studies would also be attested to by the fact that three hundred and forty (340) representing (69%) of the respondents disagreed with statement 20 which has suggested that lack of interest of their teachers in the subject has discouraged them from studying the subject. This implies that the respondents had accepted social studies as one of the best subjects in the curriculum, therefore their teachers' lack of interest in the subject could not discourage them from learning it.

To the suggestion in statement 5 that it has helped them to know more about their leaders and their problems, three hundred and seventy-six (376) representing (70%) of the respondents agreed with the statement.

When the students are given the opportunity to learn about their leaders, it gives them the feelings of belonging and sense of responsibility. Social studies makes this possible hence their positive attitudes towards the subject.

In statement 6, it was suggested that social studies is a good subject because it helps students to solve many problems. To this statement, three hundred and thirty-three (333) representing (64%) of the respondents agreed. And on statement 4, which had suggested that social studies teaches one to find out things on one's own, three hundred and sixty-three (363) representing (69%) of the respondents, also agreed. This implies

that the students' favourable responses could be due to the fact that, they have realized the importance of social studies as a way of life and it gives them an opportunity to practice solving life problem. This is because, they now put to use what they learnt in class such as role playing.

The foregoing descriptive analysis and discussion showed that students demonstrated positive attitudes to a large extent towards social studies as a school subject. So many factors were responsible for their positive attitudes; these as could be seen to include the fact that it helped them to know their leaders, environment and their problems; know about other people. It is also an important school subject which helps them to use their hands and brain in solving practical life problems.

In order to infer if those various attitudes exhibited by the students had any relation to the teachers' qualifications, experience and attitudes, I now turn to the second part of this chapter. The reason being that unless the teachers themselves are qualified and experienced, they could not influence the students' attitudes positively towards the subject.

4.3 Teachers' Qualifications

The purpose of this study was to find out teachers' qualifications and attitudes towards social studies and the problem being encountered in the teaching and learning of social studies. As pointed out earlier, the teachersused in this study were only those teaching social studies. At the time of this study, there were one hundred and sixty (160) teachers of social studies, and all of them were used. And after the questionnaires were returned, the number of the teachers used stood at one hundred and forty-five (145).

The importance of teacher in the learning process can not be over emphasized because to a large extent it is the teacher who determines the achievement of his students. The quality of a teacher is imperative if he is to guide, help and motivate the students to accomplish educational objectives. Boocock (1980) described the quality of a teacher as generally measured by the amount of his education and experience. Mkpa (1987:349) remarked that a teacher must possess a thorough knowledge of the subject matter before he can effectively teach it. It is therefore necessary to ascertain the qualifications and teaching experience of the social studies teachers wnich largely depend on the type of training the teacher received.

In this respect, the researcher attempted to find out social studies teachers' qualifications, the details of which are shown in Table 3.

Table 3: Teachers' Qualifications.

Qualifications	No. of Teachers	%	Area of specialization
N.C.E.	81	56	History/Geography/ Social Studies Econs/Geography Maths/Geography Maths/Economics History/C.R.K.
B.A. (Hons)	61	11	Sociology/History
B.Sc. (Hons)	14	10	Geography/Sociology
B.Ed.	31	21	Social Studies/History Pol. Science
M.Ed.	2	1	Social Studies
M.A.	1	1	History.

As it can be observed from Table 3, eighty one teachers (81) representing 56% of the one hundred and forty-five (145) teachers used for this study had N.C.E. qualification and out of this number, only thirty eight (38) read social studies. This then implies that one hundred and seven (107) representing 74% of them were not professionally, though academically, qualified to teach social studies.

Akinbode (1980:91) had similar observation. He said that majority of social studies teachers in the colleges had no training in social studies. That they had their background in History, Geography, Political Science and Sociology.

Table 4: Teachers teaching experience in social studies.

Years of experience	No. of Teachers
Under 1 year	16
1 year - 2 years	28
3 years - 4 years	30
5 years - 6 years	38
7 years - 8 years	20
9 years - 10 years	7
11 years - 12 years	6
13 years and above	-

Reading Table 4, it can be observed that forty-four (44) teachers had not more than two (2) years of teaching experience at the time this study was carried out. These teachers have not got much experience in the teaching of social studies as the seventy-one (71) teachers who had over five (5) years in teaching experience in the subject.

Other teachers who had professional qualifications in social studies, have had less than five (5) years of teaching experience in social studies.

This, then showed that the majority of teachers used as sample have not got deep experience to influence students positive attitudes towards social studies. In this wise, seminars, in-service training and workshop can help in giving rich experience to teachers towards influencing the students' attitudes positively towards social studies.

These are necessary because according to Ozigi (1981:83) in-service training are all those courses and activities of professional nature in which serving teachers participate in order to improve their knowledge, skill and competence. The reason for social studies teachers to attend seminars and in-service training is to have new ideas and improve their knowledge in terms of guiding the students towards achieving positive attitudes towards social studies.

At this stage, it is imperative to ascertain the teachers' responses on their attitudes towards social studies.

4.4 Descriptive Analysis of Teachers' Attitudes Towards Social Studies

The scores of one hundred and forty-five (145) respondents on each of the attitude statements were computed. Here again, the distribution of the scores is shown in Table 5.

TABLE 5: THE OVERALL TEACHERS' RESPONSES ON THEIR ATTITUDES TOWARDS SOCIAL STUDIES

STATE-MENT	SA		A		SAA**		D		SD	DSD ***
	NO	%	NO	%	%	NO	%	NO	%	%
1	81	56	40	28	84	18	12	6	4	16
2	78	54	49	34	88	13	0.09	5	0.03	0.12
3	90	62	30	21	83	15	10	10	0.07	10.07
4	77	53	28	19	72	25	17	15	10	27
5	62	43	14	10	53	53	37	16	11	48
6	80	55	35	24	79	18	12	12	0.08	12.08
7	40	28	35	24	52	39	27	31	21	48
8	85	59	40	28	87	25	17	15	10	25
9	91	63	25	17	80	16	11	13	0.09	11.09
10	55	38	40	28	66	30	21	25	17	38
11	40	28	35	24	52	35	24	35	24	48
12	42	29	33	23	52	38	26	32	22	48
13	30	21	25	17	38	31	21	59	41	62
*14	34	23	41	28	51	10	0.07	28	19	19.1
*15	25	17	20	14	31	29	20	71	49	69
*16	10	0.07	12	0.08	0.15	40	28	93	64	92
17	93	64	30	21	81	12	0.08	10	0.07	0.15
18	84	58	32	22	80	17	12	12	0.08	12.08

* Negative Statement

** Strongly Agree and Agree

*** Disagree and Strongly Disagree

The researcher decided to group strongly Agree and Agree (SAA) responses and Disagree and strongly Disagree (DSA) responses as they are in Table 2.

In this regard, Table 4 indicates that the respondents showed very high consensus on positive statements 2, 3, 4, 8 and 9, as the respondents in Table 2 showed.

In statement 2, it was asserted that social studies teaches one about his environment. One hundred and twenty-seven (127) respondents, representing about eighty-eight (88) percent of the sample agreed with the statement. One hundred and twenty (120) of the teachers in sample, representing eighty-three (83) percent agreed with the statement 3 that social studies teaches one to find out things on his own. One hundred and five (105) respondents representing seventy-two (72) percent of the sample agreed with the statement 4 that social studies has helped them to know more about their leaders and their problems.

The implication of the above is that, the teachers were favourably disposed towards social studies by their support for the statements because, social studies enabled them to understand their environments better.

In statement 8, it was suggested that social studies is one of the important school subjects. One hundred and twenty-five (125) respondents, representing

eighty-seven (87) percent of the sample agreed with the statement. One hundred and sixteen (116) respondents, representing eighty (80) percent of the sample agreed with the positive statement 9 which suggested that learning social studies gives one the opportunity to help other people. Their favourable reaction to the statements is understandable in that, since they are teachers of social studies, they no doubt rated the subject high among other subjects in the school. And social studies has given them the opportunity to know many interesting things about their country.

In statement 10, it was said that studying social studies gives one the opportunity to learn many interesting things about one's country. Ninety-five (95) respondents, representing sixty-six (66) percent of the sample agreed with the statement. The positive reaction of the teachers to this statement is not surprising since at this level, they have learnt much about social studies and are curious about many things in the country.

On negative statements 15 and 16 which the respondents also showed high consensus take the form of disagreeing with the statements.

In statement 15, it was asserted that lack of library facilities discourage one from learning social studies. One hundred (100) respondents representing sixty-nine (69) percents of the sample disagreed with

the statement. This favourable reaction of the teachers might be due to the fact that they learnt social studies in primary school, post primary school and at N.C.E. or Universities levels. Therefore lack of library facilities would not discourage them from learning social studies at this level because they have formed positive attitudes towards the subject. And in statement 16, it was suggested that social studies was just introduced to increase the number of school subjects. To this suggestion, one hundred and thirty-three (133) respondents, representing 12 percent of the sample disagreed with the statement. The teachers' disagreement with this statement implies that they had accepted social studies positively for a long time, therefore introduction of the subject now does not affect their positive attitudes towards the subject.

The teachers consistent positive attitudes towards social studies might be determined when, again, one hundred and forty-two (142) respondents, representing 80 percent of the sample agreed with statement 18 which suggested that, the subject has helped them to know the rules and regulations of this country. It is important that teachers know the rules and regulations of the country in order to pass the knowledge to their students. This, social studies offers them.

The consistency of teachers responses could also be due to the fact that they have realized the importance of social studies as a way of life and it gives them an

opportunity to practice, solving life problems. This is because they now put to use what they learnt both in school and outside the school such as roleplaying. For instance, statement 5 suggested that social studies is a good subject because it helps teachers to solve so many problems. To this statement, seventy-six (76) respondents representing 53 percent of the sample agreed.

After learning social studies at N.C.E. level, this category of teachers no doubt, has a high positive attitudes towards social studies and might continue to study it up to university level. This may be because of the many learning materials to use in studying social studies. For instance, seventy-five (75) of the respondents, representing 52 percent of the sample agreed with the statement 11 which suggested that one will continue to learn social studies to the university level. And seventy-five respondents, representing 52 percent of the sample agreed with statement 12 which suggested that one likes social studies because there are many learning materials to use.

Here again, the descriptive analysis and discussion showed that teachers demonstrated favourable attitudes towards social studies.

At this juncture, the researcher wishes it is desirable to determine whether the four hypotheses propounded for this stury are upheld or rejected.

4.5 Testing of Hypotheses

4.5.1 Hypothesis 1

There is no significant difference between the mean perception of male students and that of female students in their attitudes towards social studies. At the significance level 0.05 and the degree of freedom 522 the hypothesis is presented in the following way.

Table 6: Summary of t-test statistics

Sex	N	Mean	S.D.	L.S.	T. value	D.F.
Male	300	8	2.7	0.05	1.350	522
Female	224	6	2.4			

t. critical = 2.00

From the table above, since the t-value = 1.480 smaller than t-critical 2.000 the null hypothesis is retained. That is, there is no significant difference between the mean perception of male students and that of female students in their mean attitudes towards social studies. But the male students seem to have more positive attitudes towards social studies as could be seen from their mean, but it is not significant.

4.5.2 Hypothesis 2

There is no significant difference between the mean attitude of social studies held by the male teachers and that of female teachers. The essence of this study is that

male teachers and their female counterparts were expected to exhibit similar attitudes towards social studies.

The details of the findings are indicated in table 7 below.

Table 7: Summary of t-test

Sex	N	Mean	S.D.	L.S.	T. value	D.F.
Male	100	2.50	1.58	0.05	0.32	156
Female	60	1.50	1.22			

t. critical = 2.131

On testing the hypothesis, no significant difference was found between the attitudes of the two groups of teachers. Thus the null hypothesis, therefore is retained.

However, the mean of the male is slightly bigger than that of the female counterparts. This showed that the male teachers seem to have more positive attitudes towards social studies.

4.5.3 Hypothesis 3

There is no significant difference between the mean attitude of teachers and that of students.

This means that students were expected to exhibit similar attitudes towards social studies as their teachers.

The purpose of this study was to find out if there was any significant difference between the mean attitude of teachers and that of students. The details of analysis are shown in Table 11.

Table 8: Summary of t-test statistics

Sex	N	Mean	S.D.	L.S.	T-value	D.F.
Teacher	160	4	2	0.05	0.69	682
students	624	13.10	4			

It can be deduced from the Table 8 that there is no significant difference between the mean of the two groups. It could be read from the table that T-value = 0.69, t-critical = 2.000. Since there is no significant difference between the mean of the two groups, the null hypothesis is retained. This means that the teachers and students did exhibit similar attitude in their mean attitude towards social studies.

It can be inferred from the table that, the observed ratio of 0.69 if checked against the t-value is not significant at 0.05 level of significance. That is the difference between the mean of the two groups is not significant. Therefore the null hypothesis at the 0.05 level of significance is retained.

4.5.4 Hypothesis 4

There is no significant difference between the mean of students whose parents are literate, and that of students whose parents are non-literate in their attitudes towards social studies. This means that students from poor educational background were expected to exhibit similar attitudes towards social studies as their counterparts from

better educational background. The purpose of this study was to examine the proposition that students from literate and well educated homes would aspire to science oriented subjects than the social sciences, including social studies. The details of the findings are indicated in Table 9.

Table 9: Summary of t-test statistics

Group	N	Mean	S.D.	L.S.	T-value	D.F.
Literate parents	442	11.5	3.2	0.05	0.62	724
Non-literate parents	284	7.10	3			

t-critical = 2.042.

From the table, it can be deduced that the t-critical is greater than t-calculated. This, therefore leads to the retention of the null hypothesis.

The means of students of literate parents is greater than that of students of non-literate parents. This could be the results of influence the literate parents have over their children towards particular subjects in the school.

4.6 Summary

In this chapter, the analysis and interpretation of the data were made. They were divided into two parts. The first part gave the analysis of the attitudes of students towards social studies.

The second part considered the qualifications and attitudes of the teacher involved in the teaching of social studies in selected junior secondary schools.

The four hypotheses propounded to give direction to this study were tested. All were retained.

The students and teachers had overwhelmingly positive attitudes towards social studies. It however showed that there was no significant difference between the mean perception of the male students and that of female students towards social studies. Also, there was no difference between the mean attitudes of male teachers and that of female teachers towards social studies.

CHAPTER 5

5.0. SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter attempts to give a summary of the purpose and major findings of the study. It also puts forth the conclusions made and some recommendations based on the study. It is the hope of the researcher that the recommendations made will be implemented by authorities concerned with social studies education in Benue State where this study is based and in Nigeria in general.

5.2 Summary

The main objective of this study was to find out the attitudes of teachers and students towards social studies in selected junior secondary schools in Benue State. So that it was designed to ascertain whether there was any significant difference between the mean perception of male students and that of female students in their attitudes towards social studies; whether there was any significant difference between the mean attitudes of social studies held by male teachers and that of female teachers; whether there was any significant difference between the mean attitude of teachers and that of students; whether there was any significant difference between the mean of non-literate parents and those of literate parents and four hypothese were advanced to give direction to this study:

a) There is no significant difference between the mean perception of male students and that of female students in their attitudes towards social studies.

b) There is no significant difference between the mean attitudes of social studies held by male teachers and that of female teachers.

c) There is no significant difference between the mean attitudes of teachers and that of students.

d) There is no significant difference between the mean of students whose parents are literate and that of students whose parents are non-literate in their attitudes towards social studies.

In order to accomplish the objectives set out for the study, the researcher employed attitude questionnaires to collect data necessary for the study. The questionnaires were for both teachers' (160) and students (524) selected for the study. After administering the questionnaires, the data collected were analysed and given interpretation. In the analysis, percentages and t-test statistics were used. The analysis and interpretation of the data led to the following findings:

a) Students and teachers generally demonstrated favourable attitude towards social studies.

b) The students' favourable attitudes seem not to be affected by their teachers qualifications and experience.

c) There was no significant difference between the mean perception of male students and that of female students in their attitude towards social studies.

d) There was no significant difference between the mean attitude of social studies held by the male teachers and that of female teachers. However, the analysis showed that:

e) There was significant difference between the mean of teachers and that of students; and

f) Students of literate parents were more favourably disposed towards social studies in their mean attitudes than their counterparts from non-literate homes.

g) Though most teachers involved in the teaching of social studies were inadequately qualified to handle the subject, they demonstrated overwhelming positive attitude towards the subject.

5.3 Findings

Based on the findings of this study, the researcher came out with the following:

1. Teachers and students generally demonstrated favourable attitude towards social studies. Some of the factors responsible for this were; it enables them to be aware of their environment, it teaches them to know their leaders and their problems; to know the rules and regulations of this country; know about other people.

This implies that social studies has been accepted by the institutions.

2. There was no significant difference between the perception of male students and that of female students in their attitudes towards social studies. The null hypothesis was retained. One could then conclude that social studies has been accepted by students irrespective of their sex. However, one could say that there was a slight difference in their mean in favour of the male students.

3. There was no significant difference between the mean attitude of social studies held by the male teachers and that of female teachers. The null hypothesis could not be rejected because there was no significant difference between the attitudes of both sexes towards the subject. The researcher, therefore concludes that the both sexes exhibited similar attitudes towards social studies. However, analysis showed that the mean of the male counterparts was slightly greater than that of the female. This showed that male teachers seemed to have more positive attitudes towards social studies.

4. There was no significant difference between the mean of teachers and that of students. This also led to the retention of the null hypothesis. Here, the difference between the mean was not significant at 0.05 level of significant.

5. There was no significant difference between the mean of students of literate parents and that of students of non-literate parents in their attitudes towards social studies. Thus, the null hypothesis was retained and we conclude that students from non-literate parents exhibited similar attitudes to social studies as students from literate parents. But the mean of students from literate parents is greater than that of students of non-literate parents. This could be the result of the influence the literate parents had over their children towards particular subjects in the school.

6. Majority of teachers and students, that is one hundred and twenty-four (124) teachers and three hundred and ninety-seven (397) students, agreed that social studies teaches one about one's environment. This means that social studies has helped them to broaden their knowledge about their environment.

7. Most of the students, that is four hundred and twenty-two (422) and one hundred and twenty-five (125) teachers agreed that social studies is one of the important school subjects. One would expect positive attitudes here. This is because, for students, it is a compulsory subject and for teachers, they would not want to underrate the subject they teach.

8. Majority of teachers, that is ninety-five (95) and four hundred and twenty-three (423) students agreed that learning social studies gives one the opportunity to learn many interesting things about one's country. The students are curious about things in their environment. For teachers, it has helped them to know many interesting things in the world.

9. The teachers and students showed their positive attitudes towards social studies when a good number of them, one hundred and thirty-three (133) teachers and four hundred and forty-three (443) students disagreed with the statement that social studies was introduced to increase the number of school subjects. One would say that, the teachers and students had accepted the subjects ever before the introduction of the subject. So introducing it now does not affect the position of their attitude towards it.

10. Most of the teachers that is one hundred and forty-two (142) and three hundred and sixty-four (364) students agreed that social studies has helped them to know the rules and regulations of the country.

11. Majority of students and teachers, that is three hundred and seventy-six (376) and one hundred and five (105) respectively agreed that social studies has helped them to know more about their leaders

and their problems, one would suggest here that, learning about their leaders and problems, given the children the feeling of belonging and sense of responsibility. For teachers, they learn that to be a teacher is not an easy task.

12. Most of the teachers and students agreed that social studies helped them to solve so many problems. One would then say that social studies teaches them the sense of responsibility.

5.4 Conclusions

Based on the findings of this study, the researcher draws the following conclusions.

1. It has been shown that majority of students used in the study, showed positive attitudes towards social studies.
2. It was found out that most of the teachers who taught social studies, specialized in social sciences such as Geography, History, Sociology, Political Science and Economics. This means they had their background in social science and therefore, they were not professionally qualified to teach social studies. However, most of them showed positive attitude towards social studies.
3. The teachers qualifications and experience seemed not to affect the students attitudes towards social studies.

The finding, such as lack of professionally trained teachers for social studies confirmed a part of the findings of Abraham (1976) in the studies he carried out in Zaria Local Government Area.

5.5 Recommendations

From the summary of this study, one can infer that much still need to be done to have social studies firmly entrenched along with other school subjects in our educational system. Some of these include:

Teachers who undergo refresher courses, seminars or workshops on social studies should earn or attract increamental credits and/or count towards future advancement as recommended by the New National Policy on Education for in-service training for teachers. This will go to serve as inducement to others.

1. Inter school competitions, debates and quizes on social studies topics should be organized by schools in conjunction with the state government as this will go to encourage students to have positive attitude towards the subject.
2. A social studies programme be organized on Radio and this should be carried out in periods that will be convenient enough for teachers and students from which they would benefit.

3. Experts in social studies in conjunction with the Nigerian Educational Research Council (NERC) be invited by schools to give talks to the students and teachers.
4. Institute of Education should introduce B.Ed. social studies. For instance, the University of Benue State, yet to take off, College of Education, Katsina Alla and Oju should be allowed to run B.Ed. programme on social studies.
5. A local branch of the Social Studies Association of Nigeria (SOSAN) should be established in Benue State with Local Government Areas as headquarters as junior secondary schools exist in all of them. This will make it easy for the experts to give lectures/talks to the students and teachers.
6. Seminars and conferences on social studies which will be geared towards positive attitude towards social studies should be held frequently. These should also be organized on local government basis to attract as many social studies teachers as possible. The present social studies conferences and seminars held in urban areas and university campuses are of little value to the social studies teachers in the junior secondary schools in distant places such as Benue State.
7. After the pre-service training, there is the need for in-service training so that the teachers keep abreast with new ideas and developments in social

studies. This will ensure a steady and continuous growth of the teacher in the area of social studies. The various ministries of education, Social Studies Association of Nigeria (SOSAN), Nigerian Educational Research Council (NERC) and Universities should play an important role in this regard.

8. Since students have exhibited love for the subject, much still need to be done by West African Examinations Council (WAEC) by extending recognition to it so that it could be included in senior secondary school certificate examinations. This will go to boost their attitudes towards social studies.

9. A repetition of the present study in primary school level be carried out since this one made use of junior secondary schools. This is particularly recommended because of the limitations of the present study.

The researcher, no doubt, has made useful recommendations. It is hoped that these could find their way to the appropriate authorities and bodies concerned for consideration and subsequent implementation.

A well planned and implemented social studies programme in our educational system would give the Nigerian child an opportunity to understand himself as well as understanding his social, cultural, physical and technological environment.

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APPENDIX A

QUESTIONNAIRE FOR STUDENTS OF SOCIAL STUDIES IN JSS III

This questionnaire is an attempt to find out the feelings of students towards Social Studies in Junior Secondary School, in Benue State. Your answers to the items below will hopefully improve the learning and general understanding of Social Studies.

Part One

Instructions: Fill in or tick (✓) where applicable. Do not supply your name.

1. Name of your school: .....
2. Age: 12 - 14 ( ); 15 - 17 ( ); 18 - 20 ( ).
3. Sex: Male ( ); Female ( )
4. Occupation of parents: .....
5. Education of parents: .....

Part Two

Please read each of the following statements carefully: then tick ( ) for each whether you strongly agree (SA); Agree (A); Disagree (D); or Strongly Disagree (SD).

		SA	A	D	SD
1.	I am interested in Social Studies because it is simple and interesting.				
2.	I like social studies because my teacher makes it interesting too.				
3.	Social Studies teaches me about my environment.				
4.	Social Studies teaches me to find out things on my own.				
5.	Social Studies has helped me to know more about our leaders and their problems.				
6.	Social Studies is a good subject because it helps us to solve so many problems.				
7.	I like social studies because it has helped me to know more about other people.				
8.	I like social studies as much as any other subject.				
9.	Social studies is one of the important school subjects.				
10.	Learning social studies gives me the opportunity to learn many interesting things about my country.				
11.	Learning social studies gives me the opportunity to help other people.				
12.	Given the opportunity I will offer social studies in School Certificate Examination.				

		SA	A	D	SD
13.	I will continue to learn social studies to the University level.				
14.	I like social studies because my teacher encourages me to study it.				
15.	I like social studies because there are many learning materials to use.				
16.	I dislike social studies because there are few textbooks to learn it.				
17.	Our social studies teacher's method of teaching discourages me from liking it				
18.	I like social studies because I would like to become a social studies teacher.				
19.	Social Studies can make me what I want to become in future.				
20.	Lack of interest of my teacher in social studies discourages me to study it.				
21.	I do not like social studies because my teacher do not know the subject very well.				
22.	The teacher not using excursion/field trip has discouraged you from learning social studies.				
23.	Lack of adequate library facilities discourage me from learning social studies.				

	SA	A	D	SD
24. Social studies was just introduced to increase the number of school subjects.				
25. I like social studies because it helps me to use my hands and brain.				
26. I like social studies because it helps me to know the rules and regulations of this country.				

APPENDIX B

QUESTIONNAIRE FOR TEACHERS OF SOCIAL STUDIES IN JSS III

This questionnaire is an attempt to find out the feelings of teachers towards social studies in Junior Secondary Schools in Benue State. Your answers to the items below will hopefully improve the learning and general understanding of social studies.

Please endeavour to respond to every item. It will be treated confidentially.

PART ONE

1. Name of the institution: .....
2. Age: 25 - 30 ( ); 30 - 35 ( ); 35 - 55 ( )
3. Sex: Male ( ); Female ( )
4. Marital Status: Single ( ); Married ( )
5. Qualification(s), please indicate area of specialisation.

   (a) N.C.E. ..... (b) B.Ed. .....

   (c) B.Sc. ..... (d) B.A. .....

   (e) M.Ed. ..... (f) M.A. .....

   (g) Others .....

PART TWO

Please read each of the following statements carefully, then tick (✓) for each whether you strongly agree (SA); disagree (D); or strongly disagree (SD).

		SA	A	D	SD
1.	I am interested in social studies because it is simple and interesting.				
2.	Social studies teaches me about my environment.				
3.	Social studies teaches me to find out things on my self.				
4.	Social studies has helped me to know more about our leaders and their problems.				
5.	Social studies is a good subject because it teaches us to solve so many problems.				
6.	I like social studies because it has helped me to know more about other people.				
7.	I like social studies as much as other subjects.				
8.	Social studies is one of the important school subjects.				
9.	Learning social studies gives me the opportunity to learn many interesting things about my country.				
10.	Learning social studies gives me the opportunity to learn to help other people.				
11.	I will continue to learn social studies to the university level.				

		SA	A	D	SD
12.	I like social studies because there are many materials to use.				
13.	I dislike social studies because there are few textbooks to learn it.				
14.	Social studies can make me what I want to become in future.				
15.	Lack of adequate library facilities discourage me from learning social studies.				
16.	Social studies was just introduced to increase the number of school subjects.				
17.	I like social studies because it helps me to use my hands and brain.				
18.	I like social studies because it helps me to know the rules and regulations of this country.				

APPENDIX C1

THE SIZE OF SAMPLE AND ITS DISTRIBUTION ACCORDING TO SCHOOL

	Institution	No. of students	% in parent population	% in sampling	No. of student in sampling.
1.	Govt. Sec. Schol., Otukpo	150	3	3	12
2.	St. Francis College, Otukpo	94	3	3	10
3.	Govt. Comp. Sec. Schl., Ugbokpo	200	3	3	9
4.	Govt. Sec. Schl. Ulayi	75	2	2	10
5.	Govt. Sec. Schl. Agila	20?	3	3	10
6.	Methodist High Schl., Igwumale	101	2	2	15
7.	Govt. Sec. Schl. Otukpa	68	1	1	11
8.	Govt. Sec. Schl. Okpoga	85	2	2	8
9.	Emmanuel Sec. Schl., Ugbokolo	110	3	3	15
10.	Mt. St. Carmel Makurdi	200	5	5	9
11.	Govt. College, Makurdi	350	6	6	13
12.	Govt. Day Sec. Schl., North Bank, Makurdi	200	3	3	10
13.	Ogiri Oko Memorial Sec. Schl. North Bank, Makurdi	120	2	2	5
14.	Govt. Sec. Schl., Ikachi	120	2	2	7
15.	Govt. Sec. Schl., Naka	85	2	2	6

	Institution	No. of students	% in parent population	% in sampling	No. of students in sampling.
16.	Govt. Sec. Schl. Ikpayongo	180	4	4	10
17.	St. Annes Sec. Schl., Otukpo	85	2	2	8
18.	Govt. Commercial Sec. Schl., Atilo	75	2	2	10
19.	Holy Rosary College, Adoka	240	4	4	10
20.	Govt. Sec. Schl., Obagaji	200	3	3	8
21.	Jesus College Otukpo	130	3	3	5
22.	Edigwuiye Memorial Sec. Schl., Otukpa	202	3	3	5
23.	Massev Community Sec. Schl., Taraku	100	2	2	2
24.	Mt. St. Michael Sec. Schl., Aliade	80	2	2	10
25.	Tilly Gyade Sec. Schl., Makurdi	104	3	3	12
26.	Govt. College, Katsina Ala	202	3	3	15
27.	Queen's College Gboko	180	2	2	10
28.	Govt. Sec. Schl., Garagbo	194	3	3	8
29.	Govt. Sec. Schl. Gboko	195	3	3	6
30.	Bristow Sec. Schl., Gboko	94	2	2	5
31.	Govt. Sec. Schl. Wanunne	85	2	2	10

	Institution	NO. of students	% in parent popu-lation	% in samp-ling	No. of students in samp-ling.
32.	St. Patrick Sec. Schl., Adikpo	100	2	2	6
33.	Holy Rosary Sec. Schl., Gboko	240	4	4	10
34.	Federal Girls College, Gboko	102	2	2	11
35.	Ujor Memorial Sec. Schl., Otukpo	140	3	3	8
36.	Community Sec. Schl., Otobi	105	2	2	6
37.	Community Sec. Schl., Upu-Icho	207	3	3	10
38.	St. Joseph's Sec. Schl., Apa	88	2	2	7
39.	Govt. Sec. Schl., Api	160	3	3	6
40.	Mbarwa Sec. Schl. Ihugh Vandekiya	108	2	2	10
		N: 5741			N: 524

APPENDIX C2

THE SIZE OF SAMPLE AND ITS DISTRIBUTION ACCORDING TO SEX

	Institution	No. of boys	No. of girls	Total
1.	Govt. Sec. Schl, Otukpo	150	-	150
2.	St. Francis College, Otukpo	94	-	94
3.	Govt. Comp. Sec. Schl., Ugbokpo	160	40	200
4.	Govt. Sec. Schl., Ulayi	40	35	75
5.	Govt. Sec. Schl., Agila	180	12	192
6.	Methodist High Schl., Igwumale	80	21	101
7.	Govt. Sec. Schl., Otukpa	48	20	68
8.	Govt. Sec. Schl., Okpoga	60	25	85
9.	Emmanuel Sec. Schl., Ugbokolo	100	10	110
10.	Mt. St. Carmel Makurdi	-	200	200
11.	Govt. College, Makurdi	350	-	350
12.	Govt. Day Sec. Schl., North Bank, Makurdi	180	20	200
13.	Ogiri Oko Memorial Sec. Schl., Makurdi	100	20	120
14.	Govt. Sec. Schl., Ikachi	100	20	120
15.	Govt. Sec. Schl., Naka	65	20	85
16.	Govt. Sec. Schl., Ikpayongo	140	40	180
17.	St. Annes Sec. Schl., Otukpo	-	85	85

	Institution	No. of boys	No. of girls	Total
18.	Govt. Commercial Sec. Schl., Atilo	75	-	75
19.	Holy Rosary College, Adoka	-	240	240
20.	Govt. Sec. Schl., Obagaji	160	40	200
21.	Jesus College, Otukpo	100	30	130
22.	Edigwuiye Memorial Sec. Schl., Otukpa	180	22	202
23.	Massev Community Sec. Schl., Taraku	70	30	100
24.	Mt. St. Michael Sec. Schl., Aliade	80	-	80
25.	Tilly Gyade Sec. Schl., Makurdi	94	10	104
26.	Govt. College, Katsina Ala	202	-	202
27.	Queen's College, Gboko	-	180	180
28.	Govt. Sec. Schl., Garagbo	180	14	194
29.	Govt. Sec. Schl., Gboko	195	-	195
30.	Bristow Sec. Schl., Gboko	94	-	94
31.	Govt. Sec. Schl., Wanunne	-	85	85
32.	St. Patrick Sec. Schl., Adikpo	80	20	100
33.	Holy Rosary Sec. Schl., Gboko	-	240	240
34.	Federal Girls College, Gboko	-	102	102
35.	Ujor Memorial Sec. Schl., Otukpo	100	40	140

	Institution	No. of boys	No. of girls	Total
36.	Community Sec. Schl., Otobi	95	10	105
37.	Community Sec. Schl., Upu-Icho	180	22	202
38.	St. Joseph's Sec. Schl., Apa	80	8	88
39.	Govt. Sec. Schl., Api	110	50	160
40.	Mbarwa Sec. Schl., Ihugh - Vandekiya	88	20	108
	Total	4010	1731	5741

APPENDIX C3

NUMBER OF SOCIAL STUDIES TEACHERS PER SCHOOL WITH MALE/FEMALE DISTRIBUTION

	Institution	No. of Teachers	Male	Female
1.	Govt. Sec. School, Otukpo	4	4	-
2.	St. Francis College, Otukpo	3	2	1
3.	Govt. Comprehensive Sec. Schl., Ugbokpo	7	4	3
4.	Govt. Sec. School, Ulayi	3	1	2
5.	Government Sec. Schl., Agila	6	4	2
6.	Methodist High School, Igwumale	2	2	-
7.	Government Sec. Schl., Okpoga	3	3	-
8.	Emmanuel Secondary Schl., Ugbokolo	3	-	3
9.	Mt. St. Carmel Sec. Schl., Makurdi	3	3	-
10.	Government College, Makurdi	5	3	2
11.	Government Day Sec. Schl., Makurdi	4	2	2
12.	Ogiri Memorial Sec. Schl., North Bank, Makurdi	3	-	3
13.	Government Sec. School, Ikachi	4	3	1
14.	Government Sec. School, Naka	3	3	-
15.	Government Sec. School, Otukpa	4	4	-
16.	Government Sec. School, Ikpayongo	5	2	3

	Institution	No. of Teachers	Male	Female
17.	St. Annes Sec. School, Otukpo	6	5	1
18.	Government Commercial Sec. School, Atilo	4	4	-
19.	Holy Rosary College, Adoka	4	4	-
20.	Government Sec. Schl., Obagaji	3	1	2
21.	Jesus College, Otukpo	5	5	-
22.	Edigwuiye Memorial Sec. School, Otukpa	4	4	-
23.	Massev Community Sec. School, Taraku	3	2	1
24.	Mt. St. Michael Sec. School, Aliade	3	-	3
25.	Tilly Gyade Sec. School, Makurdi	5	3	2
26.	Government College, Katsina Ala	4	2	2
27.	Queen's College, Gboko	5	3	2
28.	Government Sec. School, Garagbo	3	-	3
29.	Government Sec. School, Gboko	6	5	1
30.	Bristow Sec. School, Gboko	4	4	-
31.	Government Sec. School, Wanunne	5	4	1
32.	St. Patrick Sec. Schl., Adikpo	4	-	4
33.	Holy Rosary School, Gboko	5	3	2
34.	Federal Girls College, Gboko	4	2	2

	Institution	No. of Teachers	Male	Female
35.	Ujor Memorial Sec. Schl., Otukpo	2	2	-
36.	Otobi Community Sec. Schl., Otobi	5	1	4
37.	Community Sec. School, Upu-Icho	3	2	1
38.	St. Joseph's Sec. Schl., Apa	3	1	2
39.	Government Sec. Schl., Api	4	3	1
40.	Mbarwa Sec. School, Ihugh - Vandekiya.	4	1	3
	Total	160	100	60