DESIGNING MEASUREMENT AND EVALUATION FOR THE GRADE II TEACHERS SOCIAL STUDIES PROGRAMS.

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SUPERVISOR

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DEDICATION

This is affectionately dedicated to LOIS OLUFUNRE - my wife - without whose initial inspiration and encouragement my M.Ed. Course would have been an unfulfilled wish.

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CHAPTER I

STATEMENT OF THE PROBLEM

INTRODUCTION:

Unscientifically investigated reports coming from the Grade II teachers' colleges in the country indicate that most of, if not all, the social studies teachers conduct tests which examine essentially the lower levels of Bloom's taxonomy, that is, knowledge, comprehension and perhaps application. Furthermore, it is alleged that most of these tests fail to measure what they are intended to measure. In other words, they can be assumed to be both unreliable and invalid.

In view of the above conjectures, this study is designed to find relevant answers to the following questions:

1. What techniques are being used to assess the outcomes of social studies learnings at the Grade II teachers' colleges.

2. What measuring and evaluative techniques may be devised for the Grade II teachers social studies programme?
3. To devise a means which will help the social studies teachers to know operationally how to measure and evaluate social studies programme.

With the wave of curriculum innovation precipitated by the 1969 National Curriculum Conference, Social Studies was introduced into the curricula of both the primary schools and those of the first two years of secondary and teachers' colleges in many parts of the Federation. It must not be assumed that social studies made its first appearance in Nigerian schools in 1969. Its teaching had taken a firm foundation at the Aiyetoro Comprehensive School (1963-1969) before the Federal Military Government gave it recognition and patronage after the 1969 curricular conference.

The rationale for the introduction of social studies can be clearly appreciated when its philosophy is examined in relation to the new Nigerian philosophy of education. Social studies is perhaps the most appropriate subject for realizing the socialization programme leading to effective citizenship. It is one of the areas that enjoy the closest relationship with the humanistic concept.

It provides for a careful selection of learning experiences in and out of school. One of its priorities is to teach the learner to learn how to learn. This learning strategy could afford the learner as well as the country perhaps the full achievement of the national goals of education. The need is to make education much more functional so that each learner will, in the long run, attain self-realization. The nation will in consequence achieve national integration through the instrumentality of the social studies philosophy.

Social studies, all over the world, and with particular reference to the U.S.A. and Britain has always had some teething difficulties in establishing itself in terms of its status and identity. Perhaps this is because it does not enjoy the mystique of science. It has never achieved the respectability of mathematics either.

What then can one say that social studies is?

In the more common and traditional sense it "consists" of geography, history, and the social sciences. But in a diffused and larger sense, however, social studies is everyday in the school, every child in the classroom, and above all every personal relationship that occurs in the educational programme.

It is helping every child to hold his head high and to know that

he is a worthy self. It is widening the ripples of understanding that indicate a growing awareness of one world. Social studies is about kindness and love, tolerance and ideals, sacrifice and seasoning. It is deeply involved with the story of man, his problems, his aspirations, his way of life and how he fits into the main-stream of the world's culture. Each portion of the curriculum therefore has a special purpose which is more uniquely its own. But for social studies, that purpose is the development of critical or analytical thinking for effective citizenship.

Social studies is a subject which can sift from the lessons of the past the bits of truth and wisdom that help young learners to more resourcefully face an uncertain tomorrow. Skilfully and selectively employed, it can bring the classroom situation the relevancy that the circumstances demand.

With particular reference to Nigeria, the first national programmes for social studies were produced after the National Curriculum Workshop in Ibadan in 1971. These programmes catered for the primary schools in the whole country as well as the post-primary institutions. Since then the Institute of Education A.B.U., Zaria has concerned itself with developing instructional

materials for the primary schools social studies. Another place which did a lot to promote the growth of social studies in the country was Aiyetoro Comprehensive School. It was at this institution that Nigerian and American teachers cooperated and produced textbooks for the first two years of the post-primary schools.

The above record of process makes it appear as if Nigeria had introduced social studies without the least teething difficulties. No, this is far from the truth. As regards its significance as an instrument with which the national philosophy on education could be realized there were no insurmountable problems. The absence of any open problem must be reasoned against the background of its adoption by the government. The teachers and the students in the colleges as well as the pupils in the primary schools had no choice but to teach and learn social studies. The problems which surfaced immediately were concerned with little planning, lack of staff to handle its teaching and absence of good books and materials. No attempt was made to induct teachers into its methodology before implementation. The government, one could assume, had embraced the mistaken notion that any History teacher or geographer could handle social studies competently. But an assumption like

that had not taken the teachers attitude into account. Teachers are noted for being very lukewarm about innovations with which they were not concerned at the planning or trial or pilot-testing stage but only at the implementation stage. No teacher is keen on teaching something he has never taught before, (not necessarily because he is unwilling to learn or to cooperate) but because of feelings of inadequacy. These teachers' orientation was perhaps to the teacher-dominated classroom which is diametrically opposed to the strategies of teaching social studies which is learner-centred and activity-oriented. Teachers seem to find it difficult to change. Another major problem is the students attitude towards learning. They adopt from their teachers the teacher-dominated class which prefers to have students copying notes to participating in discussions or conducting research and making reports. The teachers were used to their old methods and the students grew to expect it. The other difficulty concerned the students attitudes. Initially students were unfamiliar with group work, observation and reporting as all they were used to and wanted to perpetuate, was cramming.

The teachers felt pessimistic about the success of social studies in the present examination-and-cramming-oriented educational

system. Social studies itself aims at a continuous building up of concepts, skills, attitudes and knowledge. But it is only a part of this that can be assessed in the traditional system of examination which at present seems to be a test of recall under stress. At that time the social studies teacher who had had no exposure to the method of inquiry did not know how to apply the techniques of evaluation which is indispensable to objectivity of appraisal. Most important of the teaching difficulties discovered rested on lack of suitable textbooks. Those written by the Nigerian authors were produced for commercial aims as they were bereft of the techniques employed in writing a usable social studies textbook. Conspicuously absent were stated objectives, evaluative tools, or guidelines on how the texts would be used. Other problems were inadequacy of imported materials and those available were very expensive. With all these difficulties it would seem as if social studies had been introduced at a time when it was most needed for healing the wounds of the civil war but the tools and the staff to handle them were just not available. Hence social studies programme is not being executed, it appears, in the manner befitting the philosophy behind it as a new discipline.

As at now, much has been, and is being done to improve the teaching of social studies. Programmes have been mounted by all the centres teaching and training social studies staff. The various institutes of education in the country, the Ministries of Education, etc have all embarked upon induction courses for teachers in the field. They have also embarked upon the production of suitable materials for the teaching of social studies at the post-primary level. The Faculty and the Institute of Education A.B.U., appear to be setting the pace for the other institutions of learning that teach social studies.

Bachelors degree and Masters degree programmes in social studies have been embarked upon by the Faculty of Education, A.B.U., Precisely put, its faculty has already graduated two sets of graduates with B.Ed. social studies. The Institute of Education A.B.U., also offers social studies as an area of specialization in the P.G.D.E. programmes and method courses in social studies for teachers graduating in the Arts at the A.T.C.s under its control.

The University of Lagos, offers an associate diploma course in social studies. The following A.T.C!s of Lagos, Owerri, Sokoto, Minna, Port-Harcourt and Akwanga offer social studies programmes while those of Zaria and Kano teach social studies

method courses.

In the sixties the Northern Teachers Education Project, (NNTEP) whose members comprised Nigerian and American teachers produced a method book which was and is being used in a revised form in many teachers colleges in the Northern States today. The Institute of Education, A.B.U. also cooperated with the following teachers colleges in Bauchi, Bida, Ilorin, Kano, Katsina, Maiduguri and Sokoto to encourage the popularity of social studies in Nigeria.

With effect from this year - 1978, social studies has become a course that must be offered in all the forms of the teachers Grade II colleges in the country. This is a hallmark of progress. The rationale behind making it a subject in all the forms in the Grade II teachers' colleges seems to be that the government wants to ensure that these trainees are well grounded in the teaching-learning processes of social studies before they become chattered transmitters of the subject in the primary schools. It cannot be assumed that their exposure to social studies in their student days will make one final examination and dependence on one type only, any longer tenable. Continuous assessment based on a variety of evaluation techniques should

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henceforth be adopted.

This researcher has conducted some investigation into finding out what changes have been made about the implementation of continuous assessment using the techniques of evaluation but the result was that all the schools visited were still using the traditional method. This knowledge was of vital interest to this researcher who has noted that the government is bent on eliminating the present system of selecting candidates for post-primary institutions through a competitive common Entrance examination by 1983 NPE. (1977. p.27). The year has also been earmarked for the stoppage of "the first school leaving certificate examinations as borne out by the following quotation from: NPE (Sections 3. 1977 p.8). Government plans that progress along the educational cycle will be based on continuous guidance - oriented assessment by teachers and headmasters."

The trend of change as shown by D. L. DuBey (1977; 4) who remarked, "We have had to depend on foreign materials and staff produced handouts. It is only as we enter our sixth year in 1977-78, that we can now boast of four or five books that have been produced by our social studies staff. These Nigerian-oriented books have been long needed ..." These books provide

learner-oriented experiences and use several techniques for teaching as well as for evaluation. They contain ample samples of lesson plans with behaviourally stated objectives upon which the evaluative techniques will be determined.

But one major constraint is that these books will not be handled by proficient social studies teachers. This view is held by the researcher because most of the trainees of these teachers have not been inducted into the concepts of social studies. The view that they represent is aptly put in a paper read by Dr. DuBey where he wrote (1972:2)" Now with the good educational principle in mind, that we teach as we are taught, it behoves us to change our own pattern of behaviour if we wish to change that of our students who will become teachers". Most of the Social Studies teachers in the field still represent members of the old school who do nothing but maintain teacher-dominated classroom lessons: The problem was well observed and commented upon by J.LAFENG, A.T.C. MINNA, in the paper that she presented at the A.B.U., Social Studies Seminar of September 1977. She observed (1977:5) that the A.T.C.'s have taken only a very tentative step in the direction of continuous assessment, allowing it too small a proportion of the total in the N.C.E. course in my opinion. How can we preach and teach new types of

evaluation if we do not try to practise them? The same point applies to teaching methods, 'inquiry' is taught through the lecture method!' The above quotations show that very little progress has been made yet as regards making the philosophy of social studies felt among N.C.E. teachers and more especially among the grade II teachers whose position is crucial to the achievement of the national objectives of education through the teaching of social studies.

The federal government has sensed the inadequacy of the traditional system of examination when she made the remarks in the National Policy on Education, (Section 9: 27) "the existing practice in most of our institutions of learning bases the assessments of students work on the usual pen-and-pencil examination system."

Teachers grade II social studies evaluation is probably the area in which the least research has been done. Even the most fundamental questions of what evaluation is and what forms and scope it takes in measuring social studies has perhaps, not received the necessary attention.

The pattern of evaluative approach which the researcher would suggest typifies how teaching-learning processes are intimately

Scope and Delimitation of the Problem

Measurement and evaluation can take many forms depending upon the programme to be evaluated. But this study is confined to the measurement and evaluation of the behavioural changes that have occurred in the learner during the teaching-learning processes. In addition, it will take account of the personality traits of the learner without which the thoroughness of the continuous assessment of the student will be a farce. Evaluation within the scope of this study will make use of measurement and non-measurement tools in order to take the complete appraisal of the learner's intellectual ability as well as his skills, concepts, attitudes, interests, initiative, willingness to cooperate with his peers and qualities which do not lend themselves to the conventional precise instruments employed when the traditional examinations are used.

Measurement and evaluation are limited to summative evaluation. Although a complete appraisal should take into account the teaching-learning processes. The scope of this study, however, was restricted to finding out what opinions the teachers of social studies had about (a) the traditional system of examination and (b) the modern system of evaluation. Formative evaluation is indispensable to effective teaching as its techniques are employed along the progression of the lesson in order to check

and note the weaknesses and strengths of the lesson and make necessary corrections where necessary. In such a situation the evaluator (researcher) can see what role the teacher played as well as the participation of the learners whether adequate, relevant, worthwhile and the appropriateness of the instructional strategies used. But the presence of the researcher could make teaching run off the normal procedure and the teacher and his pupils could simply try to satisfy the investigator or the teacher could refuse being watched when teaching a subject in which he had not had sufficient grounding. In any case, the information collected like that could hardly be bias-free.

Under the section of the related literature review all the relevant references indicate that measurement and evaluation of educational outcomes are conspicuously absent. Further more, it was pointed out that our education is certificate-examination oriented. The reports in that chapter 2 show that the learner wants nothing but notes which would lead to his success at the end. Since our schools generally are rated either good or bad according to the number of passes or failures in the WASC or the teachers Grade II examination conducted by the WAEC, a careful study of past questions set by the WAEC in (history and geography)

in the past 5 years by and large have shown that the questions were perhaps designed purely to probe the lower levels of the cognitive domains of knowledge like: knowledge, comprehension, and virtually nothing on the higher levels like, application, analysis, synthesis and evaluation. They were also devoid of questions on the affective areas of knowledge. The investigations were extended to the teacher-made tests and the findings were similar to those of the WAEC. A simple deduction from this is that as long as the WAEC continues to set examinations for our schools very little attention would be paid to (a) not merely loading students with facts which he would vomit later and (b) using measuring tools which are more comprehensive than those used by the WAEC.

In fairness, however, most of the teachers interviewed confessed that they had no working knowledge of the 'inquiry' methods of teaching. This brings us to the crucial question of good textbooks like those used in the Faculty of Education, A.B.U., Zaria which were written and edited in Nigeria. These books are essential to the uninitiates into the teaching and evaluative techniques of social studies. They contain an interesting range of planned lessons in which objectives and evaluation techniques

are in direct relationship.

Viewed against the foregoing background, the researcher felt it necessary to analyse and discuss the techques required for using measurement and evaluation during and at the end of the lesson unit. One other reason for designing pupils' assessment based on measurement and evaluation was to ensure that the modern concept of appraisal was understood by the classroom teacher. But it must not be implied that measurement and evaluation techniques have been substituted for the traditional system. That was not contemplated as evaluation takes a complete account of a pupil's academic potentials and his personality traits. Evaluation, therefore embraces the essay type of questions and objective tests which are used, among other things, for assessing creative ability and originality in thinking.

To appraise the success or inadequacy and relevance of the traditional system of examination to our present day needs and aspirations, the researcher designed a "teacher-questionnaire" to probe the opinions of the teachers teaching social studies whether they would prefer the modern techniques to the old or vice-versa. The probe wanted to know if the teachers felt that instructional teaching processes should change including

the tools for testing the students. What vital instruments should be used for assessing social studies learners; could the old techniques go as far? Could we attain the philosophy that precipitated the introduction of social studies by the Federal Government by divorcing its testing from its teaching? Their response might be: some would advocate the old system because of (a) educational background and (b) because they would not like to entertain any innovation that would negate their specialist status. But a sizeable number would welcome an innovation like this that would enhance the status of teachers by making them teachers and evaluators. The views or responses of the two groups would be compared and if those in favour are significantly greater in number then social studies philosophy could be assumed or seen as achieving its national objectives for which it was introduced into our curriculum.

To be successful, however, a comparatively new programme such as measurement and evaluation which is so crucial to realizing the objectives of continuous assessment, a positive programme of training of the personnel for its proper take-off must be mounted. This, it appears, is what the Federal Government has planned to do as recorded in the National Policy on Education. (1977: p.25) "Teacher education will

continue to be given a major emphasis in all our educational planning because no education system can rise above the quality of its teachers." This plan is taking shape gradually as the Faculty of Education A.B.U. has developed social studies up to Ph.D. level. But it seems that the government's planning and implementing the U.P.E. scheme were grossly deficient in terms of personnel, teaching aids, physical facilities and finance. The whole enterprise sounds like putting the "cart before the horse". Nonetheless, the scheme of training teachers is being pursued with vigour. Doubtless, however, a lot of harm would be done to social studies before those specially trained for it are ready in numerical strength. But meanwhile in-service, seminars, workshops are the interim answers. This view was shared by Raju (1976) who did research in Kaduna State to determine the impact that social studies was making. He made the observation that "by the nature of social studies it pushes the boundaries of traditional subjects" and emphasises that in order that this subject could achieve its goals, the teachers of social studies, ..." must have a wider knowledge than is required for the teaching of any of the traditional subject disciplines.

Since most post-primary school teachers at present, have only the specialist academic preparation in one or two disciplines there is need for a professional training or re-orientation". He therefore made the following recommendation: "One of the effective teacher training programmes is to produce up-to-date and competent classroom teachers. Such training in social studies is necessary for all the existing teachers who have never heard or learnt about the content and concept of social studies education and those who have no professional teacher training experience".

This inadequacy was planned for by the Federal Government as expressed in the National Policy on Education: (Section 3. 1977: 8): Government plans that progress along the educational cycle will be based on continuous overall guidance-oriented assessment by teachers and headmasters. However, government recognises the implication of the implementation of such a measure for teacher education and will accordingly ensure that programmes of pre-service teacher education in the teacher training colleges, and of in-service training in the National Teachers Institute and the Institutes of Education, will incorporate training in the continuous assessment of pupils." In essence training is a

must for all teachers and certainly for the social studies teacher as he has much to do with attitudinal tests and other traits which are not measured by the usual techniques of paper-and-pencil. The students need be geared toward active participation in all on-going lessons and they need feedback based on objective appraisals.

Since it would be futile basing data collection on only one source which might be a single book, magazine or a newspaper, on a major controversial issue like the status of the WAEC and the impact of its examinations on teachers and students it was found necessary to contact the classroom teachers. They were in a better position to give at least a fairly dependable information and opinion. As it is they that the principal, parents and students expect to run extra-classes, discuss past questions and speculate the areas that their students must pay more attention to, it was assumed that they would be willing to help where their candid opinions were sought as regards whether they should teach and set their tests or the old system should continue.

SIGNIFICANCE OF THE STUDY

Nigeria is a conglomeration of many major and minor ethnic groups which all told number about 250 tongues. These peoples were either grouped into such political organizations as emirates, kingdoms and chiefdoms or statless societies before the whole region called Nigeria came under the sphere of the British imperial orbit at the beginning of this century. This forced fusion or integration of so many peoples with different cultural backgrounds left several social and political problems unsolved throughout the British administration. It was this marriage of convenience that probably prompted Chief Obafemi Awolowo to remark in his book titled, "Path to Freedom" that, "Nigeria is a mere geographical expression".

Since the British imperial occupation of Nigeria was predated by the advent of the christian missionaries whose instrument of evangelization was western education whose influence was confined to the coastal and riverine states and kingdoms, their impact as regards conversion to christianity and western enculturation, eveated a pattern of uneven development of western education between the North and the South. The social problems generating from the influences of western

education is said among other conjectured factors to have accrued from the skepticism that the predominant muslim areas of the North had about the possibility of their sons and daughters embracing christianity as well as its concomitant European cultures which might debase the purity of the muslim faith. For reasons of administrative convenience therefore the British administration upheld the suspicious attitudes of the northern emirs and restricted the activities of the christian missionaries to the south and to the middle belt region. It was not unconnected with the attempt to keep off the christian influence that the Sabon-Gari system of settlement was established at close proximity to the northern cities like Zaria, Kano, and Sokoto to mention only a few places.

When the existing differences in our social, political and socio-economic problems (between the muslim emirates in the north and the christian south including the middle-belt region) are appraised a lot of them could be traced to the uneven development of western education in Nigeria. This pattern of educational development gave the southerners an edge over their northern counterparts in political awareness. Because as early as the mid 1930's political organizations had

emerged in the south though their activities were limited to Lagos Colony. Little wonder then that the first crop of active politicians or agitators for self-determination in the 1940's (after the second world war) were the southerners most of whom had earned their Diplomas and degrees in the U.S.A. and in the U.K. But when the ministerian system of government emerged in the 1950's the northern elites headed by the late Sardauna of Sokoto stated unequivocally that the north was not yet ready for self-determination as it was educationally disadvantaged compared with the south.

The cohesiveness of the Federation was shaken to the depth of its foundations by the Richard's Constitution of 1945 which divided the country into three major regions for easy administration. Each region had autonomy as regards education, health, judiciary and civil service to mention a few. Perhaps most of the salient political and social problems which surfaced as a result of regional autonomy had not been carefully considered before that constitution came into operation. Prominent among the problems were: ethnic or tribal politics, and the formation of political parties on the three major tribes viz: the NPC was entrenched in the north for the Hausas, the N.C.N.C. found its haven in the

East where it rested upon the Ibos while the A.G. was the party of the Yorubas. Allegiance was to one's region first, second to the tribe and third to the centre where the regions shared the national 'cake' based on quota system and not on merit. The basis of one's professional upward mobility was incumbent upon party identification or ethnic group, sponsorship, nepotism and one's region of origin. Corruption was rife in the society as the judiciary was relegated to the whims and the caprices of those in power. The federal government was weak and could not or did not use its coercive powers to bring the regions into obedience. This was because the party leaders remained in the regional capitals as premiers.

In brief, this was the situation in which the country was when the episode of the army seizure of power on the 15th of January, 1966 took place. Some people leapt for joy, others were so stunned that they were at a loss what to expect. But hardly had people got over their incredible surprise when rumours and fears gripped them as many interpretations were freely adduced to the army coup which people rightly or wrongly hypothetised on the ascendancy of the Ibos over the other ethnic groups. The immediate consequences were mass killings, pillagings and

wanton destruction of property culminating in another coup which gave leadership of Nigeria to somebody from one of the miner tribes. At this juncture, the Ibos came to the conclusion that the only course open to them was secession. This secessionist scheme was hatched in 1967 and this signaled both the civil war as well as the breaking up of the federation into twelve states, thus giving the Federal Government more coercive, and fiscal powers over the states.

Both before and during the civil war many atrocities were committed. The civil war itself made many people appreciate the frigility of the fabrics of political structure of the Federation. It was felt as a matter of urgency that the only way to heal the wounds of the civil war and hasten or accelerate rehabilitation, and reconciliation rested with the even distribution of educational facilities. And to make this objective feasible the Federal Government needed to take over education so as to ensure uniformity of curricula. This new policy is illustrated as follows: (NEP 1977: 0.3) Education in Nigeria is no more a private enterprise but a huge government venture that has witnessed a progressive evolution of governments complete and dynamic intervention and active participation. The Federal

Government of Nigeria has adopted education as an instrument per excel[illegible]e for effecting national development". It must not be assumed however that the government had adopted a resolution like this that could have such far reaching consequences without a thorough investigation which culminated in an articulate decision. This view is supported by the following statement made by the Federal Government (NEP, 1977.p.3) Government has also [illegible]ated that for the benefit of all citizens the country's educational goals in terms of relevance to the needs of the individual as well as in terms of the kind of society desired in relation to the environment and the realities of the modern world and rapid social changes should be clearly set out." These were the positive resolutions that encouraged and enboldened the government to sponsor the curricular seminar of 1973 which was attended by distinguished educational experts under the chairmanship of S. O. Adebo.

The deliberations at this August seminar (1973) were instrumental to the envolvement of a new National Policy on Education which leaned towards catering for the needs of the individual for self-realization and the building among other objectives, (NPE: 1977 p.3) "free and democratic society", as

well as, "a just and egalitarian society". One of the important outcomes of this seminar was the recognition given to "social studies" as a subject to be taught in all the primary schools in the country, the lower forms of the secondary schools, all the forms of the Grade II teachers colleges with effect from this year, the A.T.C.'s and at the university level. Central to the decision of the government in introducing social studies into the curriculum was that it would help the country in achieving its national policy on education of "effective citizenship" which is an asset to the stability of any Democratic Government. Social studies is a subject that is taught through "inquiry methods" which allow the learners critical examination of facts, critical thinking, balanced argument, research, discussion, reflective thinking and the end result is nothing but "functional education".

But social studies teaches certain ideals which cannot be measured by using the conventional instruments of the essay-type of paper-and-pencil examination. These ideals are attitudes, interests, values, participation and so on. These qualities are measured by using the techniques of evaluation which make it possible to see the individual completely, that is, assessment of both his intellectual abilities as well as his personality

traits. Nigeria needs people of talent and functional education who can help to emphasize all the qualities that can unite the country internally. Social studies can help Nigeria realize these objectives. Nigeria is part and parcel of the comity of nations and as such cannot but be affected socially, politically and economically by the world problems. Social studies sees the interdependence of all mankind and takes account of world problems especially when it is well taught and appropriately evaluated.

As at now, most of the social studies teachers in our primary and post-primary levels of our education are not social studies specialists but Historians and Geographers. These as may be expected teach and examine social studies as they were teaching and testing their students in their discrete disciplines.

To help social studies realize the purposes for which it was incepted, that is, the production of "effective citizenship" this study will design measurement and evaluative techniques that will help the classroom teachers to know how to prepare their social studies lessons with behaviourally stated objectives, to know that objectives must be related to evaluative tools and to know that when objective changes then evaluative instruments must change.

Furthermore this design may prove a help to the teachers of other disciplines to know the importance of measurement and evaluation in all teaching-learning processes. Finally it may help other researchers who may be interested in designing evaluative techniques for other subject areas like mathematics or economics and so on.

DEFINITION OF TERMS:

Numerous terms are used and an effort will be made to define them according to their content meanings:

Programme - A scheme of appraisal designed for the first two years of the Grade II teachers' social studies course.

Summative Evaluation: This refers to the evaluative tools and techniques used at the end of a lesson unit for instance in order that the weaknesses and strengths of the teaching strategies used may be detected and corrected later.

Formative Evaluation: This is the evaluation undertaken while the lesson is being taught so as to find out what weaknesses and strengths there are in the instructional materials and also in the ideas held by the learners. Formative evaluation allows misconceptions and flaws to be corrected as the lesson progresses; thus serious pitfalls are not differed till the end.

Evaluative Tolls: These are the devices used for finding out how much the learner knows. These tools could be, essay-type questions and objective tests.

Evaluation Techniques: These refer to the methods used by the teacher to measure personality traits like, cooperation, obedience, honesty, humility, etc. The techniques are (a) observation (b) checklist, Anecdotal records and (c) peer rating.

Evaluation: This is the process of using both measurable instruments for appraising the success or failure of a programme or the achievement of a learner.

NPE. This means National Policy on Education. This abbreviation generates from the booklet issued by the Federal Military Government after accepting with amendments, the deliberations of the 1969 curricular conference.

Conglomeration: This is a term used to refer to the diversity of the ethnic groups constituting the Nigerian nation.

Non-measurement: This is a term used here to mean what the teachers of social studies feel cannot be tested by drawing essay-type questions. These are attitudinal traits.

Imperial Occupation: This refers to the period when Nigeria was forcefully occupied and ruled by Britain.

Objective Tests: These are tests so constructed that the scorers at different locations get the same or virtually similar solutions.

Raw Scores: These are the marks which the examiners are awarded before there is a need to convert them into grade etc., for more clarification and interpretations.

Data: These are the facts gathered by an investigator who conducts a research or makes a finding.

Analysis: This is a term used here as giving a breakdown to the data collected in order to put concepts into categories for interpretation.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION.

In this chapter an attempt was made to review all the available relevant literature concerning measurement and evaluation in general so as to provide a broad background for this study. The role of evaluation in teaching in general and in teaching social studies in particular was studied and outlined. Defining objectives for evaluation purposes; relating evaluation procedures to objectives with a strong bias to social studies were thoroughly investigated and the relevant findings discussed teacher-made tests and their validation were studied and discussed; Teachers' opinions concerning the problems facing their effectiveness in teaching social studies were sampled and outlined. Some recently published works on the teaching and evaluation of social studies were carefully gone through and noted. The background of the social studies programme in Nigeria in particular and how it has developed within the last two decades were studied and the relevant findings outlined. Finally the

results of the feasibility survey about the progress it has made so far and the prospects it has toward helping our country to achieve "effective citizenship" were studied and discussed.

THE ROLE OF EVALUATION IN TEACHING

One of the major reasons for the current advocation of school-based measurement and evaluation of educational programmes generates from the criticisms levelled against the inadequacies of the examinations conducted in our schools by the WAEC. These criticisms come from educators and teachers as well as parents and guardians for the WAEC's virtually debasing education to the narrow scope of intellectual ability. This view is expressed by a Nigerian author: B. Onyerisara (1966:) who said, "the system was plagued by a rigid system of examinations. All pupils are subjected at the end of the school year to a competitive national examination. Their success or failure largely determined their future. The areas tested are the three R's but the results always affected the schools' reputation, the grant-in-aid and the grading. Our education is highly academic and theoretical. The schools are virtually isolated from the culture and the society of which they are a part". This author was blaming the educational system inherited

from our colonial masters. But little difference has emerged since the attainment of independence in 1960. Hence another scholar and writer made the following specific remark about the WAEC. The comment was made by A. B. Fafunwa, (1974:193) "It is an educational truism that examinations control the curriculum and whoever controls a country's examination system controls its education. Regretably the success of a secondary school is judged strictly by the performance of its students in the West African School Certificate Examination set by the council. The fears implicit in these apt comments apparently point to the fact that teaching cannot be tailored toward the realization of the other values of education. All efforts of our schools are examination-oriented to satisfy the aspirations of parents, guardians, learners and even teachers whose image are usually affected either favourably or adversely depending on their students' overall percentage of passes or failures. The real meaning of education was thus relegated to the background. The other values which were not catered for were the ones that could insure the unity of our country.

It was in an attempt to realize these other factors that the Federal Military Government decided to fashion a new philosophy

on education. This objective was realised in 1977 when the government produced a new National Policy on Education virtually encompassing the deliberations and recommendations of the 1973 curricul seminar held, at the instance of the Federal Government, under the distinguished chairmanship of S. A. Adebo.

The government thus decided to take over education and secularise it in order to, among other things, use education "as an instrument par excellence for effecting national development". (NPE. 1977:3) The government realised that education was a huge enterprise and it was going to invest a lot of money in it so as to remove, "all existing contradictions ambiguities and lack of uniformity in educational practice in the different parts of the Federation to ensure an even and orderly development of the country" (NPE: 1977:3). Implicit in this quotation is the fact that the government was determined to introduce quality and functional education as it became the sole financier of all educational enterprises. Hence the government decided to make, "educational goals in terms of its relevance to the needs of the individual as well as in terms of the society desired", reflect national aspirations by introducing a new curriculum. These objectives would have

remained a bundle of utopian dreams under the old system of paper-and-pencil examination system. But the government has therefore suggested the abolition of the "Primary School Leaving Certificate Examination as soon as the processes for continuous assessment have been worked out and validated" (NPE 1977:8).

One of the measures taken to realize its national objectives of "effective citizenship" was the introduction of social studies into the schools curriculum. This subject is an ideal tool for teaching and inculcating the quality of effective citizenship into the learner. But the efforts of social studies to help the country in realizing its national objective would have been seriously hampered by the old system of examination which was designed to probe mainly the lower levels of the cognitive domains of knowledge. In other words such qualities as attitudes, interests, participation in group activities, values and very many other useful personality traits without which one's education would not be complete, were not examined. The recognition given to social studies therefore could not be more timely and prudent. It is a subject area that caters for man in his entirety. It uses both old measurement tools (essay-type questions and objective tests as well as non-measurement

instruments like, observation, anecdotal records, work samples, checklist, sociogram, interviews) for assessing the individual. It is an activity subject which is learner-oriented and has the added advantage of ensuring that teaching-learning processes are continuously and comprehensively evaluated to check for strengths and weaknesses so that remedies are made before an irreparable damage has been done.

Measurement and evaluation as tools for assessing social studies will make the huge amount that the government expends on education more meaningful when learners who can engage in critical thinking, reasoned and dependable opinions, active and voluntarily cooperative in solving social and political problems are produced. Social studies encourages the learner to see himself as part of the larger society outside his family village, community, local council, state, country and the world. These qualities are needed for stabilising a democratic society. If there were no tools for measuring them, it would be difficult to appraise the social growth which is a crucial aspect of education.

Even though social studies has all the instruments for measuring both the intellectual abilities as well as the other

essential qualities of the individual, it is still difficult for the social studies teacher to deal freely with the curriculum. The constraints are (1) Lack of good textbooks (2) Lack of good instructional teaching aids (3) Lack of specialists in social studies and (4) Lack of freedom for innovation because teachers have to keep to the syllabus lest the learners should fail at the end.

But as at now much progress has been made in our higher institutions of learning such as the Institute of Education, the A.T.C.'s, Colleges of Education and the Universities where social studies teachers are being produced. The Faculty of Education A.B.U. has produced many B.Ed., M.Ed. social studies teachers and runs courses up to the Ph.D. level. The Institute of Education A.B.U. has social studies programmes for its P.G.D.E. scheme. These too centres produced good textbooks and teaching materials respectively. The personnel produced by these centres will be an asset to the teaching and using of all the necessary instruments for assessing social studies programmes wherever they may be assigned or located to teach.

FORMS THAT EVALUATION CAN TAKE

There are three major forms of evaluation viz (a) Diagnostic, (b) Formative, and (c) Summative.

(a) Diagnostic evaluation is used to determine the amount of learning experience that the learner brings to the classroom so that the teacher may know where to place him/her.

(b) The second one is called formative evaluation. This is used all throughout the learning experience. The purpose is not to grade the student but to determine learning deficiencies in order to remedy them. It concentrates on providing feedback to the teacher as well as to the learner.

(c) The third one is called summative evaluation which takes place at the end of a unit of experience, a theme, or at the end of an educational programme.

This study is concerned with formative and summative forms of evaluation. These two forms are indespensable to good teaching. Norman E.Gronlund (1971:3) observes. "Some form of evaluation is inevitable in teaching. It is as inevitable in classroom teaching as it is in all fields of activity when judgements need to be made however simple or complex the consideration involved." It must not be assumed that evaluation

can work without a clear relationship between objectives and evaluative instruments. It is essential that the teacher settles beforehand what objectives he wants to attain in a lesson unit and what instructional materials he will use. After this, then he devices what evaluative instruments and techniques he will use as the lesson progresses and at the end of the lesson. It must be emphasized that when objectives change then invevitably the evaluation tools and techniques must change also. This view is supported by the Social Studies Teachers Associations Handbook (1977:173). Predetermined evaluation in the form of convenient objective written tests cannot be the basis of establishing goals neither can they become the determinants of teaching methods and strategies. Teachers must not adapt their procedures to what can most easily be evaluated. Evaluation should not dictate methodology. Evaluation is an outgrowth of social studies objectives and teaching strategies."

Much as one would appreciate the importance and indispensability of both formative and summative forms of evaluation, what has actually been in practice in our schools was summative evaluation. And social studies was taught using a chronological approach.

Objectives were geared towards the mastery of content which was reflected by having students memorise a great deal of factual information.

What was seen as evaluation consisted of a regurgitation of these facts and objective type-test questions comprised the measuring instruments. When the teachers were asked why they stuck to the old system of teaching and evaluation their answers were (a) that they were Historians/Geographers and they taught and evaluated their lessons in the way they had been taught and examined. And when they were told about the advantages of measurement and evaluation instruments they glowed with interest but since they had had no preservice training nor in-service they could not quickly change. This situation apparently reflects what was sensed by an American educator when he suggested (Nelson, 1970:21). "A minimum of a course in measurement and evaluation would certainly tend to strengthen the prospective teachers mental horizen as he or she prepares to assume responsibility for conducting the activities of the classroom. If, however, the opportunity to take such a course was lacking during the period of study as an undergraduate, several alternative possibilities for acquiring this knowledge may still be available .... If that is not feasible a series of

in-service sessions for a group of teachers interested in this area could be set up perhaps within the school system."

This study should help to show the teachers who have not had this experience the methodology of using measurement and evaluative techniques as they cannot be separated from the total teaching-learning experience both within and outside the classroom. It is when social studies experiences are evaluated in this way that the teacher can help the learner to develop such qualities as critical thinking and active participation in class discussion etc and the teacher will become a guide, a provider who acts appropriately but does not dominate the class by long and fatiguing lectures interspersed with notes on the chalk-board.

THE SCOPE OF EVALUATION

Evaluation in the social studies must be comprehensive. Objectives must be redefined as a result of students success or lack of achievement. The social studies instructional program including teaching units and various learning activities can be reassessed as a result of the evaluation process. Students are made aware of their own progress with minimum delay. This scope defining is given an illuminating explanation by (Greene 1959:11) Every teacher should have in mind a number of specific

and general educational objectives consistent with overall educational philosophy toward which his instruction is directed. These objectives should be stated in writing, and they should be known and understood by all pupils in his classroom. With such a framework for classroom instruction, it is apparent to both teacher and his pupils to where the class is heading and measurement and evaluation need be taken only to ascertain the extent of each pupil's accomplishment of the anticipated objectives". In precise terms, the social studies teachers are enjoined to make sure that as guides, pilots and providers in the classroom, their broad knowledge is essential to the attainment of the ultimate goals. They must do a lot of planning without which their objectives will be fraught with many inhibitions, confusions and failures with many undesirable consequences. Hence Greene (1959:3) observes "The constant change in pupil achievement necessitates continuous, comprehensive evaluation, 'one-shot',measurement and evaluation resulting from a single final examination gives an extremely limited view".

Since so much has been said about the inadequacy of the old paper-and-pencil examination the teacher will use the two systems, that is, the essay-type of questions and also the instruments of

evaluation so as to take a holistic appraisal of the learner. This method of assessment is endorsed by the Association of Teachers of Social Studies U.S.A. (1977:197). Since evaluation is multipurposed, it may rely on a variety of instruments and techniques. The instruments to be used will depend upon the specific objectives to be measured. It is the classroom teacher who has the primary responsibility for the selection of the evaluative device". It is not impossible that specific situations might call for a variety of evaluation depending upon the teacher's operational knowledge of the instruments and techniques of evaluation. Though not conclusive but the following instruments and techniques are commonly used for comprehensive evaluation:

For Cognitive Domain

I. Essay tests
II. Objective tests
III. Research papers
IV. Projects

For Affective Domain

I. Attitude Scales
II. Observation
III. Anecdotal records
IV. Work samples
V. Group discussion
VI. Checklist
VII. Interviews, Questionnaires

VIII. Opinion polls

IX. Open-ended questions

X. Role-playing

This study emphasizes the importance of evaluation because any continuous assessment in social studies which does not take the affective domain of knowledge into account has failed. It is equally important too that the higher levels of the cognitive domain be accounted for, to make the appraisal complete. Unfortunately, the records of the past activities of most of the practising teachers of social studies indicated that students continuous assessment was based solely on the lower levels of the cognitive domain.

It is hoped that this study will help these teachers to make their continuous assessment more comprehensive to ensure objectivity.

STUDENT TESTING AND TEACHER-MADE TESTS.

The teacher-made tests are still the most frequently used device for gathering evaluative data about students. Teacher-made tests vary from daily, and weekly quzzes to lengthy final examinations and constitute a major part of the evaluation programme. The frequent use and importance attached to teacher-made

tests by students, teachers and parents or guardians necessitates the proper construction and use of these data gathering devices.

Teacher-made tests cannot be overestimated as they fill the gaps which cannot be examined adequately by any externally-set examinations that have appeared yet. Hence Petersen (1961:446) noted, "No matter how refined and statistically sound standardised instruments might become, there will always be a need for teacher-made tests. Teacher-education programmes in the colleges and universities throughout the country offer courses to help future teachers and those in in-service to plan, to construct and to evaluate efficiently their own instruments." When the classroom teacher is exposed to this training, he will be in a position to identify some specific goals and social studies objectives, for instance, that are difficult to measure with the instruments used by the external examiners or evaluators. These areas would include critical thinking, interpersonal relations, values, appreciation and attitudes. This view was supported by Persen 11 (1961:466) when he writes, "No standardised tests of achievement can serve the needs and purposes of every local situation".

There are some basic factors that the teacher must be able to handle efficiently in the local needs that his profession calls him to fill. If his tests are to be good their construction must be based on sound techniques. There are many types of test questions for example, but it must be emphasized that the type to be used in a particular situation should grow out of the specific needs at the time the test is being prepared. The teacher needs to understand the concepts of validity - the extent to which a test does the job for which it is used and reliability - the event to which a test measures consistently what it does measure. He should be able to determine whether or not the items in his test enjoy some relative internal consistency.

A teacher, among other considerations, prepares tests for (a) to determine how well his pupils have learned what has been taught in order to assign marks and (b) to determine specific areas of weakness and strength in order to adjust his instruction to pupil needs. To become proficient in this important area of his work a teacher must be willing to expend the time and effort needed to develop item-writing skills. According to Durost (1962:37) "There are five main steps in the preparation and use of a teacher-made test. At every step, many important decisions

must be made, each affecting the usefulness of the final product. The steps are:

1. Determining what to measure.
2. Preparing the test.
3. Administering the test.
4. Scoring the test and
5. Interpreting the results of the test.

While many educators appreciate the idea of allowing teachers to become examiners of their pupils because they know them much better and because of the inadequacies of the externally-set examinations, there are seasoned expressed feelings concerning the possibility of sacrificing quality education or high standards for quantity education. As at now, no research has been done to appraise what standards are and what criteria, if any, were used for establishing them. But apart from these conjectures which have not been substantiated by any scientific findings some eminent educators have made some pertinent comments one of which is James F. Eggleston (1969:10) "In some other countries ..... it is accepted that the teacher is likely to know more about his pupils than an external examiner, and that he can provide more information about them than a necessarily short examination can hope to do.

He can also put his pupils in an order of merit more accurately than any examination. What he cannot do is to be sure that he is accurately assessing the standards of his own pupils in relation to those of other pupils in other schools; this requires either positive widely informed and responsible moderation or an external examination". The fears implicit in this statement is somehow mitigated by John F. Kerr (1969:16) under the heading: Moderation of teachers assessment; ... 'The third problem comprises those questions concerned with devising an accurate and reliable moderating instrument. If attainment can be defined in behavioural terms, that is, in terms of the skills and abilities which pupils are expected to have acquired, and the means can be found to communicate such descriptions so that all the teachers involved can with whatever guidance necessary, device methods of assessing those skills and abilities, there will remain the need to find an instrument capable of measuring the same skills and abilities across all (or a representative sample of all) the pupils from all the schools involved". In order to make the education or our students enjoy some measure of high esteem it would be necessary for the teachers in a locality to meet and device measuring instruments which would when applied give the students confidence in being able

to measure the skills and abilities tested with those pupils of other schools.

USING TEACHERS' OPINIONS IN EDUCATIONAL EVALUATION.

Teachers' opinions about measurement and evaluation are of considerable interest in their own right for the writer. Many educators have commented aptly in support of placing reliance on the teachers' opinions concerning the weaknesses and strengths of educational programmes. They are in a unique position to be able to ventilate their opinions, if sought, on the worthwhileness of an instructional material or an innovation. David A. Goshin (1967:49) says, "For one thing they (opinions) provide some direct evidence of the general sophistication of teachers about evaluation". Since teachers are responsible for implementing educational programmes, the successes and failures, relevance, adequacy, usability and suitability could be candidly commented upon by the classroom teacher. So whether it is a situation where schools are externally examined or where such a responsibility is borne by the teachers, it is clear that teachers' opinions carry much weight."

This explains why teachers in the schools recognised for the WASC Examinations are usually shocked when some brilliant students fail and mediocres pass and earn their certificates. Their opinions here run counter to the one-shot examination which is used to determine the future of many of our young ones.

Additionally, the methods designed to evaluate typical behaviours like interests, attitudes, and various aspects of personal-social adjustment are most essentially in the realm of value-judgement and as such teachers opinions are of paramount importance here. Gronlund (1971:16) observes, "Inadequacy of testing instruments in the field of typical behaviour has led to the wide use of interviews, questionnaires, anecdotal records, ratings and various other self-reports and observational techniques."

In most of the studies done and reported here the classroom teachers' opinions were drawn heavily upon because of their unique position in watching or causing behavioural changes to happen. Furthermore this premium was placed in their candid opinions because one would expect them to know more than anybody else about their students especially a casual observer. Their comments about the WAEC Examinations are crucial because

they are as much affected by the results of their students in their external papers as the students themselves. Their image or the school's reputation could be tarnished depending on the performances of their students in that examination which determines the future of so many learners. It certainly worries and angers them that many brilliant students' future hopes tied to a one-shot final examination could be and have been shattered.

Their opinions, therefore, as regards the merits and demerits of the WABC examination as compared and contrasted with measurement and evaluation appraisals have been found fairly dependable and for that reason the writer has given them some degree of credibility.

TEACHERS' ROLE IN EVALUATION

In the new social studies objectives and evaluation teachers have to concern themselves with not only what knowledge students acquired but how they acquired it. This is because the process of learning including inquiry and problem-solving skills have become important objectives and therefore require very careful continuous and comprehensive evaluation. This viewpoint is well illuminated by many eminent scholars and writers on evaluation and the classroom teacher who has gained much more

freedom than ever before to appraise teaching-learning process and their effectiveness.Philip E. Vernon (1968:229) says "When the teacher and the examiner are one and the same person, suitable questions or ideas for questions are likely to occur to him while he is conducting the work of the class. These should be noted down and filed; they will save him much time and effort when the examination has to be made up. No examiner should expect to be able to devise a complete test at one sitting."

Implicit in this quotation is thorough planning which involves specific aims as without defined goals the teacher's efforts will not yield much salutary result. If on the other hand the goals of instruction are clear-cut and accurate, means of determining progress are provided and the probability of a timely arrival at the goal is greatly increased. In other words the teacher's work must be for specific objectives which will in turn pave the way for effective evaluation. Hence the Teachers' Association of Social Studies (1976:198) says, "Once objectives have been decided upon methodology and evaluation can then be developed. The more precise the objectives the easier the evaluation task becomes. The trend in recent years has been

toward behaviourally stated objectives. This calls for the stating of instructional objectives in terms of pupil's behaviour that can readily be observed and measured." The teacher must device a mode of procedure in order to ensure effective social studies evaluation.

To make this a reality he must be concerned with the following pertinent questions:

1. What do I evaluate?
2. How do I evaluate?
3. When do I evaluate?
4. How do I use the results of my evaluation to improve learning and teaching?

The significance of planning is seen in making teaching-learning experience purposeful. This planning will lead the teacher to the next step of being in a position of preparedness to:

1. Identify the type of assessment that will yield the most comprehensive data. The type of instruments used will depend upon the nature and scope of the desired data. For educational objectives, for example, the following instruments can be used: attitude scale tests; observational checklist and open-ended questions.

2. Select or produce items which accurately represent the important teaching objectives. For example, evaluation tests designed for the measurement of attitudes or values must contain items which allow students to express their feelings.

3. Determine at which point during a lesson unit, the term, or the school year when a particular assessment technique and instrument will be used. Evalution should be considered prior to, and during an instructional unit, as well as after the completion of the unit.

In order to insure the effectiveness and flawlessness of an educational evaluation programme the Teachers Association for Social Studies (1976:p.200 New York) suggested: The effectiveness of any measuring be it a short-answer test, essay examination, attitude scale etc, depends upon its reliability, validity and employability.

The working knowledge of the planning for social studies teaching-learning processes coupled with the application of appropriate evaluative tools helps toward effective teaching. These techniques are still rare in our Grade II teachers colleges.

The reason is that we still lack specialist social studies teachers apart from the fact that the curriculum in use is not as flexible as to allow for innovation in teaching strategies and evaluative techniques.

CHAPTER III

DESIGN AND PROCEDURE

INTRODUCTION

The teaching-learning process for a course is chosen by the teacher and implemented by him. That the teaching technique is carefully chosen on the basis of the available facilities, human resources and information, is perhaps hardly disputable.

In this chapter an attempt was made to provide the background information for this study. To accomplish this, useful interactions were held with the social studies teachers in ten randomly selected post-primary institutions in the Oyi Local Government Area of Kwara State.

LOCATION OF THE STUDY

It was on the advice of the researcher's supervisor that this study which had been initially planned to take place in Kaduna State shifted to Kwara State. The suggestion to move the theatre of operation took into consideration not only the factor of time but also the possibility of the principals of the randomly selected schools in Kaduna State not cooperating with the researcher

without a directive of the State's Ministry of Education.

Thus taking into account the bureaucratic processes which could cause delay, the researcher headed for the Oyi Local Government Area of Kwara State where the following ten post-primary institutions were selected through randomization:

1. Titcomb College, Egbe - founded in 1950, a coed, Secondary School.
2. Egbe Girls College, Egbe - founded in 1966, Girls Sec. School.
3. St. Kizito's College, Isanlu - founded in 1964, a coed Sec. School.
4. Effo-Amuro College, Amuro, - founded in 1972, a coed Sec. School.
5. ESMO College, MOPA - founded in 1963, a coed Secondary School.
6. St. Augustine's College, Kabba - founded in 1958, Boys Sec. School.
7. St. Monica's College, Kabba - founded in 1962, Girls' Sec. School.
8. St. Barnabas College, Kabba - founded in 1960, a coed Sec. School.
9. Egbe Teacher's College, Egbe - founded in 1974, a coed Teachers' College.
10. Kabba Teachers' College, Kabba - dounded in 1956, a coed T.C.

THE INSTRUMENTS USED.

A two-pronged instrument was designed for the collection of data: A teacher-questionnaire for social studies was constructed. The questionnaires had two sections dealing with:

(a) the validity and comprehensiveness of the tests constructed by the social studies teachers.

(b) the desirability of complementing the traditional system of social studies examination with measurement and evaluation instruments and techniques.

The remainder of this chapter describes the design of each of the instruments, the sampling and the administration procedures used, as well as the techniques used for analysing the responses.

THE TEACHER-QUESTIONNAIRES

The teacher-questionnaires used in this study were constructed by the researcher under the supervision of the head of social studies section in the Department of Education, A.B.U., Zaria.

The items were produced in large numbers before the prunning exercise which reduced them from one hundred to fifteen. In addition to the supervisor, the drafts of the original, "teacher-questionnaires were submitted to three social studies experts in Ahmadu Bello University for their validation. Their comments and criticisms helped towards the final draft of the 'teacher-questionnaires.' These steps were taken to ensure the content validity of my instruments in compliance with Bloom's principle for establishing validity (1974: 67).

SAMPLING AND ADMINISTRATION.

To obtain the necessary information, the researcher personally went to seek the permission of the principals of the schools listed. As a colleague, the permission sought was quickly given. But as a result of insufficient information about the nation-wide teachers' industrial action, the time chosen for the administration of the questionnaire was ill-timed. Before the writer left the campus, all the competent sources of information gave the impression that it was the primary school teachers alone that were concerned with the trade dispute. It never dawned on the investigator that the industrial action was effectively participated in by both primary and post-primary institutions. The teachers downed their chalk. In some schools no teachers were seen at all to conduct their pupils' terminal examinations. Only their pupils were seen and they engaged themselves in games. In most schools, the headmasters and the principals were around to maintain skeleton administrative services. Some of these schools' heads were castigated by their teachers according to the degree of their attitude and comformity to the "Nigerian Union of Teachers" order that all schools should remain closed until further directives. Others were hailed as heroes and champions of the action taken to redress their grievances and hasten the pace of the teachers'

harmonization of salary grades and fringe benefits.

The difficulty which the writer faced in such a situation was trying to know where and when it was prudent to contact the teachers through their principals and where it was unwise. He (writer) had to be patient and cautious in making his approach in each school. In the schools, for example, where the principals were called names because of their apparent disloyalty, all directives issued by those heads were ignored by their staff. There were two occasions when the investigator fell a victim because for want of accurate information he made his approaches through the principals. But apart from those two incidents, the writer did not face any major hostility. He made his contacts essentially in line with the social climate prevailing in each of the chosen schools.

As unpunctuality to and irregularity at school became marks of compliance to the 'NUT' order by the teachers, the researcher had to pay visits to the social studies teachers in their houses. These visits paid off very well. The teachers concerned showed enthusiasm which perhaps would not have been the case if the writer had contacted them in the school.

The respondents were asked to complete the questionnaires as best they could and should not post their completed scripts but

retain them for the writer's personal collection. But surprisingly despite all the assurances given during the contacts, a large number of the teachers did not submit their completed sheets. At the end the investigator succeeded in collecting fifteen (15) completed scripts out of a total of thirty (30) copies distributed. Besides the industrial action going on the researcher is of the opinion that the defaulting teachers were apparently noncommital because:

1. Many of them were by professional training Historians or Geographers.
2. Some of the teachers said that they did not like teaching social studies because of its heavy involvement in wide reading and objective testing.
3. Furthermore some of the teachers said that they did not like the idea of being forced to teach a subject in which they had little or no background rearing and especially in the absence of good textbooks.

It was on these grounds among other reasons perhaps, that they felt themselves justified for not filling the teacher-questionnaires given to them.

PROCEDURE FOR ANALYSING RESPONSE FOR THE TEACHER-QUESTIONNAIRE.

To obtain information on the two criteria for each of the fifteen (15) statements on the teacher-made social studies tests, would have required constructing very lengthy questionnaires, which would have taken the teachers too long to complete. In order to produce teacher-questionnaires that were concise, two themes were randomly selected from test validating instruments. The resulting questionnaires contained eight and seven statements respectively. The teachers were asked to repond on five point and four point scales.

SECTION A. TEACHER-QUESTIONNAIRE

QUESTIONS (5-12)

1. Definitely Satisfactory
2. Probably Satisfactory
3. Probably not Satisfactory
4. Definitely not Satisfactory
5. I do not know.

SECTION B. TEACHER-QUESTIONNAIRES

QUESTIONS (13-19)

1.	This change is not needed or planned
2.	This change is needed but is not planned
3.	This change is planned but is not needed
4.	This change is both needed and planned.

The questionnaires in Section 'A' needed two types of responses: 'Positive' and 'Negative'. This procedure was adopted to encourage care and frankness in the respondents. Perhaps if all the statements were 'Positive', the teachers who had wished to save time might have marked the same responses for all the statements without reading them thoroughly. By incorporating 'Negative' statements, it was hoped the teachers would take time to go over all the statements and respond consistently.

For each of the statements, responses were computed by "addition" and "Percentage". By this calculation it was possible to know the significance of:

(a) each respondent's agreement,

(b) each respondent's disagreement,

(c) all the respondent's collective agreement, and

(d) all the respondent's collective disagreement.

For both "Positive" and "Negative" statements the minimum score is "1" and the maximum is '8'. In percentage terms "1" raw score represents 12.5%, while the "8" raw score represents 100%. In each case the weighted values could mean that the criterion of agreement was present to a low or high level.

In order to calculate the significance of agreement or disagreement all the raw scores of the fifteen (15) respondents were written down individually and then totalled up. These were expressed as raw scores from the maximum number of 120 for Section A and from 105 for Section B. From the total marks scored, the total percentage was computed.

To assess the low or high agreement or disagreement of each respondent, their raw scores were expressed as fraction of the maximum number scoreable multiplied by one hundred.

The significance of teacher-response is rendered in Table 01. This table summarises the ratings of all the teachers on:

(a) the validity of teacher-made social studies tests, and

(b) the desirability of teacher-made social studies tests incorporating the tools and techniques of measurement and evaluation.

The totals of the raw scores of both "Negative" and "Positive" statements give a cursory picture of low or high agreement and disagreement.

TABLE 01

FORMAT OF TABULATED TEACHERS RESPONSES E.G. AGREEMENT AND DISAGREEMENT

15 SUBJECTS

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Raw Scores	4	5	4	3	7	4	5	5	5	6	5	4	5	5	7	76/120
%	50	62.25	50	37.5	87.5	50	62.25	62.251	62.25	75	62.25	50	62.25	62.25	82.5	61.7
Raw Score	4	3	4	5	1	4	3	3	2	3	3	4	3	3	1	46/120
%	50	37.5	50	62.5	12.5	50	37.5	37.5	37.5	25	37.5	50	37.5	37.5	12.5	38.33

B

15 RESPONDENTS

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Raw Score	3	1	2	4	1	6	1	3	3	0	3	1	3	2	2	35
%	47.8	14.2	28.5	58	14.2	85.7	14.2	42.8	42.8	0	42.8	14.2	42.8	28.5	28.5	33.3%
Raw Score	4	6	5	3	6	1	6	4	4	7	4	6	4	5	5	70
%	57	85.7	71.4	42.8	85.7	14.2	87.7	57.1	57.1	100	37.1	85.7	57.1	71.4	71.4	66.7%

CHAPTER IV

SOCIAL STUDIES TEACHERS QUESTIONNAIRE RESULTS AND ANALYSIS.

This chapter contains the results of the social studies teachers questionnaires on (a) teacher-made tests and (b) the need to complement the existing traditional methods of testing social studies by making evaluation tools and techniques more varied, continuous and comprehensive. Each table features the reactions of each respondent under the captions, "positive" and "negative" presented in percentage.

Each table has a summary at the end which serves as a preview to the subsequent summaries, interpretations and discussions.

RESULTS OF THE TEACHERS' QUESTIONNAIRE ON TEACHER-MADE TESTS.

RESPONSE ANALYSIS:

There are 15 respondents and eight questions in Section A and seven in B. The minimum score possible is "1" and the maximum possible score is 8.

In the section (a) of the questionnaire there are two types of responses: "positive" and "negative" responses. These two

responses have been computed by 'addition' and "percentage" in order to illustrate the degree of each respondent's agreement or disagreement as well as show the extent to which a homogeneous group that have been constituted in the table of analysis demonstrate agreement or disagreement.

TABLE I. REACTIONS OF THE 15 RESPONDENTS:

This table shows that unanimity on the positive side ranges from 4 to 7 scores out of a minimum of "I" score and a maximum of 8 raw scores. Out of the 15 respondents, only one respondent gave a low positive response of '3' or 37.5% and a negative response of '5' or 62.5%. In other words there is a disagreement of 1 out of 15 respondents. This represents 1/15 or 6⅔% disagreement and the agreement represents 14/15 or 93.3%.

B. When both the "positive" and the "negative" scores are compared collectively, the differences in terms of the total scores of 46 "negative" and 76 "positive" is still very encouraging. The percentages of 38.33% "negative" and 61.67% "positive" show a high positive response also.

These figures indicate that those teaching social studies realise that the teacher-made tests leave much to be desired in terms of their lack of reliability, validity, comprehensiveness, clarity and objectivity as indicated in the opinionnaires given to these teachers.

Table 1.B.

In table (B) where the teachers were asked to state their feelings whether they favoured a change in the present system of testing social studies, they disagreed sharply. They were shown a sample of how a model of measurement and evaluation should be in order to ensure that the various levels of knowledge including the learners' personality traits were measured and evaluated before they were told to attempt the seven questions.

Results:

Of the 15 respondents, only one respondent was in favour of the change by recording a highly positive response total of '6' out of "7" possible score. In other words he recorded an agreement of 85.9%. The group as a whole registered a low appreciation or high disagreement of "70" out of 105 or a percentage of 66.7% disapproved.

Possible Reasons:

It is not impossible that these teachers' backgrounds could have affected their decisions. Out of the 15 respondents,

only one of them had received pre-serve training in social studies. The rest have history and geography backgrounds (seven historians and seven geographers).

Apart from the background factor, one might be right in suggesting that teachers would not like to involve themselves in an innovation that look too demanding. Measurement and evaluation consume much time in terms of item-drawing and more especially when the teacher has to include personality evaluation in his testing. Furthermore these teachers might not have had the opportunity of attending social studies seminars, workshops, ref_resher courses and re-orientation courses. They therefore felt that there was no need to give social studies different attention other than that which they gave to history or geography. Since there are so many questions which this writer cannot answer here, there is a need for further research to find out why the teachers of social studies in the Oyi Local Government Area of Kwara State, should be so positive in their unanimous rejection of a more comprehensive and varied evaluative tools and instruments.

Table 2. Graduate Teachers Teaching Social Studies:

Of the 15 respondents, 10 were graduates. They represent 66.7% of the respondents. They reactod agreably to the section 'A' of the opiniomaire which decried the teacher-made tests with 3 of the 7 respondents making a mean score of "4" points each out of "8" points possible score while two respondents scored "7" points each or 87.5%. On the whole the group gave a positive response that much was wrong with the teacher-made tests of (65%).

But their response to the 'B' section as regards the need for introducing new types of evaluation they all gave a low agreement of 34.3%. Respondent number 6 oven gave a "zero" score for the innovation while two other respondents gave the minimum score possible of "1" which represents 14.9%. The writer feels that some of the reasons might be traceable to most of those given to explain the impact and implications of a teacher's educational background mentioned above. But it is not impossible too that they did not understand the question or they did not answer them frankly and candidly as they were enjoined.

The reasons for this low response calls further research which is beyond this present study.

Table 3. The N.C.E. Graduates Teaching Social Studies:

The N.C.E. teachers represent ⅓ of the social studies teachers tested. Their reactions to the Section "A" of the teachers questionnaire indicate a collective disagreement of 52.5% as against their positive response of 47.5%. Their disagreement is not very high from their agreement as was the case with the graduate teachers. On the individual basis, the pattern reflects modest support as it was only one respondent that registered a "positive" response of 62.5% while the four others recorded no more than 50%. Their pattern of disagreement shows two respondents scoring 62.5% and two others 50% with only one person below.

GRADUATES AND N.C.E.'S RESULTS COMPARED.

Both individually and collectively the graduates seem to be more consistent in either agreeing or disagreeing with the two parts of the teachers' questionnaires than the N.C.E.s. The relevant figures are shown in the table.

The reason for their consistency could be because of (a) educational maturity and (b) teaching experience and (c) interest in reading and exposure to new ideas and so on.

Table 4. Geography Teachers Teaching Social Studies:

The highlights of the responses of the geography teachers are as follows: (a) Out of the seven teachers one disagreed with section "A". This respondent made a score of 37.5% (b) One respondent gave a positive response of 87.5% while two other respondents scored 62.5% each (c) Collectively they gave an agreement response of 57.1%. Their reactions for this section could be considered favourable.

Section B.

But a look at Section "B" shows a much more consistent individual and collective rejection of the scheme. For instance out of the seven teachers (geographers) only two were favourably inclined toward the innovation while about 71.1% were opposed to it. On the whole they recorded a rejection score of 61.2%.

Table 5. Social Studies Teacher:

His reactions to section "A" indicates a 50-50 agreement and disagreement. There was only one teacher trained in social studies. But as regards Section "B" he very strongly objected to the introduction of any new comprehensive evaluative techniques. His scores are 28.5% positive and 71.5% negative.

One would have expected his response to be favourable. It cannot be ruled out therefore that something must have gone wrong. Could it be that the questions were misunderstood? Or could it be that as the teachers were in their industrial action against the government their composure, was affected somehow? Perhaps a research at some other favourable time might reveal some interesting things that remain beyond this research to explain.

Table 6: History Graduates Teaching Social Studies:

The history teachers like the geographers recorded a high positive acceptance of the complaints made against the teacher-made tests. Of the seven teachers six gave agreement scores ranging from 50% to 87.5%. Collectively, they were more positive than the geographers as they scored a "positive" 60.7% while the geographers scored 57.1%.

As regards section "B" their rejection score was again higher than that of the geographers: Historians 67.3% vs geographers 61.2%. But their positiveness was not as significant as what was recorded by the social studies specialist - 71.5.

It is interesting to note that all the seven "historians" gave uniformly disagreement scores to the innovation and reacted

similarly in registering rejection scores (16 positive to 33 negative out of 49) which in percentage terms are positive 37.7 and negative 67.3.

So far, the historians are the only group that have shown this type of uniform rejection. The researcher feels that this is an interesting issue which requires further investigations.

Table 7: Teachers Whose Ages Range from 30-40 Years:

The teachers whose ages are between 30-40 are nine out of the fifteen teachers interviewed. Of these nine teachers only one rendered low positive score of 37.5% for the complaints about the teacher-made tests. The rest were positive in their reactions with scores ranging from 50% to 75% and a collective positive reaction of 55.6%. Their reaction is therefore, fairly consistent.

But with reference to section 'B' they were not so consistent. For instance, of the nine teachers only two were in favour of the suggested testing improvements. One respondent gave a vehement support of 85.7% while another person in the group gave 0% support. Collectively they all rejected the introduction of new evaluative tools and techniques with a no verdict of 65.1%.

One might be tempted in tracing their decision to lack of educational maturity and experience. This fact is borne out by the

fairly important differences shown between their scores and those of the teachers aged above 41 years as will be shown subsequently.

Table 8: Social Studies Teachers Aged above 41 Years.

These were six in number. They all uniformly reacted very positively to the criticisms levelled against the teacher-made tests. Individually their scores ranged from 62.5% to 87.5%. And collectively their reaction of 70.8% agreement is impressive.

But surprisingly, like the history teachers, they also unfformly individually and collectively rejected the introduction of measurement and evaluation with a score of 69.1%. Compared with the younger teachers, they showed much more impressive consistency either in accepting complaints against the teacher-made tests or in rejecting the suggested testing innovations. One might ascribe this uniformity to a number of reasons among which might be cautiousness which comes with age as well as environment and professional attitudes which have accumulated over the years.

Discussion :

The foregoing reveal so many things which could have been taken for granted. A few of the highlights of the findings are (a) that the social studies teachers in the Oyi Local Government area of Kwara State appreciate that the teacher-made tests have flaws

(b) that they are strongly against the introduction of a new system of measurement and evaluation to implement the traditional examination system (c) that of the 15 teachers teaching social studies in the selected schools in the Oyi Local Government Area only one was an N.Y.S.C. (d) that the personal interviews that the writer had with most of these teachers helped to reveal that these teachers had not had any pre-service social studies re-orientation course (e) that apart from officially introducing social studies from above nothing has been done to improve its teaching and testing and finally (f) that only two of the post-primary institutions in which the opinionnaires were conducted were Grade II Teachers - colleges, the rest were secondary schools. That the teachers' attitude seemed to reflect their view of the WAEC.

Recommendations:

The writer is of the opinion that since the teachers were mostly appreciative of the flaws implicit in the teacher-made tests as shown by their positive reaction to Section 'A' of the teachers' questionnaire, there is an encouragement for a take-off. But the schools that need be affected immediately and effectively are the Grade II teachers' colleges whose products are going to handle the teaching of social studies programme in the primary schools. It is for them that this study was designed. But the difficulty is

that these colleges are staffed with teachers whose educational backgrounds are either History or Geography. These are not very keen on changes which are considered radical or sweeping. Nevertheless, the few social studies graduates that are produced by the ABU, Zaria should be posted to the teachers' colleges.

2. The teachers of social studies in the Teachers' Colleges should be re-trained through seminars, in-service and workshops.

3. There should be efforts directed towards the provision of suitable textbooks and adequate instructional teaching-aids.

4. Curriculum should be more flexible in the teachers' colleges to give teachers more freedom for innovation.

Introduction of Measurement and Evaluation For The Grade II Teachers' Colleges Social Studies:

The writer feels that the above conditions are necessary for the successful implementation of measurement and evaluation. But before their viable existence it is necessary to plan ahead of time so that implementation will not suffer as a result of lack of facilities. This study therefore is an attempt to design a programme in anticipation of what the trainers of teachers will use together with those being trained when the Grade II teachers are

being trained by social studies specialists.

The following programme which is designed by the writer shows what the trainer of teachers should do to make his measurement and evaluation more varied, continuous and comprehensive. The writer believes that teacher-made tests need be implemented and not discarded. They are criticised on the grounds that they are not encompassing enough in terms of content coverage as well as personality testing. These aspects are covered precisely by the programme which the writer has here for the guide of the trainers of teachers as well as the trainees themselves.

TEACHERS' QUESTIONNAIRE

We would greatly appreciate your cooperation in completing the following questionnaire concerning your experiences with testing. We hope that you will be entirely candid in your answers to these questions.

Name of School ----------

Town ---------- Date ----------

State ----------

DIRECTIONS:

Please answer each question as accurately and as frankly as possible. Choose the one best answer for each question. This is not a test. There are no wrong or right answers. This is a measure of how you feel about something. You will not have to put your name on the paper.

YOUR BACKGROUND

1. SEX

( )1. Male

( )2. Female

2. AGE

( )1. 25 or Under

( )2. 26 - 30

( )3. 31 - 35

( )4. 36 - 40

( )5. 41 - 45

( )6. 46 - 50

( )7. Over 51

3. GREATEST AMOUNT OF EDUCATION COMPLETED.

( )1. Teachers' Grade II Certificate

( )2. Teachers' Grade I Certificate

( )3. Diploma in Education Certificate

( )4. N.C.E. Certificate

( )5. Bachelors Degree B.A. Ed. ---------- BA/B.Sc. ----------

( )6. Others (Specify) ----------

4. WHAT WAS YOUR MAJOR AREA OF SPECIALIZATION?

( )1. History

( )2. Geography

( )3. Social Studies

( )4. Other (Specify) ----------

Use the following Scale in Answering Questions (5 - 12)

1. Definitely satisfactory
2. Probably satisfactory
3. Probably not satisfactory
4. Definitely not satisfactory
5. I don't know

For questions (5 - 12) write in the parentheses at the left of each question the number of the statement in the scale given above that best expresses your answer to the question.

5.( ) How valid do you feel the teacher-made tests are for measuring students' intellectual ability?

6.( ) How reliable are the teacher-made tests for measuring personality traits?

7.( ) How reliable are the teacher-made social studies examinations for content consistency?

8.( ) How adequate are the teacher-made social studies tests for item discrimination among the good, the average and the poor students?

9.( ) How dependable are the teacher-made social studies tests for indicating teaching-learning effectiveness?

10.( ) How valid are the teacher-made social studies test items in terms of content coverage?

11.( ) How adequate are the teacher-made social studies test items in terms of measuring more than the lower levels of knowledge?

12.( ) How reliable are the teacher-made social studies questions in terms of objective-test items relationship?

Use the following scale for answering questions: (13 - 19).

1. This change <u>is not</u> needed or planned.
2. This change <u>is</u> needed but <u>is not</u> planned.
3. This change <u>is</u> planned but <u>is not</u> needed.
4. This change <u>is both</u> needed and planned.

For questions (13 - 19) write in the parentheses the number of the statement in the scale above that best indicates your reaction to each change suggested in your school's social studies programme.

13.( ) To introduce objective tests for measuring and evaluating social studies outcomes.

14.( ) To introduce attitude scale testing into social studies.

15.( ) To improve the processing and reporting of social studies test results to pupils and parents.

16.( ) To improve the instructional effectiveness of social studies.

17.( ) To ensure that evaluation of social studies is varied, continuous and comprehensive.

18.( ) To ensure that it is objectives that dictate what evaluative tools and techniques should be.

19.( ) To base social studies evaluation upon both measurement and non-measurement evaluation instruments and techniques.

20.( ) To make some other change

(Specify) _____

Thank you for your cooperation.

SOCIAL STUDIES QUESTIONS TO JUSTIFY THE FEASIBILITY OF NEW COMPREHENSIVE EVALUATIVE INSTRUMENTS AND TECHNIQUES

1. Is it possible to assess students' progress toward the attainment of the goals of your social studies programme by using the essay-type questions alone?
2. Are all the social studies goals and objectives open to such a narrow testing range of the evaluative instruments that you are used to?
3. Do you make an effort to directly evaluate the full range of your social studies objectives by spreading your questions over the six levels of Bloom's taxonomy?
4. How many different evaluation techniques do you employ to gather evidence of pupils?
5. Do you conduct social studies evaluation for any other purposes besides determining marks? What are they?
6. Do you solicit evaluation ideas from pupils or encourage them to engage in self-evaluation?
7. How varied and continuous are your tests or other assignments?
   (b) Precisely what do they require of pupils?

8. Do you feel it is necessary for the social studies teacher to evaluate the "nonmeasurable" outcomes of social studies objectives? Why or Why not?
9. How rigorously do you analyse your tests and other evaluative procedures to determine their validity?
10. Do you consider your methods of evaluation in the context of your planning for teaching or are they considered separately from instructional planning?
11. How can you adequately evaluate the "new" social studies with old evaluation procedures? (This or number one overleaf)

Objective: This is not to suggest that 'old' techniques need to be discarded, but rather that they need to be supplemented in order to assess progress toward a changed and expanded set of objectives or goals for the country's social studies.

Raw Scores P and N

Table 1

Raw Scores and Percentages of both 'Positive' and 'Negative' Responses of the 15 subjects:

A. 15 RESPONDENTS

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Raw Score	4	5	4	3	7	4	5	5	5	6	5	4	5	5	7	76/120
% P.	50%	62.5	50%	37.5	87.5	50%	62.5	62.5	62.5	75%	62.5	50%	62.5%	62.5%	87.5%	61.6%
Raw Score No.	4	3	4	5	1	4	3	3	3	2	3	4	3	3	1	46/120
% N.	50%	37.5%	50%	62.5%	62.5	50%	37.5%	37.5%	37.5%	25%	37.5%	50%	37.5	37.5%	12.5%	38.3%

B. 15 RESPONDENTS

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total No-
Raw Scores P.	3	1	2	4	1	6	1	3	3	0	3	1	3	2	2	35 105
% P.	42.8%	14.2%	28.5%	50%	14.2%	85.7	14.2	42.8	42.8	0%	42.8%	14.2	42.8%	28.5	28.2	33.3%
Raw Scores N.	4	6	5	3	6	1	6	4	4	7	4	6	4	5	5	70 1(
% N.	57.1	85.7	71.4	42.8	85.7	57.1	57.1	100	57.1	100	57.1	85.7	57.1	71.4	71.4	66.7%

Table 2. GRADUATE TEACHERS TEACHING SOCIAL STUDIES

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total P...
Raw Scores P.	7	5	5	4	5	6	5	4	7	4						52 80
% P.	87.5	62.5	62.5	50%	62.5	75	62.5	50	87.5	50%						65% Posi...
Raw Scores N.	1	3	3	4	3	2	3	4	1	4						28
% N.	12.5	37.5	37.5	50	37.5	28.5	37.5	50%	12.5	50%						35% Ne...

B. 10 GRADUATE SOCIAL STUDIES TEACHERS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total Mar...
Raw Score P.	2	2	3	1	3	0	3	6	1	3						24 70
% P.	28.5	28.5	42.8	14.2	42.8	0%	42.8	85.7	14.2	42.8						34.3%
Raw Score N.	5	5	4	6	4	7	7	1	6	4						46 70
% N.	71.4	71.5	57.1	85.7	57.1	100	57.1	14.2	85.7	57.1						65.7%

A. 5 N.C.E. GRADUATES TEACHING SOCIAL STUDIES Table 3.

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Raw Scores P.	5	4	3	3	4											19 40
% P.	62.5	50%	37.5	37.5	50%											47.5%
Raw Scores N.	3	4	5	5	4											21
% N.	37.5	50%	62.5	62.5	50%											52.5%

B. 5 N.C.E. GRADUATES TEACHING SOCIAL STUDIES

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total N
Raw Scores P.	1	2	4	1	1											9 35
% P.	12.5	28.5	57.1	12.5	12.5											25.7%
Raw Scores N.	6	5	3	6	6											26 35
% N.	85.7	71.4	42.8	85.7	85.7											74.3%

Table 4.

A. GEOGRAPHY GRADUATES TEACHING SOCIAL STUDIES

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total	Max
Raw Scores P.	4	7	3	4	5											32	56
% P.	50%	87.5	37.5	50%	62.5	50%	62.5									57.1%	
Raw Scores N.	4	1	5	4	3	4	3									24	56
% N.	50%	12.5	62.5	50%	37.5	50%	37.5									42.9%	

B. 7 GEOGRAPHY TEACHERS TEACHING SOCIAL STUDIES

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total	Max
Raw Scores P.	6	1	4	2	1	3	2									19	49
% P.	85.7	12.5	57.1	28.5	12.5	42.8	28.5									38.8%	
Raw Scores N.	1	6	3	5	6	4	5									30	
% N..	12.5	85.7	42.8	71.4	85.7	57.1	71.4									61.2%	

Table 5. SOCIAL STUDIES TEACHERS WHOSE AGES RANGE FROM 30 - 40 YEARS

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Raw Scores P.	6	5	4	5	4	3	5	4	4							40 72
% P.	75	62.5	50%	62.5	50%	37.5	62.5	50%	50%							55.6%
Raw Scores N.	2	3	4	3	4	5	3	4	4							32 72
% N.	25	37.5	50%	37.5	50%	62.5	37.5	50%	50%							44.4%

TEACHERS WHO AGES RANGE FROM 30 - 40 YEARS

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total No
Raw Scores P.	0	1	6	3	1	4	2	3	2							22 63
% P.	0	14.3	85.7	42.9	14.3	57.1	28.5	42.3	28.5							34.9
Raw Scores N.	7	6	1	4	6	3	5	4	5							41 63
% N.	100	85.7	14.3	57.1	87.7	42.9	71.5	57.7	71.7							65.1

Table 6. SOCIAL STUDIES TEACHERS WITH AGES ABOVE 41 YEARS

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total M
Raw Scores P.	7	5	5	5	7	5										34 48
% P.	87.5	62.5	62.5	62.5	87.5	62.5										70.8
Raw Scores N.	1	3	3	3	1	3										14 48
% N.	12.5	37.5	37.5	37.5	12.5	37.5										29.2

SOCIAL STUDIES TEACHERS WITH AGES ABOVE 41 YEARS

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total Max
Raw Scores P.	2	3	1	3	1	3										13 42
% P.	28.5	42.3	14.3	42.9	14.3	43.9										30.9%
Raw Scores N.	5	4	6	4	6	4										29 42
% N.	71.5	57.7	87.7	57.1	87.7	57.1										69.1%

1 GRADUATE SOCIAL STUDIES SPECIALIST Table 7.

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total	Max
Raw Score P.	4															4	8
% P.	50															50%	
Raw Score N.	4															4	8
% N.	50															50%	

1 GRADUATE SOCIAL STUDIES SPECIALIST

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total	Max
Raw Score P.	2															2	7
% P.	28.5															28.5%	
Raw Score N.	5															5	7
% N.	71.5															71.5%	

Table 8. 7 HISTORY GRADUATES TEACHING SOCIAL STUDIES

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total	Max
Raw Scores P.	4	7	5	3	5	5	5									34	56
% P.	50%	87.5	62.5	37.5	62.5	62.5	62.5									60.7%	
Raw Scores N.	4	1	3	5	3	3	3									22	56
% N.	50%	12.5	37.5	62.5	37.5	37.5	37.5									39.3%	

7 HISTORY GRADUATES TEACHING SOCIAL STUDIES

RESPONDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	To-tal	Max
Raw Scores P.	1	2	3	1	3	3	3									16	49
% P.	14.3	28.5	42.9	14.3	42.9	42.9	42.9									32.7%	
Raw Scores N.	6	5	4	6	4	4	4									33	49
% N.	85.7	71.5	57.1	85.7	57.1	57.1	57.1									67.3%	

SUGGESTED TYPES OF EVALUATION FOR GRADE II TEACHERS' SOCIAL STUDIES PROGRAMME.

A. ITEMS TO MEASURE THE COGNITIVE THINKING PROCESSES - THESE ARE TAKEN FROM THE GRADE II SYLLABUS:

We will assume that objectives have already been prepared and a content outline developed and that the teacher-evaluator is ready to construct essay-tests.

TO TEST THE UNIT (A) HEADING

Essay items will be subdivided, for presentation purpose only, into six levels of thinking processes.

The following are examples Year I syllabus: knowledge and comprehension level evaluation:

TOPIC: Arable farming development and problems.

1. KNOWLEDGE LEVEL QUESTIONS:

   1. (a) Identify five major factors that gave rise to the development of arable farming.

   2. (a) List four important problems that make arable farming difficult in your locality.

   3. (a) Write three points about what the government can do to help make farming an attractive occupation for school leavers.

(a) COMPREHENSION LEVEL QUESTIONS:

4(a) Explain, in brief, why the type of farming done in the delta area of Nigeria is different from the type of farming in Kwara State.

5(a) Constrast the types of crops grown in Ondo State and those grown in Sokoto State.

Year II. Syllabus Knowledge and Comprehension Level Education:

Topic: Government Units in Nigeria.

Knowledge Level Questions:

1. Explain in your own words the statement, "each state is an arm of the Federal Government.

2. Compare and contrast the powers of the state and those of the Local Government Authority.

B. ITEMS THAT MEASURE THINKING SKILLS UP TO THE HIGHER COGNITIVE AREAS.

Year III.

Topic: Social Services: Application Level Evaluation.

Application Level Questions:

1. Give an outline which illustrates the relative importance of any two of the following social service institutions to the community.

(a) Hospital

(b) School

(c) Post Office

(d) Bank

2. Gather the necessary information and be prepared to present a public hearing on the topic: "The importance of the hospital to a community."

Year IV Syllabus:

Topic: Man's Psychological needs: Application Level Evaluation.

Application Level Questions:

1. From your knowledge of social services to our fellow human beings, explain how you would treat and enhance the confidence of a fearful friend.

Year IV: Syllabus: Analysis Level Evaluation.

Topic: Adjusting to Social Changes: Analysis Level Questions:

1. What data support the notion that man is very adaptable by nature?

2. Analyse two important changes that the military regime has brought to Nigeria.

3. Assess their economic and social implications on the country.

Year V Syllabus: Synthesis Level Evaluation.

Topic: Agricultural Resources: Synthesis Level Questions:

1. What would happen in the 1980's if Nigeria were to succeed in (a) mechanising her agriculture or (b) fail to mechanise her agriculture?
2. What are the possible courses of action for agrarian revolution in Nigeria when farming is so unpopular with the school leavers?

Year V Syllabus: Evaluation Level Evaluation.

Topic: Agricultural Resources: Evaluation Level Questions:

1. Would you prefer mechanised farming to the traditional system? Why?
2. Which of the problems facing our agrarian revolution would you consider as (a) the most important (b) the least important? (c) give reasons for your answers.
3. OBJECTIVE TESTS

Objective tests are evaluation measures constructed so that respondents working in-dependently will arrive at the same or essentially the same scores for a given performance. They include: True or False, matching, completion, and multiple-type questions.

Here we give examples of questions written at various levels of thinking.

MULTIPLE CHOICE:

Year I Syllabus: Knowledge Level Evaluation.

Topic: Arable farming development and problems. Knowledge Level Questions:

1. Which of the following implements is most essential to mechanised farming:
   (a) Hoe
   (b) Plough
   (c) Grader
   (d) Tractor
   (e) (b) and (d) of the above.
2. About what proportion of the population of the Nigerians is living on farms?
   (a) 5%
   (b) 20%
   (c) 50%
   (d) 80%
   (e) 90%
   (f) None of the above.

MULTIPLE CHOICE:

Year II Syllabus: Comprehension Level Evaluation.

Topic: Government Units in Nigeria Comprehension Level Questions:

1. As the Federal Military Government wanted developments to get to the grass-roots of the society it quickly adopted:
   (a) Unitary system of government.
   (b) Federal system of government.
   (c) Confederal system of government.
   (d) Monarchical system of government.
   (e) All of the above.

Year III Syllabus: Application Level of Evaluation.

Topic: Social Services: Application Level Questions:

1. If you were looking for aid for an invalid who has lost his parents in a motor accident you would appeal to:
   (a) Post Office
   (b) School
   (c) Bank
   (d) Hospital
   (e) (a) and (c) of the above.

Year IV Syllabus: Analysis Level Evaluation.

Topic: Man's Psychological Needs. Analysis Level Questions:

1. A professional man deprived of these basic needs (a) association (b) job security (c) job satisfaction (d) Seen but not heard (e) always openly bullied will be:
   (a) very productive
   (b) least productive
   (c) extremely happy
   (d) exhibit fertile ideas
   (e) all of the above.

Year V Syllabus: Analysis Level Evaluation.

Topic: Agricultural Resources: Analysis Level Questions:

1. Some agricultural experts are quoted as saying that agrarian revolution has not taken-off in Nigeria because of:
   (a) Lack of fertilizers
   (b) Lack of capital investment
   (c) Land tenure system
   (d) Lack of wholesome attitude of farmers to agricultural modernization.
   (e) None of the above.

Year IV Syllabus: Synthesis Level Evaluation.

Topic: Man's Psychological Needs: Synthesis Level Questions:

1. To insure maximum productivity the solution lies with management in providing good industrial relations like:
   (a) Free association of workers
   (b) Informal groups
   (c) Isolation of workers
   (d) Freedom of expression
   (e) Number (c) of the above.

Year V Syllabus Evaluation Level Evaluation.

Topic: Agricultural Resources:

Evaluation Level Questions:

The Federal Military Government has been criticised for training agriculturalists who spend most of their time going over files and newspapers in their offices. The critics felt that training should be given to the actual farmers. But the government realises that most of our farmers are illiterates to whom research findings are meaningless. What would you advise the government to do?

(a) Close all agricultural research centres.
(b) Give the farmers rudimentary training in agricultural techniques.
(c) Open more agro-service centres for farmers.
(d) Make agriculture compulsory in all our schools.

(e) Only number (a) above solves the problem.

4. TRUE OR FALSE: OTHER LEVELS OF THINKING.

All the foregoing are examples for the multiple-choice measurement and evaluation devices. In order to make evaluation varied and comprehensive the following are illustrative examples:

Year I Syllabus: Knowledge level evaluation:

Topic: Causes of food shortage and their solutions.

Knowledge Level Questions:

Directions: Read each of the following statements. If the statement is true, circle the "T". If the statement is false, circle the "F".

T F 1. Poor weather is the only cause of food shortage

T F 2. Lack of storage facility is the only cause of food shortage.

T F 3. Mechanised farming is the solution

T F 4. All of the above.

Year II Syllabus: Knowledge Level Evaluation.

Topic: Education: Traditional and Modern.Knowledge Level Questions.

Directions: Read each of the following statements. If the statement is true, circle the "T". If the statement is false circle the "F".

T F 1. Traditional and modern education are the same thing.

T F 2. Anybody who receives one does not need the other.

T F 3. The two are different.

5. MATCHING OR COMPLETION

Year III Syllabus: Knowledge Level Evaluation.

Topic: Nigeria's Neighbours: Knowledge Level Questions:

Directions: Read the following statements and select the best answer that expresses the most appropriate statement for completing the following stem:

Nigeria's neighboursin the West is _____? and in the East is _____? while in the North is _____?

(a) Ghana

(b) Chad

(c) Togo

(d) Cameroon Republic

(e) Benin Republic.

6. THE AFFECTIVE DOMAIN: MEASUREMENT AND EVALUATION TECHNIQUES.

Since many contemporary educational strategies are aimed at the affective domain, teachers and program developers must carefully consider their affective objectives and seek adquate ways to measure these objectives.

THE AFFECTIVE DOMAIN

The tests that are needed here are such that the teachers' objectives should embrace behavioural and substantive attitudes in their instructional procedures of teaching social studies. It is perhaps obvious that teachers cannot teach knowledge effectively if they entertain insubordination and unruly attitude in the classroom. In the same way teachers would not like their children to appear in shabby clothes or dress slovenly or perhaps do wanton destruction to school or public property.

Since values could be taught consciously or unconsciously, it would be difficult for a teacher not to affect his class pupils either positively or negatively. In that case it would perhaps sound imprudent for affective domains not to be given the proper place that it deserves in all our social studies evaluative strategies.

The following are some sample questions showing how the teachers of social studies can test their pupils using essay-type questions:

Year I Syllabus: Knowledge Level Evaluation.

Topic: The Importance of Food To Man.

Knowledge Level Questions:

1. State how you feel food is important to man.
2. State how you feel food should be kept.

Year II Syllabus: Comprehension Level Evaluation.

Topic: Social roles.

Comprehension Level Evaluation:

1. Explain-in-brief, what you feel should be (a) father's social roles to his son. (b) Sons' social roles to their parents.
2. Write clearly what you feel should be children's social roles to school property.

Year III Syllabus: Application Level Evaluation.

Topic: Community Development.

Application Level Question:

1. Give a brief example of what you feel shows that a community does not depend on the government to do everything for it.
2. State how and why you feel a community must do self-help projects.

Year IV Syllabus: Synthesis Level Evaluation.

Topic: Man's Concern for Others.

Synthesis Level Questions:

1. To encourage affection for others, do you feel you should concern yourself with others welfare?
2. Contrast what you feel should be done and those that should be avoided.

Year V Syllabus: Analysis Level Evaluation.

Topic: Man's need for association.

Analysis Level Questions:

1. What data do you feel support the idea that man needs association?
2. What views do you feel people should express for the need of free association?

Year VI Syllabus: Evaluation level Evaluation.

Topic: Effects of Lakes on Man.

Evaluation Level Questions:

1. The Government has built the Kainji Lake mainly to supply electricity to the various parts of the country:
   1. In your brief comment, explain how you feel the government should have produced electricity at a much cheaper rate.
   2. Explain why you feel that way.
   3. Do you feel that your suggestions would be more beneficial to Nigeria and her neighbours than the Kainji Dam?

B. Contrary to the much-held popular view that the affective domain is not testable, experts have shown that questions could be designed to test such desirable attitudinal qualities like: obedience, cleanliness, truthfulness, cooperation, respect for others, tidiness and so on.

Here are a few examples illustrative of the ways in which the classroom teacher may perhaps draw questions on the above desirable qualities.

Directions: Read the following statement carefully and then give a 'yes' or 'no' answer to each statement.

1. The morals that the teacher inculcates consciously and unconsciously in the children should embrace:

	Statement:	Alternative	Choice (Yes:No)
1.	Cleanliness	Yes	No
2.	Self-help spirit	-	-
3.	Self-reliance	-	-
4.	Analytical thinking	-	-
5.	Cooperation	-	-
6.	Self-realization	-	-
7.	Respect for others' view	-	-
8.	Care for public property	-	-

9.	Democratic approach to decision-making	Yes	No
10.	Honesty	-	-

C. There are other evaluative techniques for the Affective Domain which are perhaps indispensable to a continuous and comprehensive scheme of assessment of our pupils at all levels of the Grade II teachers' social studies programme. A few of these tools are listed below. This is not an exhaustive list. The reader will perhaps find a more suitable alternative list:

1. Observations: These are employed by the teacher to watch and record the steady progress that an individual as well as groups of students make when executing a project. For example, "I learned statements".

2. Checklists: These enable the teacher to identify basic skills and the extent of their use by students, for example, "Concern for others".

3. Peer Appraisal: This is a technique for evaluating the social structure of the students in a particular class, for example, "Nomination by description".

4. Sociometric Techniques:

This is a technique used for measuring individuals' social acceptance. For example, "I would choose to play with these children - names of at least five children are written for each statement given by the teacher-evaluator.

CHAPTER 5

Summary, Conclusion and Recommendation

INTRODUCTION:

Scarcely a day passes without some form of public reference to educational change and the demands of technology. Declarations that the maximum development of human potential is a national need have almost become cliches. An advancing army is vulnerable and exposed to attack on its flanks if it pushes too far ahead from base and its lines of communication are attenuated. Should the lines become severed the leading and finest troops are isolated and their advance halts. Similarly the progress of producing effective citizenship would perhaps come to naught if it failed to receive functional educational support in depth. For example a commercial airline pilot no longer flies alone by the seat of his pants because his particular skill cannot be safely exercised without the technicians on the ground. In other words, every technical advance, no matter how sophisticated or complex, has to be underpinned by human skill and expertise. Similarly democracy cannot function well in a society whose citizens cannot examine social

problems with constructive criticism. Democracy thrives well where every citizen is aware of his duties and not merely his rights. Social studies has a major role to play, in the cultivation of the social skill and the best use of human ability. And one might be justified perhaps in asking whether social studies could make its contributions where its teaching and testing are geared toward the usual paper-and-pen examination system.

At present there is much controversy about the West African Examinations Council's role in determining the future of this country by making its educational system totally examination-oriented. Therefore a brief attempt is made to put some of the arguments into perspective and to examine the implications of the current discussion for the work of social studies teachers. Teachers and students are so confused by the apparent conflicting views of the officials of the ministries of education, local textbook writers and political arguments in the name of quality education that they find it difficult to stand aside and take an objective view of the need for a comprehensive system of measurement and evaluation.

The experience of teachers in the construction and use of objective tests coupled with continuous and varied evaluative techniques

has tended to be sporadic and limited. Most exams have been used to test factual knowledge rather than for diagnostic purposes and educational guidance. For many teachers, tests are administered and narrowly evaluated usually for selection and elimination purposes. The rather poor discriminatory quality of the social studies teacher-made test items causes doubt to be thrown on their item consistency and content validity. One might be correct in saying that a good social studies teacher should not merely take note of one or two types of test varieties in his assessment of his students' potential but of a whole range of relevant evaluative tools and techniques. In order to be successful the social studies teacher needs to be pre-trained or re-trained and exposed to periodic re-orientation courses, seminars, workshops and refresher courses. Such training should be geared to the art of test construction, administration, scoring, objective analysis and interpretation.

SUMMARY

This study took the form of summative evaluation as it was assumed the teachers had had their professional training in the traditional transmitting system. If the questionnaires had been designed to test an on-going lesson, then it would have been necessary to focus attention on formative evaluation.

The investigation which was conducted in ten Post-Primary Institutions, in the Oyi Local Government Area, of Kwara State, attempted to find out what the teachers of social studies felt about:

(a) the validity of the current social studies teacher-made tests and

(b) the desirability of supplementing the traditional paper-and pen examination with a comprehensive system of measurement and evaluation.

For section 'A' the teachers were expected to react frankly to eight statements on a five point scale. While in Section 'B' they were expected to tick the statements which appropriately expressed their feelings on a four point scale.

In their attempt to answer the teacher-questionnaire the following problems which the study was designed to investigate were proved vividly:

(a) that social studies teachers tested mainly the lower levels of knowledge;

(b) that these tests lacked comprehensiveness, item discrimination, content validity,

(c) that they were unreliable and invalid.

In addition the study sought to find answers to the following questions:

(a) What types of assessment were used by the social studies teachers?

(b) What evaluative devices might be suitable for appraising the Grade II teachers social studies programme.

As it was shown by this study that the Grade II, teachers social studies programme was being examined by the traditional examination system, it was important that evaluation was introduced.

SUMMARY OF PROCEDURE.

In order to research the problem a two-categorised questionnaire was designed to collect data: These were:

(a) Validity of teacher-made social studies tests.

(b) Desirability of complementing the existing paper-and-pen examination with evaluation. In the questionnaires teachers were asked to answer all statements as frankly as they could.

The responses of the 15 teachers who completed the questionnaires were highly positive towards the lack of validity of the teacher-made social studies tests. Their collective 'Positive' response was (61.67%) as against their 'Negative' of (38.33%). But surprisingly their reaction to the part 'B' of the questionnaire which sought information on the desirability of supplementing the traditional paper-and-pen examination with measurement and evaluation received a low "Positive" response of

(33.3%) and a high Negative response of (66.7%). It was not possible in this study to find out if the students taught by the social studies specialists did much better in their tests than those taught by the teachers without social studies re-orientation. It is hoped that further study will be conducted in this aspect in future.

CONCLUSIONS

The teachers who completed and returned the questionnaires were those, with the exception of me, who were teaching social studies in the institutions listed. They all agreed that social studies teacher-made tests were invalid as they were deficient in item discrimination, content coverage and more over the test tools were not comprehensive enough. They expressed support for doing something by way of having guidelines not only on the testing but also on the teaching of social studies. At the time this study was done most of the schools visited lacked good social studies books, the ones in use could readily mislead the non-specialist. Many of the teachers did not complete the questionnaires on the grounds that they were not competent to commit themselves. This they explained was due to, in part, the fact that they had vague ideas of the social studies terms used and moreover because of their educational background they were not in a position to respond

confidently. The information of these teachers indicated that social studies was becoming a popular subject. But the main problem was the dearth of specialists who could handle its teaching and testing competently. Apparently, the situation was made worse by the fact that teachers who were not happy to teach it were forced as it were, to handle it without being provided with suitable textbooks, teaching aids and exposure to retraining courses.

RECOMMENDATIONS

Social studies now enjoys the patronage of both the Federal and the State governments in Nigeria. It is taught in all the primary schools the first two-years of the secondary schools, in all the Grade II teachers' colleges, A.T.C.'s and in the Universities of A.B.U., Zaria, Lagos, Ibadan, Ife, and Calabar. It is taught up to Ph.D. level at A.B.U. For a discipline incepted in the early 1960's with such a very humble and unimpressive beginning, it has made a very bold and appreciable progress. It will be taught for 3 years of junior secondary school as the only social science/history/geography course and offered as an option to others for 3 years of secondary beginning 1982. The questionnaires used to investigate the opinions of the teachers of social studies in ten post-primary institutions in the Oyi Local Government Area of Kwara State, showed that the progress made so far could be accelerated if some of the major problems thwarting its rate of progress could be removed. These problems were traced to:

(1) Lack of professionally trained social studies teachers.

(2) Lack of good books and other invaluable instructional materials.

(3) Forcing unwilling and un-reoriented teachers to handle the teaching and testing of social studies. The recommendations which the writer has suggested here are concerned with these limitations. Efforts should be made to train and staff the Grade II teachers' colleges with qualified social studies teachers. Since the Grade II teachers are going to teach social studies at the primary school level, it perhaps, goes without saying that they would not perform better than their own teachers. The teachers responsible for the training of these Grade II teachers lack good books and other instructional materials which are indispensable to effective teaching and testing. This situation should be improved by a process of retraining of the trainers of teachers in the art of test construction and interpretation. It is comforting to note that many higher institutions now offer social studies courses and for that reason it is not as difficult as it was in the 1960's as well as in the early part of this decade to get where to train the requisite teachers in the country.

Another important recommendation is that the inspectorate division of the Ministries of Education in each State of the Federation should have social studies specialists as inspectors. The current practice of a Historian or Geographer as an inspector performing that service leaves too much to be desired and should be corrected. Experience has shown that social studies specialists had been posted to the ministries where they could not use their professional training to the best advantage of others where it was intended to be, this practice should stop.

It is not a good system either, to force teachers to teach what they dislike teaching. It would be a good idea to re-educate them well, see DuBey Curriculum Evaluation where such a situation arises. Teachers are human beings and they are cautious about their image. In a situation where their presence would do more harm than good it would be better not to give directives which threaten the teacher's job satisfaction as well as promotion prospects which are at times predicated on his obedience. Such compliance which does not generate from a sense of commitment to duty would not serve a useful purpose. The authority could arrange for periodic seminars at the state headquarters where experts could make their useful contributions come within the reach of such teachers.

There are countless social studies books on the market right now, it is apparent that these books were written by commercially minded authors. They lack, for example, teachers guides to activities. They lack activities. They provide little or no themes, or lesson units. And importantly one cannot find samples which the users can follow. There are a few good books written by foreign authors but they need adaptation and validation before they can be used to advantage in this country.
At present the Institute of Education and the Department of Education at A.B.U. have produced and are producing good books and materials which have ample illustrative lessons, activities, and evaluative techniques which the classroom teacher can pick from and use. (See Appendix - for file) It would be good if these books could be produced in large numbers so that they could come within the reach of the primary and post-primary institutions in the immediate future.

The evaluation programme described in this study has given rise to possibilities for further study, and some of them are discussed here. The writer has observed that most of the teachers of social studies divorced its teaching-learning processes from its testing. In the majority of cases what was tested was entirely unrelated to what was taught. It is important that social studies teachers

always put down their instructional objectives.

Instructional objectives can be stated in different ways. One common type of statement is in terms of what we, as teachers are going to do. Thus we might have statement like the following:

"To demonstrate to students how to set up a social studies audio visual equipment."

The difficulty with a statement like this is that it focusses on the teaching activity rather than on the learning outcomes to be attained by students. Precisely, we have achieved the objective once we have completed the demonstration whether or not the students have learned anything from it. A more frutful way of stating instructional objectives is in terms of the types of outcomes we expect from our teaching. Therefore after we have demonstrated the social studies audio visual equipment perhaps we might expect the students to be able to do the following:

1. Identify the social studies audio visual equipment used in the demonstration.
2. Describe the steps to be used in setting it up.
3. List the necessary precautions in handling and setting it up.
4. Demonstrate skill in setting up their own.

Note that when instructional objectives are stated in this manner, they direct attention to the student and the types of

behaviour he is expected to exhibit as a result of the learning experience. Thus our focus shifts from the teacher to the learner and from the learning processes to the learning outcomes. This shift in focus clarifies the intent of our instruction and sets the stage for an evaluation of that instruction.

In effect, it is implied here that evaluation can only be effective when the objectives are clear. The above examples indicate evaluation which occurs at the end of the lesson. For this same lesson whose objectives in terms of the outcomes are clearly stated, it would be necessary for the teacher to use formative evaluation during the progression of the lesson. This would help to clear doubts and ensure that mistakes are not allowed to reamin till the end of the lesson unit.

Besides using evaluative tools to measure learning outcomes, other evaluational strategies might be developed to measure changes in learners' interest, attitudes, cooperation, feeling for others. It is when testing takes into account, the measurable outcomes of learning as well as the personality traits which do not lend themselves to conventional tools and techniques that an objective appraisal of an individual could be said to have been made.

This study raised some questions which will need further investigation before any definite answers can be found. It was observed that the same teachers who felt strongly that social studies teacher-made tests lacked objectivity, who in Section 'B', vehemently opposed the idea of supplementing or improving the current testing tools. It might also be possible to investigate whether the students taught by social studies specialists do better in that subject than those taught by Historians and Geographers. It might be possible to compare the popularity of social studies in secondary schools and Grade II Teachers' Colleges. And, it might be possible to investigate whether the traditional method of teaching is easier for evaluation than the methods of inquiry. This might help to make the re-training of social studies teachers to divest themselves of the old system much easier.

Appendix

List of Social Studies Books

DuBey, D. L., V. O. Onyabe, P. E. Prokupek, Social Studies Methods for Nigerian Schools. Oxford, London, 1979.

DuBey, D. L. and J. L. Barth, Inquiry Methods for Nigerian Social Studies. Nelson, London 1979.

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