EVALUATION OF FINAL YEAR NCE STUDENTS ON THE ADEQUACY OF THE NCCE SOCIAL STUDIES PROGRAMME FOR CITIZENSHIP EDUCATION

BY

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A DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF DOCTOR OF PHILOSOPHY IN SOCIAL STUDIES

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DECLARATION

I hereby declare that this thesis titled: EVALUATION OF FINAL YEAR NCE STUDENTS ON THE ADEQUACY OF THE NCCE SOCIAL STUDIES PROGRAMME FOR CITIZENSHIP EDUCATION has been written by me and that it is a record of my own research work. It has not been presented in any previous application for a higher degree. All quotation marks or indentations and the sources of information are specifically acknowledged by means of references.



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CERTIFICATION

This dissertation entitled: "EVALUATION OF FINAL YEAR NCE STUDENTS ON THE ADEQUACY OF THE NCCE SOCIAL STUDIES PROGRAMME FOR CITIZENSHIP EDUCATION" by ATU, Danladi Abok meets the regulations governing the award of the degree of Doctor of Philosophy (Social Studies) of Ahmadu Bello University, Zaria, Nigeria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This study is dedicated to Almighty God, who has been my helper in the course of my educational pursuits. Also to my darling wife and children.

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ABSTRACT

This study on the Evaluation of Final Year NCE Students on the adequacy of the NCCE Social Studies programme for citizenship Education' attempts to find answers to the following major questions:

i) Has the NCCE Social Studies programme academically prepared the Social Studies Final Year Students to effectively function as citizenship trainers at the primary and JSS levels of our educational system?

ii) What is the level of Final Year Students' opinion and feelings about the programme, as a result of their exposure to the NCCE Social Studies programme?

iii) Is there any relationship between Final Year Students' teacher-trainees cognitive achievement and their opinion as regards the adequacy of the NCCE Social Studies programme in preparing them for effective citizenship training?

It is within this framework, that both the major objectives and hypotheses of the study were articulated.

The population of the study involved all the final year Social Studies teacher-trainees in the conventional Colleges of Education. Within this population, twelve Colleges of Education were sampled for the study. Two major instruments were used in obtaining data from the twelve Colleges of Education sampled for the study. They are the NCE basic citizenship achievement test (NCEBAT) and NCCE content opinionaire (NECO).

From the analysis of the data obtained, the following findings were established:

1. **The respondents recorded a 81.7% success on achievement test. Thus indicating that the NCCE is achieving its objectives. There seems to be no wastage in the system.**
2. **62% of the respondents displayed favourable attitudes as to the adequacy of their opinion preparation.**

With respect to the inferential analysis, the findings showed that hypotheses one to four and eight were found to be significant when tested at P>0.05 level of significance. On the other hand, hypotheses five (5) and six (6) were upheld at the same level of significance.

Based on these findings, it was recommended that the scope of assessing the NCE teacher-trainees be widened by evolving a package of assessing their feelings and opinions at least before graduation rather than restricting the level of assessment on academic achievement alone.

The NCCE to assume more responsibilities on the training of NCE teachers. These should include acting as a common examining body for the accredited colleges as well as funding.

NCE teacher-trainees to be exposed to common professional examination before graduation.

It was suggested for further research, the need for a longitudinal study to assess the level of NCE teachers' components in the field.

Chapter 1

THE PROBLEM

1.1 Background to the Problem

Members of any social group, whether it is as large as a nation or as small as a village, have established patterns of behaviour or norms to which all the members must conform to ensure cohesion participation, cooperation and continuity. Therefore social arrangements exist to ensure that these mutual behaviour expectations or roles are learnt by new members. In most societies, especially simple ones, the family provides the main setting whereby roles of all types are learnt (Musgrave, 1976) and (Fafunwa, 1983). However, given the ever growing complexities of the world, perhaps due largely to the growth of industrialization, science and technology; it becomes increasingly difficult for the society to leave the task of conscious socialisation in the hands of parents alone. A more specialised institution was therefore needed to champion this course of conscious socialisation (Cohen, 1977). Thus, the reason for the emergence of the formal school system. Of course, this was considered the surest way of bringing about the desired civilization and continuity of society through the instrument of education. In other words, education is seen as a dynamic instrument of social change that can bring about a fast development of a nation's economic, political, social and human resources.

The crucial issue at stake however, is largely not whether a country is educating its populace; but what kind of education people are receiving

and how relevant is its content. There is also the need to look at the strategies used and how often the system of education is being evaluated. Thus, this brings to fore, the relevance of the educational system in addressing the crucial and fundamental needs of the society. In Nigeria for instance, the fundamental needs that education is expected to play in accomplishing these roles include "the building of a free and democratic society; a just and egalitarian society, a united, strong and self reliant nation, a great and dynamic economy and a land of bright and full opportunities for all citizens" (NPE 1981, p.3).

It is against this background that the post-independent school curricular in Nigeria are geared towards self - realization, better human relationships and effective citizenship. Also, there was the felt need to cement the bond of unity among the various ethnic and social groups in the country. Hence, the curricular emphasis on liberal education was equally given a prime place in the educational enterprise. It is in this perspective that the integrated social studies found its way into the Nigerian core school curriculum to partly address the unpleasant experiences of the Nigerian civil war which had hitherto polarised the citizens along ethnic lines. Since the subject emphasises the overall development of a sense of responsibility, patriotism and effective citizenship, the beneficiaries acquire functional knowledge, beliefs, values, attitudes and the skills of social participation in the life of the society among others. At the end of the exposure, the learner is expected to have the capacity to observe, analyse and make inferences all of which

are essential to the formation of sound judgement.

Within the context of the new National Policy on Education, civic education runs through the philosophy of primary, secondary and tertiary education levels either directly or indirectly. Okam (1992) maintained that this type of civic education is best given through social studies. His reason is that social studies serves as an avenue for inculcating the skills of human relationships in the young; as well as not only providing students with insight into knowledge structure and processes through which people live, work and play together, but finally developing them into active citizens, capable of making positive contributions to nation building.

Adeyoyin (1977) on her part claimed that the prevailing concerns of social studies curriculum in Nigeria include those of citizenship education. This assertion reflects the position which holds that "through social studies curriculum, students acquire relevant learning experiences which help them to grow into intelligent, law abiding and self-supporting citizens" (Estvan, 1968:120). Therefore, social studies as citizenship education demands that the curriculum makes explicit provisions for developing in students, a sense of good citizenship, patriotism, loyalty, community involvement and national service.

At the heart of these citizenship values is the social studies teacher himself. He must be seen not only to possess these qualities but must be adequately prepared to implement the curriculum. The rationale for

this adequate preparation lies in the fact that its introduction was induced by the wave of curriculum reforms, adaptation and innovation that swept across Nigeria during the first decade of Nigerian independence. Basically, it is a response towards a goal-oriented education and a reaction against the traditional system of education which has been viewed as being unsuitable for Nigeria (NESS, 1973). Colonial system of education was being accused of being teacher-centred laying great emphasis on subject-based and content - laden discipline. It was also emphasising memorization, and ignoring individual learning styles by insisting on uniform patterns (Callahen and Clark, 1977). On the other hand, the preferred modern system is credited for being child-centred, and recognizing learner's interest, needs and capabilities. It is acknowledged as providing situations that stimulate curiosity, problem-solving, exploration, discovery, creativity and self expression (Gagne, 1967).

A second reason for the introduction of social studies into the Nigerian school system is the desire to make education responsive to the needs of the society. It is claimed that education in the social sciences through an integrated approach, will be more suitable in helping the learner understand the society better, in terms of the interrelatedness of social realities. The claim further insists that in the same vein, such an integrated subject would enable the learner to solve his problems better (Danladi, 1994).

SECTION C: TRUE OR FALSE ITEMS

INSTRUCTION: Against the following statements circle T if the statement is TRUE and F if the statement is FALSE

1.	The Nigerian colonial education was dysfunctional in meeting Nigeria's aspiration of becoming a technologically advanced country.	T	F
2.	In a democratic polity, citizens are responsible for the type of leaders they have	T	F
3.	Modernisation has led to mass exodus of able bodied Nigerians from urban to rural areas	T	F
4.	The traditional institution in Nigeria has continued to remain stronger in the performance of legislative functions	T	F
5	Belief in superstition can darken the mind of a nation to the achievement of science and technology	T	F
6	The main thrust of the National Housing Policy is to increase the ownership of comfortable shelter by low income earners.	T	F
7	The distinction between state and government is that government is larger than state, being only a part of it	T	F
8	Man's demands are limited while his environmental resources to satisfy them are unlimited.	T	F
9	Social studies is a transaction movement	T	F
10	Cooperative living in the urban communities is more personal than in rural communities.	T	F

Thank you.

Another reason is that it is claimed or felt that education through an integrated social studies programme will be better for the production of good citizens, than the separate social science subjects like History, Government, Christian Religious Studies and Geography which had previously been used for the same but with little success. This claim is based on the assumption that since social studies as an integrated programme, looks at all aspects of the life of the child in the society in their relatedness, it is therefore better equipped for the child's socialization. Further, it looks at the life of the child in the society as a totality and not as compartmentalized as it is viewed from the separate social science disciplines (Dubey and Barth, 1980, Onyabe et.al. 1980).

A closely related view held by Okam (1992) is that social studies is considered to be more adequate than the separate social science subjects, at least in terms of its content and scope for the development of national consciousness and unity. The subject is therefore seen as more adequate in helping the youth understand the Nigerian society, its peoples and their problems, and equipping him with the knowledge, understanding and competencies to assist in improving the society. Thus, it is considered a very effective instrument for nation building.

A further reason, is deduced from the argument raised by Makinde (1979), in respect of the introduction of social studies in the primary school system. He says that primary school children have not sufficiently developed their thought processes, and neither have they got the

necessary background experience, to be able to effectively think in terms of compartmentalized single subject disciplines.

The above reasons for the introduction of social studies in Nigeria school system attest to the fact that the goal of social studies in Nigeria is for the development of effective citizenship.

That is why, the general objectives for students and teachers who go to teach social studies at the primary, secondary and teacher training colleges may be categorised into:

(a) Humanistic Education: helping the learner to comprehend the world around him and beyond.

(b) Citizenship Education: involves preparing the child for social responsibility in order that he may perpetuate and enhance his society through knowledge of the heritage of his society and its norms, dominant social values and political and economic life, etc. The NCCE Social Studies programme for instance is designed to prepare the learners to be effective social studies teachers at the primary and junior secondary school level (NCCE: 1990:16).

(c) Intellectual Education: this goal involves introducing the learner to the methods of thinking and inquiring of the social sciences. These equip the learners gather facts, information or ideas without which he cannot analyse and interpret his environment intelligently and objectively (Uche and Obilo,

1983:10).

All these goals further point to the fact that all social studies programmes in Nigeria from primary to tertiary levels including the NCCE social studies programme should enable the students at the end of the programme, think critically, understand with a critical mind, appreciate the values of one's society and develop skills that will help them contribute to the development of the Nigerian society. Although these expectations may vary from one level of the educational ladder to the other, they still remain the focal point in citizenship preparation especially for the NCE student-teachers who would soon be assuming positions of responsibilities in the task of nation-building in Nigeria.

Indigenous writers like Okobiah (1984), Onyabe et.al. (1980), Adaralagbe (1980); Iyortsuun (1992); Okam (1991) and Joof (1992) have all viewed the citizenship focus in social studies in purely Nigerian setting by reiterating that the main philosophy behind the birth of social studies in Nigeria is to assist the Nigerian youths cultivate awareness and understanding that would transform them into good citizens. Adedoyin (1977) and (1993) particularly related its introduction in Nigerian school curriculum to the Nigerian Civil War. By and large, these writers are of the view that the goals of social studies and those of citizenship education in Nigeria are virtually the same and therefore the best instrument for teaching citizenship goals within the school setting.

They equally argue that most curriculum in our schools are value

free, emphasising too much on the cognitive specialisation. In other words most of the traditional subjects are intensively cognitive in orientation while meaningful citizenship education is affective learning oriented in nature. Since social studies is laden with affective potentials and skills appropriate for effective citizenship training, it is considered appropriately a better instrument for effective citizenship training in Nigeria at least within the school context.

In this study, the NCCE Social Studies programme which this study seeks to evaluate, did not shy away from this focus of teacher preparation in order to make the NCE social studies teacher professionally competent and intellectually sound in teaching social studies for effective citizenship (NCCE 1990: 66). This is by ensuring that Colleges of Education and other NCE awarding institutions in the country adhere strictly to the minimum conditions spelt out for all NCCE programmes including social studies.

The implication of this laudable objective of teacher preparation could be summed up to relate to competency of the teacher-trainee in terms of the level of cognitive standard and his professional calling. It is therefore believed that all the skills, values and knowledge the teacher-trainee would acquire through the three-year NCE social studies programme are to make him a qualified NCE social studies teacher, capable of teaching all components of the social studies programme at the Primary and Junior Secondary School level for effective citizenship

training of the young. To what extent has he been adequately prepared cognitively? What are his sentiments about the adequacy of his three year preparation as a social studies teacher? In other words has the student-teacher, at this level, been adequately prepared both cognitively and professionally to enable him see himself as a citizenship trainer in the society? This forms the major issue of concern which this study seeks to investigate.

1.2 Statement of the Problem

As one of the core subjects in the curricular of schools, the National Policy on Education underscores the importance of social studies in the growth of Nigeria as a democratic nation. That is why the status of social studies is recognised as an instrument for achieving the goal of citizenship.

At the heart of achieving this lofty ideal is the social studies teacher. This is what informed huge government expenditure on teacher education and the setting up of specialised agencies such as the NCCE to particularly give proper attention to the production of qualified NCE teachers to service the Nation's Primary and Junior Secondary Schools.

In spite of this pragmatic effort on teacher education, the picture in teacher preparation in Nigeria continue to exhibit a negative trend. The 1960 Ashby Commission's report showed that most teachers were pitifully unprepared. The same picture was painted in 1992 by Jones in his field report on survey of the states of the teaching profession in

Africa. Although Onyabe's work displayed an average improvement to this negative trend in 1981. Okam's studies in 1995 still demonstrated a negative position in social studies teacher preparation.

It is consonance with this concern that this study sets out to assess the Final Year NCE students on the adequacy or otherwise of the NCCE social studies programme in preparing effective social studies teachers in the task of citizenship transmission at the primary and JSS levels of our educational system. In essence, the focus of the problem is "to what extent has the NCCE social studies programme succeeded in preparing effective social studies teachers for citizenship training in our primary and JS schools.

In specific terms, the study would attempt to find answers to the following pertinent questions:

(1) Has the NCCE social studies programme academically prepared the social studies teacher-trainees to effectively function as citizenship trainers at the primary and JSS levels of our educational system?

(2) What is the level of teacher-trainees' opinion and feelings about the programme as a result of their exposure to the NCCE Social Studies programme in the last three years?

(3) Is there any relationship between teacher-trainees cognitive achievement and their opinion as regards the adequacy of the NCCE social studies programme in preparing them for effective

citizenship training?

(4) What are the influences of teacher-trainees' personal variables such as gender and entry qualification/teaching experience on their performance in the achievement test and opinionaire.

(5) Is College type a factor in the citizenship disposition of the teacher-trainees in respect to citizenship transmission?

1.3 Hypotheses

Based on the focus of the problem raised in this study, the following hypotheses were postulated to guide, search for answers to the questions raised:

(1) There is no significant difference in the mean achievement scores of final year Social Studies teacher-trainee.

(2) There is no significant difference in the mean opinion score of final year social studies teacher-trainees.

(3) There is no significant relationship between the academic performance of final year social studies teacher-trainees and their opinion in respect to the adequacy of the NCE Social Studies programme for citizenship transmission.

(4) There is no significant difference between the mean academic score of male and female final year NCE Social Studies.

(5) There is no significant difference between teacher-trainees gender

and their opinion in respect to the adequacy of their preparation for citizenship training.

(6) There is no significant difference in achievement test between teacher-trainees' of Federal Colleges of Education and those of State Colleges of Education under study.

(7) There is no significant difference in the mean score of opinion of teacher-trainees between those in Federal and State Colleges of Education.

(8) There is no significance difference between the mean achievement scores of final year social studies students with TC II/Teaching experience and SSCE/WAEC as entry qualification.

1.4 Basic Assumptions

The theoretical framework that forms the basis for this study comes from the contention that the basic goal of social studies instruction remains that of preparing the students for full responsible citizenship (Gross, et al, 1978).

In the light of the above, the study is basically hinged on the following assumptions:

(I) The NCCE Social Studies programme provides opportunities for students to acquire citizenship knowledge, values and attitudes.

(II) That all those who pass through NCE Social Studies

programme are professionally competent to teach Social Studies for citizenship training at the primary/JSS levels.

(III) That those who perform well cognitively are able to demonstrate good citizenship dispositions.

1.5 Objectives of the Study

(1) To find out from the teacher-trainees whether or not the NCCE Social Studies program is achieving its cognitive and citizenship objectives as outlined in the blue print of the NCE Social Studies curriculum.

(2) To find out if there is any relationship between teacher-trainees achievement and their opinion in respect to the adequacy of the NCCE Social Studies programme in preparing them for citizenship training.

(3) To find out the relationship between teaching experience, and sex and students' actual cognitive achievement in Social Studies.

(4) To find out the relationship if any between teaching experience, sex and students' opinion as regards the extent to which the NCCE Social Studies programme has prepared them as citizenship trainers.

(5) To find out the relationship between type of school and students' actual cognitive achievement in social studies.

(6) To find out the relationship between type of school and the direction of students' opinion/reaction as regards the extent to which the NCCE Social Studies programme have prepared them as effective citizenship trainers.

1.6 Significance of the Study

The significance of this study stems from its concern for the propagation and promotion of effective citizenship education by way of Social Studies.

The study also emphasizes the vital issues of achieving not just the cognitive objectives associated with the teaching and learning of Social Studies but equally directing our attention to the attainment of goals in the effective and affective areas of social studies objectives in terms of training requirements of the perspective Junior Secondary School and primary school Social Studies teachers.

It is also hoped that this study will provide Social Studies teachers, curriculum specialists and indeed educators with some vital information concerning a very important aspect of the Social Studies Education in Nigeria which is citizenship education.

This study will provide an opportunity for learners who are usually beneficiaries of any curricular innovation and development to make their own inputs towards making education relevant to their needs and aspirations..

The National Commission for Colleges of Education, Colleges of Education, and other relevant agencies may use the findings of this study in reviewing their programme objectives. It will as well be relevant in recruiting the right type of teachers who can teach social studies effectively.

Lastly, but not the least, it is expected that this study will expose the social studies teachers and other interested citizens to the actual confines and demands of Nigerian social studies programme.

1.7 Scope and Delimitation of the Study

This study focusses on the social studies curriculum used in the Nigerian Colleges of Education for training teachers for citizenship training. The study intended to assess the extent to which the NCE social studies programme has achieved its citizenship objectives. In this respect, the research work covered the following areas of assessment:

(i) The level of cognitive achievement of the student teachers on graduate;

(ii) The level of student teachers' mean citizenship opinion;

(iii) The influence of personal variables such as sex and teaching experience on both cognitive and citizenship orientation;

(iv) The influence of college type on the level of citizenship preparations.

About 462 final year social studies students were selected through

for this study, stratified and random sampling.

This study was delimited to only the conventional Colleges of Education in the country. In other words, special College such as Technical and Special Colleges of Education, Private and Military Colleges of Education were excluded in the study. These colleges do not specially train social studies teachers for primary and JSS levels as such, rather they have primary purposes such as the training of Technical Teachers, Military Educationists and special educationists. The uniqueness of these Colleges therefore is responsible for their exclusion.

Also the choice of only 12 Colleges out of the forty-eight is as a result of the intention of the researcher to have an in-depth study of the problems of the study within the context of the limited time and funds at the disposal of the researcher.

The assessment study did not involve all actors in the task of curriculum planning and development, Such as administrators, curriculum developers and trainers of the NCE, etc. The focus on the study was restricted to the learner because other the aforementioned actors like curriculum developers, NCE teacher trainers and administrators have had the opportunity of making their inputs either directly or indirectly.

1.8 Operational Definition of Terms

National Commission for Colleges of Education: The body charged with the responsibility of setting out standards and certification of all courses in Colleges of Education in Nigeria. It came into existence under decree No. 3 of 1989.

NCCE Minimum Standards: This is the minimum level of conditionalities expected to be obtained by Colleges of Education to qualify them run the NCE courses. These conditionalities and regulations are contained in a document known as the NCE minimum standards.

NCCE Social Studies Programme: A segment of the NCCE minimum standards that concerns itself with the objectives, content, methods, staffing and facilities for training social studies teachers.

Citizenship Training: A socialisation mode and process which aims at producing responsible and active citizens. It is also referred to as citizenship transmission. It is the major purpose of social studies education.

College of Education: A tertiary teacher training institution outside the university which trains NCE teachers mainly.

Achievement Test: A cognitive test normally used to measure how much factual information students have learnt. This would be employed to determine the adequacy or otherwise of their training.

Assessment: In this study, the assessment is two fold. That of the level of teacher-trainees' on achievement test and the level of opinion on opionnaire.

Student-teacher: Refers to students in training at the Colleges of Education. They are also referred to as teacher-trainees. The teacher-trainee in this study are those in their final year of the NCE programme.

Actual Knowledge: The real factual achievement of student-teachers having been exposed to performance achievement test.

Declared knowledge: This is the assumed knowledge students opined they have acquired.

Citizenship Awareness: This is the student-teachers' opinion about the elements of effective citizenship. The end product of social studies instruction.

Adequacy: The minimum limit of assessment considered as satisfactory. Teacher trainees' performance and opinion which fall on the average or above is considered as positive indication to the achievement of the citizenship objectives of the NCCE social studies programme.

Double Major Course: This is a social studies programme of study offered at the NCE level without combination with any other subject area.

Single Major Course: This is a Social Studies programme of study offered at the NCE level usually combined with another subject area.

Abbreviations

NCCE: National Commission for Colleges of Education

NCE Nigeria Certificate of Education

JSS *Junior Secondary School*

NERC (Now NERDC) Nigeria Educational Research Council (Nigeria Educational Research and Development Council).

NPE National Policy on Education.

1.9 Summary

This chapter concerns itself essentially with the problem of the study. The study attempts to find out if the NCCE social studies programme has fully prepared the NCE teacher-trainee to function effectively as citizen-trainers. From this encapsulates the objectives for this study which includes among others; to determine the extent to which the NCCE social studies programme has achieved its citizenship objectives.

Therefore, the central problem is to find out the extent to which the NCCE social studies programme has achieved its objectives in this direction.

The significance of this study lies in the fact that it would acquaint social studies teachers and educational administrators and planners with the strength and weaknesses of the Social studies programme. The NCCE and various Colleges of Education across the country would find the results of this work useful in reviewing their programmes from time to time to meet their objectives. Because this is a pioneer assessment

work since the emergence of the NCCE social studies programme; it would therefore present a very important basis for future researchers in this sector of teacher education.

The scope of this study covers certain areas of evaluation. These include cognitive and professional preparation, quality of the colleges as they relate to ownership, etc.

The study is limited only to conventional colleges of Education in the country. Finally, some operational definitions of the major terms used in this study were given. They include NCCE, NCE, citizenship training, teacher-trainee, achievement test, assessment and citizenship awareness.

Chapter 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

This study sets out to find out whether or not the NCCE social studies programme provides for adequate academic and professional contents to enable the beneficiaries function effectively as citizens and citizenship trainers. It is also to determine the extent to which such variables as sex, entry qualification and teaching experience are likely to affect students' academic and perceptual reaction on the programme.

In this chapter therefore, the researcher sets out to review relevant writings and researches that have bearing on this study. This is done for two major purposes: to set the theoretical base for the research and to equally set the current research into perspective so as to show what Osuala (1987:30) referred to as the "state of the art". In this study, the state of the art is the currency of the literature that will be discussed in this chapter. In other words, to show how the present programme fits into the scheme of academic and empirical field of study. This will help to pin down the place of the present study in the overall research effort. It will help in the proper focussing of this study.

2.1 The NCCE Social Studies Objectives

Ishaku (1993) maintained that in the formulation and presentation

of the course and programme objectives of the NCE curricular, the objectives of teacher Education as contained in the National Policy on Education were strictly adhered to,section 9 (58) of the policy postulates that any meaningful teacher education should be able to:

(a) Produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system;

(b) encourage further, the spirit of inquiry and creativity in teachers;

(c) help teachers to fit into social life of the community and society at large and to enhance their commitment to national objectives;

(d) provide teachers with the intellectual and professional background adequate for their assignment and to make adaptable to any changing situation not only in the life of their country but in the wider world;

(e) enhance teachers' commitment to the teaching profession (NPE 1981).

Indeed, the direct focus and linkage of this research relates to item 'd'. This is because this work seeks to ascertain the level of preparedness and competency of the NCE social studies teacher having been exposed to the three-year programme.

Again, while the preceding citation gives the basic expectation of what the graduates of teacher education programmes including the NCE should possess, the NCCE social studies curriculum was not unmindful of the main thrust of social studies objectives in Nigeria. From the

contributions of Dubey (1980), Obemeata (1983); Ogundare (1984); Adaralegbe (1971 and 1980) and Adejummobi (1979), it becomes clear that any meaningful social studies programme for teacher preparation in Nigeria should aim at:

(a) Exposing the diverse and ever changing physical and social environment as a whole including its natural resources, together with the rational use and conservation of these resources for development. Thus providing the teacher-trainee with the knowledge and understanding of the environment;

(b) Developing in children the teacher-trainee, positive and desirable values of citizenship and the desire in them to make positive contribution to the creation of a united Nigeria;

(c) Developing in the learners, the capacity to learn and acquire skills including not only the basic skills of listening, speaking, reading and writing but also of developing the skills of hand together with those of observation, analysis and inference which are important in the formation of sound judgement.

(d) Inculcating in teacher-trainee/learners sympathetic views which will enable them to appreciate the diversity and interdependence of all members of the local community and

of the wider national and international community.

From the NCCE social studies philosophy, it becomes obvious that the foregoing objectives of social studies guided positively the articulation of the NCCE social studies objectives. The programme, therefore was designed to achieve the following:

(i) To produce teachers of social studies at NCE level for primary and Junior Secondary schools;

(ii) To prepare teachers who will inculcate in their pupils rational adjustment to their physical and social environment through the acquisition of knowledge, attitudes, values, appreciation and skills necessary for developing social and civic responsibility;

(iii) To produce teachers who are capable of benefiting from further education in social studies;

(iv) To produce professionally trained and academically competent NCCE social studies teachers;

(v) Produce with good understanding of the meaning, nature and scope of social studies (NCCE1990:66).

These objectives no doubt lay emphasis on competency at both the content and methodological level to enable the NCE teachers lead their pupils to the realisation of social studies objectives at the primary and junior secondary schools. For instance, he must be able to develop in the learners social and civic responsibility. This relates directly to the major

objectives of social studies that social studies must "develop in the students a positive attitude to citizenship and a desire in the learners to make positive personal contribution to the creation of a united Nigeria" (Adedoyin 1993 : 8).

This investigation strongly believes that the achievement of the above objective by the NCE teacher raises major problems of content and methodology as they relate towards preparing the NCE teacher. The development and teaching of this subject area would certainly depend on the supply of a well-trained crop of teachers who are effectively prepared to cope with the academic and professional demands for the subject area. This means in essence that for the social studies teacher to be able to produce effective citizens he must show some measures of good citizenship himself through citizenship awareness and cognitive achievement. The fundamental question then is - can the NCCE social studies curriculum prepare effective citizenship teachers at the end of the three-year exposure who are capable of contributing towards moulding the young ones into good citizens of Nigeria and the world? To achieve this needs a relevant and appropriate content.

2.2 Approaches to the Teaching of Social Studies for Citizenship Transmission

That social studies is basically the focus of citizenship training within the school curricula is no longer the issue of concern, at stake.

The issue of utmost concern is what kind of classroom practices do we need and how in order to effectively achieve this task? This now relates to appropriateness in content selection and methodology. That is why Onyabe et. al. (1980) argue that adapting social studies to the study of citizenship is not an easy choice because the nature of citizenship training itself could take different forms depending on how it is perceived, how its content is derived and how it is taught.

It is against this background that Dubey and Barth (1980) suggest three approaches to the teaching of social studies to achieve citizenship training. This, they call three social studies traditions and that teachers of social studies can be grouped into any of these categories based on their methodological approach and content selection.

(i) SOCIAL STUDIES TAUGHT AS CITIZENSHIP TRANSMISSION

When seen as citizenship transmission, it is perceived as the subject which seeks to transmit certain behavioural values, skills, social actions, and knowledge, of the society to the students. The teacher is seen to be literally transmitting these extreme important cultural patterns which be believes society wants him to transmit. When taught as citizenship transmission, social studies is seen as a vehicle for inculcating in the learner the culture of the society to which both the teacher and learner belong.

Although the end product of this tradition is effective citizen, a good citizen must be viewed within this context; as one who conforms to

certain accepted practice, holds particular beliefs, is loyal to certain values; participates in certain activities and identifies with norms which are often local in character. Within the Nigerian context therefore, the good citizen which social studies should produce is one who obeys the laws of the land, pays his taxes, is willing to help defend his country and identifies with its achievements and failures.

This tradition or approach emphasizes two major things. Participation and acceptance. That is apart from knowing what is expected of him, the good citizen meets societal expectations because he has internalized the norms through good education.

The content of this type of social studies is selected and organised by the central authority. The way and manner the content is interrelated by the teacher is more important itself.

Also, as the name implies, the method of instruction is based on the transmission of content, textbook recitation, lectures, questions and answers and ground covering among others (Dubey and Barth 1980:13). It is the assumption of the citizenship transmitter that a body of knowledge, values which lie out there to which it is objectively true and objectively desirable. It is therefore the duty of the teacher to teach this body only to the students; so that in the process of teaching, they will learn the correct beliefs and thereby become properly functioning students.

(ii SOCIAL STUDIES TAUGHT AS REFLECTIVE INQUIRY

When viewed as reflective thinking, the advocates see social studies as a programme of study which enables students to make rational, considered as well as thought out decisions concerning complex situations of their society. This is true if one looks at the social and personal problems in one's society and the world at large. The implication is that social studies prepares the students to deal with those growing problems. Onyabe et.a l. (1980) identify some of these problems to include rapid technological changes, enormous individual and group conflicts, wars, struggle for the acquisition and utilization of scarce resources, etc. Joof and Awang (1992) added that social studies is not just for acquiring information, but attempts to develop attitudes, skill, values and so on. Therefore, the purpose for this tradition is to create an evaluator, a citizen who can identify problems, analyse and come up with national decisions.

In view of the fact that this tradition stresses on the learner, the content includes whatever students consider to be in their best interests and needs. The method of instruction is the inquiry approach by which problems are identified, analysed and decisions arrived at.

(iii) SOCIAL STUDIES TAUGHT AS SOCIAL SCIENCE

Advocates of this tradition assert that the social sciences are foundations of social studies in three main ways. In the first place, they represent the primary source of data for the social studies content.

Secondly, they argue that social studies draws data from the social sciences as related to societal values, problem democratic heritage. Also, that the social sciences form the foundation of the curriculum planning in social studies. Thus, as Joof and Awang (1987) put it, social studies is seen as social sciences overlapping other disciplines.

The central purpose of this tradition therefore is the liberal value of the general knowledge for the informal man. The programme takes the form of a discipline structured curriculum with emphasis on discovery learning. To this end, the content is built around significant problems, concepts and structures as identified by professionals in the disciplines.

In spite of all these ideological and methodological differences, the three traditions have agreement in two areas.

(i) That the primary and overriding purpose and characteristic of any social studies programme is citizenship education.

(ii) That knowledge and skills necessary to process information, values, and beliefs and social participation are basic in achieving good citizenship.

The fundamental issue that is of relevance to this review is on which of these does the Nigerian social studies lean unto in the light of its philosophy and nature? Given its interdisciplinary and integrative nature, problems oriented nature and the nature of its curriculum organisation which is mainly spiral and expanding in horizon, any meaningful classroom practices and approach must take the following

principles into consideration.

Firstly, given the fact that the kind of citizenship required to be achieved through social studies is a critical thinker. Social studies methodology and classroom practice must lean towards inquiry in order to bring about critical thinkers. Learners must therefore be seen to be finding out answers and solutions to the problems and issues under the guidance of the teacher. The teacher should be seen to be teaching his learners to enable them arrive at rational decision. In doing this, there is no separation of knowing from the valuing process. In other words, facts should not be separated from values in reflective citizenship training. In fact, the contention is that one cannot make decisions nor can one appreciate values without needing and using knowledge. Therefore, social studies need to have the knowledge and understanding with which they can attempt to deal with interest, concern, problem or need. As they come in contact with ambiguous situation in the environment they try to figure out what they ought to feel, believe or do. In doing this, they are utilizing knowledge. That is why Agboola 91985) puts it more succinctly that the individuals must acquire the necessary knowledge appropriately in order to act in their own best interest and in the interest of the community. This goes to show that the cultivation of good citizenship characteristics may be equally sequel to one's cognitive development and they way one structures, perceives or understands one's environment or real world and adapts to it. Perhaps this is the core

of the dynamics of acquiring citizenship behaviour as postulated by the cognitive citizenship theorists such as Piaget and Kohlberg. It is true that the primary and JSS social studies programmes are laden with appropriate content to provide this cognitive content in the pupils; but the way and manner it is taught matters a lot. The classroom teachers need to create inquiry related activities to classroom practices such as simulation, case studies, problem solving, excursions, library research and seminars, value clarification, etc in order to bring about better utility of the knowledge. To achieve this depends on how well the teachers are prepared.

Secondly, building from the fundamental framework of social learning theories, citizenship behaviour may be equally learned early in one's life as a consequence of one's interaction with one's salient adults' in one's social world. According to Prewitt and Dawson (1982) citizenship and other behaviours may be acquired in childhood through imitating the behaviour of others like teachers and parents. This principle therefore reveals that since citizenship training starts right from childhood through imitation, social studies teachers should be seen to be models, in their interaction in the classroom and outside. In other words, the best way to teach social studies for effective citizenship training is for the teachers to be effective citizens themselves. For instance, the teacher must be seen to be an administrator, leader, a nationalist, problem solver, a learner, patriot and participating actively in the affairs of both school and

community.

Thirdly, drawing from the views of psycho-analytic thinkers like Freud, citizenship training can also be linked with the person's personality which develops in three parts namely the id, the ego and the super ego. Each of this has its peculiar challenges for citizenship training. Now the ability to successfully meet up with these personality challenges may culminate in responsible citizenship while the inability to cope with any of the parts of the three personalities may result into passive, isolative, non formal and unproductive citizens. This therefore calls for a conducive classroom environment that would cater for the needs of every child. The teacher must make room for individual attention and differences among the students realising that every one is a unique individual. Varying his methods of teaching will equally go along way in meeting this challenge.

Fourthly, effective citizenship training may result from what Zevin (1992) refers to as anticipatory socialisation. This is a process by which individuals acquire citizenship characteristics or behaviour required in advance for any effective use that are to be employed in future social roles for the development and suitability of the society. This type of socialisation relates to school socialisation because the type of skills and knowledge the learners receive in the school are meant to prepare them for future role as they get into the larger society. This calls for pupils involvement in decision-making in the class, role-play, assignment of

responsibilities, simulations, and so on.

In fact, in this study the researcher's focus would be to measure the level of anticipatory socialisation of the NCE student-teachers who would very soon be playing their future roles as moulders of younger citizens. This would be done by way of assessing their cognitive achievement and opinion.

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In sum therefore, the above principles and issues have serious implication for social studies classroom practices in Nigeria. Apart from the fact that it calls for active learning process with its focus on the learner, it equally calls for appropriate problem solving strategies and conducive learning environment. This means that the environment must be rich enough in terms of learning facilities and resources for active learning to take place. It equally implies that the teacher must be seen to be a model for the expected behavioural traits. This includes creating and promoting democratic learning and classroom management, showing concern to the members of the class and school community and participating actively to the growth of the school. Also proper knowledge of learner's personality traits and individual differences is very relevant if he is to be an effective citizenship trainer.

By and large, because he is preparing the younger ones to fully perform their social roles in the society. The anticipatory socialisation must directly relate to the behaviour expectations of the larger society. For instance, democratic values such as accepting majority decision in

the class, promoting the power of consultation and representation in the school, participating in school and class projects are all reflections of their citizenship roles in future.

From the foregoing, it becomes evident that in terms of content, the Nigerian social studies programme for citizenship training could be seen to relate more to the social studies tradition which is taught as social science. This is because it draws its data and content from the social sciences largely.

In terms of methodological and classroom practice however, the subject seems to lean towards reflective inquiry. This is because the purpose of the Nigerian social studies programme is to create an individual who can identify problems, analyse them and come up with rational decisions about solutions. In essence therefore, the Nigerian social studies programme represents a shift from the citizenship transmission tradition to the reflective inquiry and social science traditions. It however still maintains the philosophical stand point of citizenship transmission under the framework of knowledge and skills, beliefs and social participation as basic in achieving good citizenship. Therefore, whatever social studies that emerges in Nigeria must be assumed to be within this philosophical and methodological arrangement so as to enhance good citizenship arrangement. Consequently, it is expected that the new NCCE social studies programme which this study seeks to evaluate against its citizenship training objectives really takes

its focus from this philosophical and methodological stand point.

2.3 Related Empirical Studies and their Bearing on the Present Study

In view of the fact that this study is an attempt to evaluate the extent to which the NCE social studies programme has been able to meet its set objectives of citizenship training, it becomes pertinent for the researcher to review some major and related empirical studies that have already been carried out by other researchers. This, it is hoped, would place the present study into proper perspective as it relates to its contribution in filling existing gaps in the body of knowledge.

Nwagu (1972) investigated into the attitude of Nigerian secondary school students towards elementary teaching as a career. Its main purpose was to determine the vocational attitudes of secondary students towards elementary teaching as a career, and to identify the significant changes that should be made in the elementary teacher education system among others. Questionnaires were the major instruments of gathering information from 815 final year secondary and teacher training college students in Nigeria. Frequencies and percentages were obtained and chi-square values were computed in order to determine significant relationships between selected variables and interest in elementary teacher educational system. His findings were among others: that only about 6.9% of the students were interested in elementary teaching, and sex was not a significant variable. Also that students from low socio-

economic backgrounds were more interested in elementary teaching than those from high socio-economic status. Also that students in secondary schools located in rural areas were more interested in elementary teaching than those in township secondary school. Part of Nwagu's recommendation was that elementary teachers should be trained together with secondary school teachers in the ATCs, (now Colleges of Education) and universities and the curriculum should be broadened and made more academically challenging.

Although Nwagu's study is not specifically related to NCE social studies programme goals; it nevertheless brought out certain important findings related to attitudes and teacher preparation at the elementary level. Therein lies its bearing on this study especially now the NCCE curriculum marks an attempt at broadening the NCE curriculum as recommended by Nwagwu. This is more so that the bulk of NCE graduates are now products of senior secondary school and not teachers elementary colleges; would they still show lack of interest in the teaching profession even after the NCE social studies exposure? If that still prevails through their preparation for effective citizenship training which this study seeks to establish. The study also highlighted such variables as sex, entry qualification and school location which are very pertinent in this study too.

Okam (1988) investigated into the perception of student-teachers about the programmes of social studies as taught in Teachers' Grade II

Colleges in Nigeria. The sample consisted of 2,400 final year student-teachers and 211 regular social studies teachers of these students drawn from Anambra, Bauchi, Borno, Kaduna, Niger and Ondo states. Three questionnaire instruments namely: "Student-teachers' perceptions about content of social studies", "Student-teachers' self-assessment of their Teachers' Classroom activities in social studies" and "Teachers' self ratings of their classroom activities in social studies and an application of interview technique were used in gathering data for the study.

The low-level of social studies education exhibited by the student-teachers not only produced less than positive perceptions with regards to the content and methods of the subject area but also produced very low self-ratings with regard to their teachers' classroom activities in the subject area. It was also confirmed that the general low level of social studies education among many teachers of social studies also produced low self-ratings of their own classroom activities in the subject area. Apart from these, the researcher also found that a larger proportion of the student-teachers and the teachers in the social studies did not have much sensible understanding of the epistemological demands of the content and method of the subject area.

It is in view of these findings that the researcher recommended among others, that in order to produce its desired effect amongst primary school children, the calibre of teachers needed must be holders of the NCE with bias in social studies.

Madubuike (1985) in his study to investigate the extent to which students who have undergone a course of instruction in teachers' training colleges in Anambra state demonstrated citizenship qualities compared to their counterparts in the Junior Secondary Schools found that social studies actually helped in the attainment of good citizenship. The highlights of the major recommendation was that only teachers trained in social studies should teach social studies in Anambra State schools.

Galadima (1991) focussed his study on the teachers' assessment of the impact of social studies education on the development of effective citizenship: a case study of Chanchaga Local Government Area of Niger State, Nigeria. The researcher found that teachers assess social studies teaching as the best channel through which good citizenship qualities can effectively be achieved. One highlights of the findings however was that social studies teachers do not significantly teach differently from non social studies teachers. He therefore recommended among others that social studies teachers should use democratic procedures and classroom interactive processes. Thus agreeing to the assumption that effective citizenship training by way of social studies demands teachers who are well prepared both academically and professionally.

It is therefore the task of the present study to ascertain the extent to which the NCE social studies teachers have been adequately prepared during their-years of exposure to successfully face the challenge of

citizenship training by way of social studies. Unlike Galadima's study however, the depth of the study is not confined to just seeking the views of the teachers on ground, but on the preparedness of the would be teachers who have been trained to face the challenge of citizenship training through social studies at the primary and JSS levels.

One of the earliest studies in the area of socialisation of Northern Nigerian school children was that of Dubey (1972). He investigated the effectiveness of schooling on the socialisation of teacher-citizenry in Northern Nigeria. He administered a questionnaire to about 1,130 students who were stratified into far Northerners and middle belters according to their socio-cultural areas of origin. They were all drawn from 26 schools. Additional data was equally generated by way of interviews on the school heads. Dubey also subjected some 120 non students. The purpose was to enable him compare their responses with those of the student respondents. Among his major findings was that the teachers' colleges, had some positive impact on the attitudinal modernity and alienation of the students, while on a general level, they revealed the fact that these educational institutions help towards the development of citizenry and society.

The bearing of Dubey's study in this study lies not only on the fact that it pointed on the role of educational institutions in promoting teacher-citizenry, but also because of the fact that it examines the role of some vital variables such as sex and geographical location, on

socialisation for effective citizenship. The present study also examines the impact of the NCE social studies programme on the development of effective teacher-citizenry for the JSS and primary schools in Nigeria. The relative influence of geographical location, sex, age and experience were also examined.

Another study that has significant relevance for this study is the joint study between UNICEF/UNESCO and Federal Government of Nigeria on the Monitoring of Learning Achievement of Primary Schools in Nigeria. The study was conducted in all the then 31 states and the Federal Capital Territory of Nigeria (Tell No 41, 1997:11).

The study revealed that although children in private schools performed significantly better than pupils in public schools, performance in all knowledge domains (literacy, numeracy and life skills) was generally poor. While the percentage score in numeracy was 17.4% of literacy was 18.19% while only 16.13% of the children tested, scaled the test on life skills.

Viewed against the background of high school fees and government purported high allocation for education, why do students still perform so badly? was the focus of the study.

Among the recommendations of the study was the need to review the level of teacher education and remuneration since it was equally discovered that teachers' performance was not at optimal level.

This study though wider in scope than the one being undertaken

in this work, has some relevance. In the first place, the study gives the picture of generally low performance of pupils in our primary schools including life skills which is largely associated to social studies objectives. As Okam (1993) pointed out, the bulk of the teachers during this period, (19990-92) were grade two teachers and this is still so. Now that teacher education programme for the two levels has been reviewed and is under implementation; has the quality improved to warrant any significant improvement in pupils performance at this level? This is where the present study intends to make its modest contribution by providing answer to this fundamental question.

Secondly, the study brought out some fundamental issues such as teacher remuneration that have direct bearing to teacher performance and choice of teaching as a career. Unlike the study carried out by UNESCO/Federal Government on the monitoring of learning achievement, the present study goes beyond monitoring of learning achievement as attempt is made at cross-validating the teacher-trainees' academic performance which is considered the cornerstone of any meaningful learning programme.

Another relevant study that has one relevance to this study is the one conducted by Babatunde in SOSAN Publication (1993). His work attempts to examine whether any differential perception exists in the views of practising teachers and teacher-trainees' on the adequacy of the Social Studies curriculum at the JSS Level. Based on their perception of

the new conception of Social Studies, attempt was made to determine the overall adequacy of the curriculum as an instrument that can be used to develop positive values and attitudes in the learners.

The t-test and z statistics were used to test the five hypotheses formulated for the study. The finding revealed that the entire JSS Social Studies curriculum as a package was perceived as adequate enough as an instrument for developing positive values and attitudes in the learners.

On the adequacy of the components of the curriculum, the two subjects had unanimous views on objectives and evaluation, but disagreed on the adequacy of the content component.

A total of forty subjects were drawn from Lagos State College of Education, F.C.E. (Technical) Akoka and Project Time (NCE) Centre at Akoka.

The instrument used for the collecting data was titled, "Social Studies curriculum adequacy questionnaire".

Based on these findings, the study recommended that the JSS curriculum content be reviewed so as to provide connection between the humanities and the natural and physical sciences as well as man's problem of survival.

It was also recommended that the study be replicated at national level so that more information could be obtained in the perception of various groups of Social Studies teachers on the adequacy of the JSS

Social Studies curriculum.

This study, though addressing the JSS Social Studies curriculum, still has some direct relevance to the present study. If focuses on the teacher trainees and practising teachers' perception on the adequacy of the JSS Social Studies curriculum in developing positive values and attitudes. Since the two categories of subjects all agree that the content of the JSS Social Studies programme is in adequate for this task, points to the fact that even where the implementors are well prepared (as would be determine in the present study), there is still the need to revisit the JSS Social studies programme. This could go along way in making the teachers' task easier in achieving the citizenship objectives of Social Studies at this level.

However, this work was confined to Colleges of Education in Lagos area. Its generalisation would therefore not be too reliable.

From the above existing empirical studies, the present study is geared towards making its worth-while contribution to existing knowledge in the area of curriculum evaluation for effective teacher preparation towards citizenship training. Since the inception of the NCCE about six years ago, which brought all the Colleges of Education in the country under one curricular umbrella, there has not been any evaluative study of its social studies programme. This study therefore presents a pioneer work of the NCCE Social Studies curriculum. By and large, this study is more national in outlook than previous studies which were

confined to few stated and local government areas. Also, most previous researchers evaluated the school curriculum through the questionnaires only. This study attempts to ascertain the level of student-teacher preparation through achievement test instrument as well. It is therefore expected that the results of the study would contribute significantly towards the improvement of teacher education in the country.

2.4 Summary

This chapter has attempted a review of related literature and empirical studies that have a direct bearing on this study. This was with a view to placing this research in proper perspective and to show how it fills the existing gap in the available research work in the area of Social Studies curriculum evaluation.

Consequently, the review began by examining some major existing concepts and theories of curriculum evaluation. The types and models of curriculum evaluation enabled the researcher to bring out the place of this study within the context of existing curriculum evaluation theories.

This was followed by an attempt to review the school curriculum as it relates to citizenship training. It was discovered that most writers agree that the various programmes of the school curriculum contribute significantly in one way or the other to citizenship training. Social Studies stood out clearly in this crusade. Therefore, the teachers relevance for this study was in the nature, scope and philosophy of

Nigerian Social Studies programme. In doing this, the various traditions of teaching social studies for citizenship education were highlighted. Attempt was made to show which of the traditions reflected the contemporary social studies philosophy in Nigeria.

The nature and philosophy of the NCCE Social Studies programme was equally evaluated including an analysis of its content. It was shown that the NCCE Social Studies programme reflected the general philosophy of Social Studies in Nigeria even in terms of its organisation and methodological approach.

Finally, the researcher reviewed some major empirical works that have some bearing on the present study. In this respect, the works of Nwagwu (1972), Dubey (1972), Madubuike (1985), Okam (1988) and Galadima (1991), came into focus.

Chapter 3

RESEARCH PROCEDURE

3.0 Introduction

This chapter focussed on the research design, population and sampling procedure, the research instrument, pilot study, administration of instruments and procedure for data analysis. These were all employed for the study of the problem and testing of the research hypotheses. The problem itself has been translated into research questions to address the following issues:

(1) The adequacy or otherwise of the NCCE social studies programme in preparing the social studies teacher-trainees for effective citizenship training.

(2) How the teacher trainer's exposure to the NCCE social studies content in the last three years has affected their citizenship disposition.

(3) How the NCCE social studies programme is meeting the objectives for which it was introduced.

(4) Relationship between cognitive achievement and disposition.

(5) The influence of personal and institutional variables on the direction of teacher-trainees' reaction on the NCCE Social

Studies syllabus.

3.1 The Design

A research design according to Denga and Ali (1983) relates to the way in which a researcher fashions out his study. It includes how samples are drawn from the population, methods and procedures to be adopted and measurement of the data. That is why Osuala (1987) preferred to see a research design as an organised and deliberate effort at collecting data.

In view of the fact that this study represents an attempt to determine the working of the NCCE social studies programme from the stand point of final year NCE social studies students. It largely falls within the framework of survey design. If it is the views of Nachmias and Naschmias (1988) that a survey design is the gathering of information about a larger number of people by interviewing a few of them and those of Black and Champion (1976:550) as specification of procedures for gathering information about a large number of people by collecting from a few of them. Then one can aptly classify this study as embracing a survey design. This is because samples of the population were studies in order to determine the character of the whole population that is of interest to this study.

3.2 Population And Sampling

3.2.1 Population

The population of the study is made up of social studies students within the conventional colleges of education in Nigeria who are in their NCE final year of studies. This includes all conventional Federal and State Colleges of Education where social studies has been accredited by the National Commission for Colleges of Education. This is because it is assumed in this study that all those who pass through the NCCE social studies programme should be able to demonstrate appropriate citizenship and professional values and academic competency to teach social studies for citizenship training at the primary and JSS levels of our educational system. At present, the country has 48 conventional Colleges of Education. Of this number, 11 are Federal Government owned institutions while 37 are owned by State Governments. This means that other colleges such as Federal Colleges of Education (Technical or Special), private and military institutions that offer NCE courses as well as Polytechnics and allied institutions do not form part of the population of this study. That implies that the population of this study constitutes sixty-four percent of the total 75 various categories of NCE awarding institutions recognised by the NCCE. Below is the summary of the Colleges and the students that constitute the population for this study as of 1996

3.2.2 Sampling

In order to have a representative sample of respondents from the 48 conventional Colleges of Education in Nigeria, the subjects were selected with the following variables in mind:

- Geographical spread of the educational institutions.
- Ownership and proprietorship of the colleges.
- Colleges of Education that have been accredited to run the NCCE social studies programme.
- NCE Social Studies teacher-trainees in the conventional colleges who have been exposed to the NCCE Social Studies programme for not less than three years.

Consequently, the colleges were zoned into two groups, namely those in the Northern and Southern blocks of the country. In each of these blocks, six colleges were selected comprising of three Federal and 3 state Colleges of Education respectively. Several reasons informed this researcher into adopting this pattern of zoning.

Firstly, this pattern of zoning the country was the first major attempt to zone the country for developmental and educational purposes since the attainment of independence. Up till, today, there is the much talked about the education gap between the north and south which is still a reality.

Secondly, it afforded the researcher with the opportunity to still select six colleges of education from within each of these major blocks

that can reflect newer patterns of zoning in the country. This includes the 12 political zones in Nigeria as contained in the 1989 Draft Constitution and ten educational zones created by the National Primary Education Commission (NPEC).

Thirdly, these large two zones, afforded this researcher with the wide freedom of selecting only those college that have attained at least ninety percent coverage of the NCCE Social Studies programme in the second semester of the final year and or are about starting their final semester examination. This is because the study sought to assess the teacher trainees' level of cognitive and attitudinal preparations having been exposed to the programme for three years. Therefore, for the result to be reliable and objective, there was the need to assess the teacher-trainees across colleges who had a fairly equal exposure on the programme. Table below shows this distribution.

Table 3.1: THE DISTRIBUTION OF THE SAMPLE COLLEGES

Southern Zone		Northern Zone	
College	No of students	College	No of Students
Owe	41	KAF	27
Ije	42	Sok	39
Agb	49	AZa	46
Eha	37	Yol	33
Abe	32	Pan	33
Obu	48	KN	33
Total	249	Total	211

On the whole, twelve (12) Colleges of Education were involved in the study, representing twenty-five percent of the total eight (48) conventional colleges of Education in the country. In these twelve Colleges that constitute the sample, all the 462 final year NCE Social Studies students were involved in the study representing about twenty-eight percent of the total NCE final year Social Studies students in the country. Out of this number, 226 were from the Federal Colleges of Education while 236 came from state colleges respectively.

3.3 Instrumentation

Research instruments according to Board (1981:180) are relevant to the research problem which are grouped into categories. For this research therefore, two major instruments were employed. They are the NCE basic citizenship achievement test (NCE BAT) and the NCCE content opinionaire (NECO).

The NCEBAT was constructed by the researcher after a careful study of the basic objectives of each of the courses offered at the NCE level. Consequently, externally moderated past NCE examination question papers were collected from the colleges. From them the common questions were selected but ensuring that they reflect the central objectives of the NCCE Social Studies programme. These questions which are all essay-type were then converted into objective test items. The reasons for this exercise were three-fold. One was to save the

respondent's time. Secondly, to ensure content coverage of the NCCE social Studies programme, and thirdly, to enhance objectivity in marking.

A total of 60 objective test items were arrived at reflecting the 28 courses of the NCCE Social Studies Syllabus. The number of questions taken from each course depended on the status of the course (whether elective or compulsory) as well as the credit load of the courses. For instance, a course with one credit load had two objective test items; if it is a compulsory course; but if it is an elective, the two questions are split among the two elective courses for that semester. Similarly, a course with two credit hours had three objective test items. The rationale for the decision was informed by the NCCE semester examination pattern whereby students are expected to answer three essay questions in a two-credit course unit.

Since this is an achievement test, the items were constructed to reflect the six categories of cognitive domain as proposed by Benjamin Bloom's taxonomy of Educational Objectives; namely: recall, comprehension, application, analysis, synthesis, and evaluation. Also, they were constructed to reflect the major types of objective tests as multiple choice, true of false and matching tests. This was done with the view to ensuring the variability of the test items. To prepare the instrument for piloting, the questions were submitted to experts at the NCCE, University of Jos and ABU, Zaria for another round of moderation, since the structure of the questions and vetting have been tampered with.

The rationale for the use of achievement test is to help establish the level of teacher trainees cognitive achievement and preparation at the end of the three year exposure on the programme.

The opinionaire which is the second instrument for this study was meant to elicit information from the teacher-trainees regarding the adequacy or otherwise of their preparations as citizenship trainers. Although as pointed out by Osuala 91982), opinionaires do not always give true picture of respondents' attitudes and feelings. This researcher maintains that they still remain the only option for making inferences especially in a cross validation study as the one being undertaken in this study. This is because any expression made by an individual largely represents his belief system, perception and dispositions.

The opinionaire used in this study was therefore constructed after a careful study of the studies of Dubey (1980) and Okam (1988) on attitudes at various levels. Of particular interest in the construction method for the check list items are the works of Langton and Jennings in Dennis (1985:365-380), Okam (1988) and Abdulkareem (1986). Though the construction seemed to follow their pattern, the items were modified to suit the hypotheses formulated and the variables selected for this study.

Consequently, the instrument was divided into four major sections. The first section sought information on student-teachers' personal background such as sex, age and experience. The rational was to enable

the researcher analyse these personal variables and find out whether they have any effect on the level of their preparations regarding the adequacy or otherwise of the NCCE Social Studies programme in preparing them for effective citizenship training.

The second segment of the opinionaire deals with the student-teachers' expectation of the NCCE Social Studies. The idea behind this section was to determine whether their expectations have been met and whether this has affected their reactions on the NCCE Social Studies programme.

The third segment deals with teacher-trainees' reaction on the adequacy or otherwise of their exposure to the various courses on the programme. The reason behind this was to seek for their feelings and opinions about the adequacy or otherwise of these courses in preparing them as effective citizenship trainers in particular and for social studies teaching in general.

The forth segment of the opionaire sought to find out from the teacher trainees whether the programme has positively influenced their citizenship dispositions. This is to help the researcher determine whether the programme is achieving its desired objectives or not.

There is also an open ended question to allow the teacher trainees freely express themselves as regards the NCCE Social Studies programme vis-a-viz level of preparations. On the whole, thirty-seven items were on the instrument.

3.4 Validation of Instruments

In order to make the instruments both valid and reliable they were subjected to the following processes:

3.4.1 Face and Content Validation

This was done through a careful examination of NCCE course syllabus and objectives by the researcher. Apart from the supervisor's scrutiny and input, it was equally subjected to other experts's judgement. The researcher got the inputs of experts from both A.B.U., Zaria and University of Jos and the NCCE Kaduna. Although, there is no numerical expression of experts' judgement of the adequacy of the content of the instruments; this researcher believes in line with Nwankwo 91983) that this kind of exercise goes along way in establishing the degree to which the test instruments measure the traits for which they were designed. The measure will also reveal how adequately the instruments sample the universe of knowledge and skills that a student-teacher is expected to exhibit.

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3.4.2 The Pilot Study

In order to determine the extent to which the instruments would yield the same result among the a group of individuals if administered more than once, a pilot study was conducted. It was to also test for internal consistency of each of the perceived attitudinal statements.

To achieve this, two colleges of education other than the twelve

used for the actual study were selected. The schools were the Federal College of Education, Zaria and the College of Education, Gindiri. In selecting for the pilot study, the researcher was guided by the major variables of the research.

A total of 78 respondents were involved in the pilot study. The set of data from the two instruments achievement test scores were used to test the reliability of the instruments through the use of odd-even technique. The Pearson correlation coefficients for matched scores were then computed. In the final analysis, the Spearman Brown formula (rtt = $\underline{2}^{r}/1+r$) was then used to determine the actual level of correlation coefficient for the odd and even scores of both the achievement test and opinionaire. A correlation coefficient of 0.761 and 0.721 were recorded for achievement test and opinionaire respectively.

A test of internal consistency also enabled the researcher determine the level of consistency of the items. Twenty-six of the statements correlated at .001, one at .01, five at .05 and one had no significant correlation with the total score. Therefore, the 25 statements with correlations at .001, the one with correlation at .01 and the five with correlations at .05 were retained and used for the actual study.

3.43 Construct Validity

This study deals with attitudes. As a result, it became necessary to determine the extent to which test performance can be interpreted in

terms of certain psychological construct, such as reasoning ability, intelligence and creativity among others.

To achieve this, the following measures were adopted:

(i) All the items were carefully constructed with such care that each item carried the same degree of cognitive power;

(ii) The test of internal consistency reported earlier at 0.761 and 0.721 level of correlation coefficient on opinionaire and achievement test respectively also proved the positive nature of the construct validity as agreed by Gronhund (1976), Herson and Fitz-Gibbon (1978) in Jatto (1994).

(iii) Pilot respondents were measured at an index of $2^r/1 \times 2^r$ correlational level at 103.47 confidence interval. Those who were exposed to the NCCE Social Studies programme up to three years recorded pre-test of 72% and 76% in both the opinionaire and cognitive test, while the same number in NCE II recorded 49% and 61% in the achievement test and opinionaire respectively. This development in cognitive ability which neglects the way children answer questions positively in accordance with their cognitive levels and training shows one indication that the test has construct validity.

3.5 Administration of Instruments

The administration and collection of data were carried out personally with the help of research assistants and social studies lecturers in those institutions concerned. This was done when the students were about finishing their final examinations or project work.

The administration of the two instruments was done under examination conditions. This was deliberate in order to reduce to the barest minimum, the influence of extraneous variables.

3.6 Data Analysis

For the purpose of analysis, all the responses obtained from the two instruments were scored and totals obtained, before other statistical manipulation were made with the view to testing the hypotheses for the study. In the first instrument, each correct answer was awarded one mark. This gave a total of 60 marks. A cut-off point of 24 marks was established with the view to determining those who are adequately prepared and those who were not. In the second instrument, the items were scored in line with the Likert scale as follows:

Positive Statements			Negative Statement		
Strongly agree	=	5 points	SA	-	1
Agree	=	4 ,,	A	-	2
Undecided	=	3 ,,	V	-	3
Disagree	=	2 ,,	DA	-	4

Strongly disagree = 1 ,, SDA - 5

Consequently, a confidence interval was established as a basis for dichoto-missing favourable and unfavourable groups.

HYPOTHESES TESTING

The first hypothesis for this study takes the position that there is no significant difference in the achievement test of the Final year NCE Social Studies students among the twelve colleges under study with respect to their preparation for citizenship training.

To measure this, the respondent's scores on the achievement test became the major focus. The mean of all the twelve colleges were computed. A one-way analysis of variance was then computed to determine the level of significance of the differences among the twelve categories.

The second hypothesis sought to establish the position that there is no significant difference among the twelve colleges with regards to their opinion on the adequacy of the NCE Social Studies programme in preparing them for citizenship transmission.

To measure this, the respondents' total mean opinion scores for each of the colleges were computed from items 13-37. A one way analysis of variance was then computed to determine the level of significance of the differences among the twelve categories.

The third hypothesis sought to establish whether or not there is any significant relationship between academic performance of final year

Social Studies and their opinion in respect to the adequacy of the NCCE Social Studies programme for citizenship transmission.

To test this hypothesis, all the respondents' scores on their perception on the adequacy of the NCCE Social Studies programme for preparing them for citizenship transmission were correlated with their achievement test scores through the use of Spearman Rank order correlation.

The fourth hypothesis took the position that there is no sigificant difference between teacher-trainees' gender and their actual academic achievement. Consequently, the trainees' were categorised according t their sex - male and females. Their mean scores were then computed and a t-test of unrelated sample was employed to determine the level of significance.

The fifth hypothesis sought to establish whether there is any significant difference between teacher-trainees gender and their opinion about the adequacy of the NCCE Social Studies programme in preparing them for citizenship training. To test this, trainees were categorised according to their sex - male and females. Their mean opinion scores were then computed and a t-test of related sample was employed to determine the level of significance.

The sixth was to establish is there is any significant difference in opinion about the effectiveness of the Social studies programme in preparing effective citizenship trainers between teacher-trainees of

Federal and State Colleges of Education. The respondents were again grouped into two categories between Federal Colleges of Education and those in State College of Education. The mean opinion of each category was computed and a t-test of significance was then computed for the difference between the mean scores of the two categories.

The seventh hypothesis expects significant difference in teacher-trainees' academic achievement between those in Federal Colleges of Education and those in State Colleges of Education. Trainees' scores were grouped into two categories according to their institutional training and the mean scores computed. t-test of unrelated samples was then used to test the difference in the mean scores.

The eight hypothesis deals with differentiation in achievement test between teacher-trainees' with TC II/Teaching experience and those with SCCE/GCE as entry qualification with respect to citizenship training.

In this respect, teacher-trainees were grouped into two. Those who had some exposure to teaching profession and those who had none. The t-test of unrelated samples was then used to compute the difference between the mean scores of the two groups.

In all cases, summaries of test tables were provided. In the analysis of the data associated with this study therefore, percentages, one way analysis of variance, Spearman Rank order correlation and t - test of unrelated samples were employed.

Firstly, the percentage distribution method of analysis was used

extensively to describe the pattern of performance and disposition of the respondents. The use of percentage is justified in this study because they helped the researcher categorise the teacher trainees according to the level of their performance and opinion as regards their preparation as citizenship trainers. In other words, the researcher was able to categorise those who were adequately prepared and those who were not, as well as those who expressed negative opinion about the adequacy of their preparation and those who exhibited positive opinion about their preparations.

Secondly, one-way analysis of variance was employed to test hypotheses one and two formulated in this study. The choice of this statistic was justified in this study in view of the fact that the scores are on interval scale. Also, since the compared groups are on interval scale. Also, since the compared groups were none than two, the ANOVA (1) which is regarded as an extension of the t - test was used.

Thirdly, for the third hypothesis, the Spearman Rank order correlation was employed because the scores were ranked scores on interval scales.

Fourthly, the researcher, adopted the t - test of unrelated samples for hypotheses four to eight. The application of the t - test was based on the fact that the samples scores were on internal scales and normally distributed. There was also homogeneity of the variances of the compared scores.

To uphold or reject the hypothesis advanced for this study, all tests were measured at .05 level of significance.

RESULT OF THE STUDY

The instrument of 33 attitude statements on the questionnaire and the test items were validated for internal consistency and reliability in order to avoid what Nwankwo (1983) referred to as unexpected problems during a research study. To achieve this, the researcher decided to carry out a pilot study involving two colleges: a Federal College of Education at Zaria and a State Government College of Education at Gindiri.

3.7 Test for Internal Consistency

The purpose of testing for internal consistency was to measure the relevance of each statement for measuring attitudes towards the perceived impact of the NCCE Social Studies Programme for citizenship transmission. Responses on the 33 opinionaire statements were scored and item analysis computed. The supportive items were not treated at this stage as they do not contribute directly to the measurement of teacher-trainees' perceptions. The result is shown in table one.

Table 1: Correlation Coefficient for Internal Consistency of 33 Proposed Attitude Statements with the Scale Score

Statement Coded No.	Total Score	r	Level of Significance	Decision
16	315	.8076	.001	Retained
18	181	.4641	.05	,,
20	116	.2974	NS	Rejected
22	233	.5974	.05	Retained
24	222	.7358	.05	,,
26	287	.4615	.001	,,
28	180	.7871	.05	,,
30	307	.8512	.001	,,
32	332	.5564	.001	,,
34	217	.7487	.05	,,
36	292	.8205	.001	,,
38	320	.7820	.001	,,
40	305	.8205	.001	,,
42	302	.7948	.001	,,
44	310	.7717	.001	,,
46	301	.7692	.001	,,
48	300	.7692	.001	,,
50	300	.8076	.001	,,
52	315	.8307	.001	,,
54	324	.7666	.001	,,
56	299	.7923	.001	,,
58	309	.7123	.001	,,
60	278	.7128	.001	,,

Statement Coded No.	Total Score	r	Level of Significance	Decision
62	273	.7000	.001	,,
64	348	.8923	.001	,,
66	332	.8512	.001	,,
68	349	.8948	.001	,,
70	336	.8615	.001	,,
72	295	.7564	.001	,,
74	280	.7179	.001	,,
76	261	.6692	.01	,,
78	311	.7974	.001	,,
80	309	.7923	.001	,,

26 of the statements correlated at .01, 1 at .01, 5 at .05 and 1 had no significant correlation with the total score. The 25 statements with correlations at .001, the one with correlation at .01 and the 5 with correlations at .05 would be retained for the actual study.

Therefore, their very significant correlations with the total score suggest that these 32 statements make the greatest contribution to the measurement of the students-teacher reaction towards the mastery of the NCCE social studies programme for citizenship transmission.

Test for Reliability

The set of data from the two instruments - the opinionaire and achievement test scores were used to test the reliability of instruments. The purpose of the reliability test was to determine the extent to which

the instruments would yield the same result among the group of individuals if administered more than once.

The odd-even technique for reliability testing was employed. Each respondent's total scores on the odd-even statements were calculated and paired up as shown in Appendix A and B. The Pearson correlation coefficients for matched scores were then computed.

In the final analysis, the Spearman Brown formula ($rtt = 2^r / 1 + r\ 2^n$) was used to determine the actual level of correlation coefficient of odd and even total scores of both the opinonaire and the achievement test (where r = correlation coefficient of the odd and even total scores. The correlation coefficient for the achievement test was computed and found to be at 0.7611419. Thus, recording a high correlations.

Therefore, probability of the achievement test instrument yielding the same result when administered to a similar group of respondents under similar conditions more than once is about 76 out of 100.

Similarly, the correlation coefficient of odd and even total scores of the opinionaire was computed and found to be at .72114979. This shows a high correlation coefficient. The implication is that the probability of the opinionaire instrument yielding the same result when administered to a similar group of respondents under similar conditions more than once is about 72 out of 100.

Since the correlation coefficient was not less than 7 as proposed by Nachmias and Nachmaias (1984) to be the dividing line of acceptability

of the reliability of the instrument, they were therefore adopted for the main study.

3.6 Summary

In this chapter, the research design, population, and sampling procedure, instrumentation, validity and reliability processes, method of administration and method of data analysis have been discussed. The objective was to bring out the main features and technicalities of the study. It equally highlighted on how the study was carried out and how the instruments for the study were constructed. In like manner the mode and form of data analysis were equally highlighted.

The statistics for measuring the hypotheses and analysing the data were equally discussed. Apart from the use of percentages, three major statistics - ANOVA (1), t - test of unrelated samples and Spearman Rank Correlation (r) were explored. The .05 level of statistical significance was chosen for the acceptance or rejection of the null hypotheses.

On the whole, the information to be gathered from the teacher-trainees' responses via the use of achievement test and opinionaire would serve to promoted the basis for discussion and generalisation towards determining whether or not the NCE Social Studies programme has achieved its citizenship objective of preparing effective social studies teachers for citizenship training and what areas need modification for improvement.

Chapter 4

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This study sets out to establish whether or not the NCE student teacher has been adequately prepared cognitively to function as a citizenship trainer at the primary and JSS levels of our educational system. Also to be uncovered are his sentiments about the adequacy of his three year preparation as a social studies teacher. In other words, has the student teacher at this level of teacher preparation been adequately prepared both cognitively and professionally to enable him see himself as citizenship trainer in the society is the issue which this chapter seeks to address.

It is in consonance with this concern that led to the establishment of seven hypotheses arising from the problem in a perspective. The relevant data obtained from the twelve sampled colleges through the two major instruments - achievement test and opinionaire were analysed in this chapter with the view to answering the research questions and testing the emergent hypotheses.

Preceding the testing hypotheses and the discussion of the findings was the attempt at giving the general description of the findings with the view to placing the results of the study in their proper perspective.

4.2 Descriptive Analysis

A sample of 460 subjects were drawn from across the 12 colleges of education selected for the study. These 12 colleges represented twenty-five percent of the 48 conventional colleges of education in the country. In these 12 colleges, that constituted the sample, all the 460 final year NCE Social Studies students were involved in the study. This represents about twenty-eight percent of the total NCE final year Social Studies students in the country.

4.21 General Performance of Respondents on Achievement Test

The final year teacher trainees's scores were categorised into three groups. Those below average, average and above average as shown below:

Table 4.21(a): Categorisation of achievement test scores

	Below Average	Average	Above
Scores	0 - 23	24 - 35	36 and above
Percentages	0 - 39%	40 - 59%	60% and above

This pattern of categorisation is in line with the normal practice in most tertiary institutions and Colleges of Education in particular where below average performance starts from 0 to 39%, average performance between 40 to 50% and above average performance 60% and above.

This categorisation was informed by the focus of this study in its attempt to demonstrate the trend of the teacher-trainees' performance,

to see how many of them performed below average and those who were successful. If further made possible other computerisations such as the mean performance for every college which will finally enable the researcher test whether or not a significant difference exist in the mean achievement of the teacher trainees among the 12 colleges under study with respect to preparation for citizenship transmission.

Based on the above categorisation, performance by colleges were displayed on table 4.2.1(b).

Table 4.21 (b)

Performance of respondents on achievement test

College	Below Average	%	Average	%	Above	%	Total
OWE	5	12.2	18	43.9	18	43.9	+ 41
KAF	5	18.5	18	66.7	4	14.8	27
IJE	7	16.7	20	47.6	15	35.7	42
SOK	15	38.5	14	35.9	10	25.6	39
AZA	8	17.4	23	50	15	32.6	46
AUB	8	16.3	23	46.9	18	36.7	49
EHA	6	16.2	21	56.8	10	27	37
YOL	8	24.2	13	39.3	12	36.4	33
ABE	2	6.3	15	46.7	15	46.7	32
PAN	4	12.1	12	36.4	17	51.5	33
KAN	4	15.1	17	51.5	11	33.3	33
OBU	11	22.9	22	45.8	15	31.3	48
TOTAL	84	18.3	216	47	160	34.8	460

From the table of performance above, a total of 84 students representing 18%.3% of the entire sample performed below average. Their scores fell between 0 to 23 marks category. Of this number, 48 were from State Colleges while 36 came from Federal Colleges of Education.

The table also indicates that 216 or 47% of the subjects performed averagely. This implies that their scores were within 24 - 35 marks (40% - 50%) category. Within this class, 116 came from the colleges owned by State governments while 110 were from the FCEs.

Performance above average showed that 160 teacher trainees fell within the category. Thus representing 34.8% of the entire sample. This group had their scores ranging from 36 and above. 80 of these or 50% came from the State Colleges while 80 or 50% came from the Federal Colleges of Education.

The achievement test was scored over 60 implying that each item was awarded one mark since the attempt in this study was to determine the number of those who perform below average and those whose performance fell on the average or above. This yardstick enabled the researcher determine the percentage of those who have been adequately prepared and those who were not adequately prepared to teach Social Studies for citizenship training. From table 4.21 (b) it becomes evident that a total of 376 subjects adequately prepared to teach Social Studies for citizenship training. This figure represents 81.7% of the total subject

that constituted the sample. The table also revealed that 84 or 18.3% of the subjects fell below expectations.

It would then be inferred in this study that based on this descriptive analysis, the students were adequately prepared through the NCCE Social Studies programme to teach Social Studies at both the primary and JSS levels for citizenship training. A significant feature of the results also showed normal distribution pattern. A large number of the subjects about 47% felt within the average region while 18.3% and 34.8% fell on the other extremes respectively.

4.22 Mean Performance by Colleges

From the general performances of each respondent across the colleges, attempt was made to compute the means for each college of education. This is demonstrated in table 4.22 (a).

Table 4.22(a) Mean performance by colleges.

Variable	Mean	Sample	Group Variance
OWE	33.76	41	76.19
KAF	29.26	27	35.51
IJE	31.48	42	66.79
SOK	27.44	39	77.57
AZA	31.24	46	53.03
AUB	31.88	49	66.11
EHA	31.08	37	67.13
YOL	31.39	33	74.50
ABE	34.94	32	60.83
PAN	34.58	33	63.88
KAN	32.06	33	69.50
OBU	29.92	48	63.01
GENERAL MEAN	31.53	460	

From the table 4.22 (a) above, most colleges performed above the general mean of 31. Only 3 colleges or 25% displayed a slightly below average performance. Their median also demonstrated this slight bellow average performance. However whether or not this has any significant effect on the general mean performance among the colleges, would be determined after testing hypothesis one.

4.23 General Opinion of the Respondents with Respect to the Adequacy of their Preparations as Citizenship Trainers

In order to obtain the level of the respondent's opinion about the adequacy of the NCCE Social Studies programme in preparing them for

effective teaching of social studies to achieve citizenship objectives, the summation of items 11 - 37 were computed for every respondents. Only 460 of the 462 respondents expressed their opinion properly on the questionnaire, so they were the ones retained for this analysis.

To determine the level of opinion of the respondents, a confidence interval was established at 95% level. 95% limit was chosen because it is the most widely used level in studies of this nature. It is also, highly reliable due to the high categorise the respondents' opinion into 3 groups as BCI CI and ABCI as shown below:

Table 4.23 (a)

CONFIDENCE INTERVAL

Below Confidence Interval	Confidence Interval	Above confidence level
Less 103.4	103.47	Above 103.4

By this pattern of categorisation, those whose expressed opinion fell below the confidence interval, were regarded as negative expression of their opinion while those whose expressed opinion fell on the confidence interval and above, were regarded as those with positive opinion. This categorisation was informed by the attention of this researcher to establish from the perspective of the respondents whether or not they have been adequately prepared to function as citizenship trainers.

Table 4.23 (b) Respondents expressed opinion

Below C.1<1.03	C.1 103	Above C.1 >103.47	S.D
165	24	251	10.83
37.6%	5.4%	57.0%	442 = 100%

From the table of opinion above, a total of 165 respondents representing 37.6% of the entire sample displayed negative expression since computations of their expression fell below confidence interval. The table also revealed that twenty-four of respondents or 5.4% expressed average opinion as regards the adequacy of the NCCE Social Studies programme in preparing them for citizenship training. Expression above the confidence interval showed that two hundred and fifty two (251) of the teacher-trainees or 57% of the total respondents had their opinions expressed under this category.

From this analysis it becomes evident that a total of two hundred and fifty one (251) subjects expressed positive opinion about the adequacy of their preparation to teach Social Studies for citizenship transmission. This figure represents 62.4% of the total subjects that consituted the sample. The analysis also revealed that one hundred and sixty six (166) or 37.6% of the respondents exhibited negative opinion about the adequacy of their preparation through the NCCE Social Studies program for citizenship transmission.

It would then be informed in this study, that based on the descriptive analysis of the teacher-trainees opinion. They were

adequately prepared through the NCCE Social Studies programme to teach Social Studies at both the primary and JSS levels for citizenship transmission. This is because a 62.4% positive expression about the adequacy of their preparation was made.

This expressed feelings or opinion of the teacher-trainees positively supports the earlier findings in this study through their performance on the achievement test that they have been adequately prepared to function as effective citizenship trainers at the primary and JSS levels. This further establishes the fact that NCCE Social Studies programme which has been in use for the past six years, is achieving its citizenship objectives.

4.24 Expressed Mean Opinion Among the Colleges

Attempt has also been made in the study to compute the means of the expressed opinions of the respondents for each college to enable the researcher further demonstrate the level of their mean responses across colleges. This is demonstrated in table 4.22 (c) below:

Table 4.24 (a) Expressed Mean of opinion Among the Colleges

Variable	Mean	Sample size	Group Variance
Owe	109.6	40	84.45
Kaf	101.3	28	84.45
Ije	105.7	41	114.1
Sok	97.25	40	147.5
Aza	99.54	41	56.60
Aub	107.1	40	52.15
Eha	99.83	41	36.80
Yol	103.9	33	34.90
Abe	107.4	33	282.2
Pan	102.0	32	70.81
Kan	108.1	32	100.9
Obu	104.8	41	47.02
Total	103.8	460	116.8

From the table above, the general sample mean of 103.8 was arrived at. This is virtually the same as the general mean set at the confidence interval level at 95% limit. From this general mean, it could be identified that 5 colleges or about 41.7% of the colleges made below average expressions about the adequacy of their preparation while 7 or 58.3% made positive mean expressions. 3 of these colleges were state owned institutions while 2 were federal. Whether or not these differences in the mean expressions have any significant effect would further be tested in hypothesis two. The fact however remains that even going by

colleges, as demonstrated in their mean expression, the trend shows positive disposition.

4.25 Respondents' General Opinion on the Adequacy of their Exposure to each of the courses of the Social Studies Programme

The respondents were asked to react on the each of the eighteen courses of the NCCE Social Studies syllabus. They were required to tick (✓) appropriately on a Liker type five (5) scale questionnaire to show the level of their agreement or disagreement on the adequacy of their exposure to each of the courses. The rationale for this exercise is to enable the researcher determine the strength or weakness of each of the courses as they contribute to preparing the teachers for citizenship training. This exercise is demonstrated in table 4.22 (a) below:

Table 4.25 (a) Weighted scores for the courses

Item	Weighted	N	Mean	Decision
13	1254	460	2.84	Disagree
14	1870	460	3.531	Agree
15	1706	460	3.86	Agree
16	1812	460	4.1	Agree
17	1744	460	3.945	Agree
18	1989	460	4.5	Strongly agree
19	1856	460	4.2	Agree
20	1600	460	3.62	Agree
21	1512	460	3.42	Not certain
22	1700	460	3.846	Agree
23	1971	460	4.45	Strongly agree
24	1850	460	4.185	Agree
25	1890	460	4.276	Agree
26	1856	460	4.2	Agree
27	990	460	2.24	Disagree
28	1742	460	3.94	Agree
29	1906	460	4.3	Agree
30	1596	460	3.531	Agree

From table 4.25 (a) above, items 13 (introduction and background to the meaning, nature of Social Studies), and 27 (independent studies, e.g. projects, seminars) were generally rated low. They exhibited an average mean of 2.84 and 2.24 respectively. Similarly item 21 (methods/methodologies of teaching Social Studies) recorded a mean of 3.42. This shows an uncertain decision. All the remaining courses showed positive decision of agreement with items 18 (social services in

Nigeria) and 23 (citizenship education in Nigeria) exhibiting high agreement.

The analysis above showed that the respondents' feelings about the adequacy of their exposure to the courses was satisfactory. This exposure is in consonance with their general responses on the adequacy of the entire programme. Since only two of the courses or 11% of the courses demonstrated mean disagreement. It could be concluded in this study that the teacher-trainees had adequate exposure on the courses of the NCCE Social Studies programme.

It could be inferred also in this study that the negative mean ratings of item 13 which is an introductory course in the first semester of year one, could be attributable to the fact that this was the first time most of the students came into contact with Social Studies especially those of them who came in with GCE or SSCE. Some of them equally, normally report late especially those who gained late admission. Also, the low negative mean expression on item twenty-seven (projects, independent studies and seminars) could be due to the fact that students and lecturers normally don't have enough time to pursue such independent studies. The conventional school time table is generally not suitable for such kind of studies either.

4.26 Effectiveness of the Programme in Achieving its Citizenship Objectives

The NCCE Social Studies programme is not only meant to produce qualified citizenship trainers, but must equally make the trainees effective citizens first and foremost. The analysis of respondents' feelings about how the programme is faring in this direction is therefore in table 4.26 (a) below:

Table 4.26 (a) Effectiveness of the programme in achieving its citizenship objectives

Item	Weighted Score	N	Mean	Decision
31	1878	460	4.251	Agree(positive)
32	1789	460	4.0475	,,

The weighted scores on items thirty-one and thirty-two showed positive mean scores of 4.251 and 4.048 respectively. This revealed that the programme is achieving its citizenship objectives as contained in NCCE document. It also showed that the NCCE Social Studies programme has not only succeeded in preparing effective citizenship trainers but inculcated positive attitudes and values in the trainees. Their expressed opinion on item thirty-one which sought to find out the extent to which the Social Studies programme has created positive attitudes and values of good citizenship in them proved this claim. Their positive agreement on item 32 (whether the Social studies programme has succeeded in making them effective citizenship trainers) also

supported to the earlier findings about the adequacy of the NCCE Social Studies programme in making them effective citizenship trainers.

4.27 Suggested Problems in the Performance of the NCCE Social Studies Programme

Items thirty-three to thirty-seven sought to find out the level of their agreement or disagreement as to how such major factors like lecturers, learning environment, instructional materials, duration of learning and mode of assessment present a problem as regards the performance of the programme. This development is illustrated in table 4.27 (a) below.

4.27 (a): Showing the weighted problems in the performance of the NCCE Social studies programme.

Item	Weighted Score	N	Mean	Decision
33	1290	460	2.92	Disagree (Not a problem)
34	964	460	2.18	Disagree (Not a problem)
35	1728	460	3.91	Agree (A problem)
36	822	460	1.86	Disagree (Not a problem)
37	1040	460	2.35	Disagree (Not a problem)

From the teacher-trainers' expressions on items 33-37, it becomes clear that such issues like teachers' qualification and experience, learning environment, credit hours for the courses and level of Continuous Assessment were identified not to be major problems. Perhaps, this development might not be unconnected with the NCCE

supervisory and inspectorate work which insist on the strict compliance to the NCCE's regulation concerning those issues. However, the issue of instructional materials continue to present a problem as respondents seemed to rate it high. This development might not be unconnected with the practice whereby most colleges assembled borrowed instructional materials during accreditation inspection only to dismantle them soon afterwards. This dearth of reading and other instructional materials for Social Studies instruction in Nigeria made Tambiyi in SOSAN (1993) to warn that if not checked, the teaching of Social Studies in our schools could become problematic.

4.28 Student Teachers Expectation of the NCCE Social Studies Programme

This section of the instrument analysis intended to establish the reasons why teacher-trainees came in to read Social Studies at the NCE level. The focus here was to also establish whether or not their perceived expectations of the programme has been met. Their reactions to these issues were presented in the table 2.8 (a).

Table 4.28 (a): Student-teachers' expectation of the NCCE Social Studies programme

Item	Weighted Score	N	Mean	Decision
8	1634	460	3.6	Agree
9	1044	460	2.36	Disagree
10	1714	460	3.9	Agree
11	1657	460	3.7	Agree
12	1856	460	4.2	Agree

Item eight sought to find out whether they came in to read Social studies because of their urge to acquire more knowledge in the social sciences got an average agreement by the respondents. Since two hundred and ninety eight (298) of the trainees (67%) came through the secondary schools, their perception of Social Studies was therefore synonymous to other social sciences like government, history, geography, economics, etc. However, this general perception cuts across entry qualification.

The same mean agreement was recorded in items ten (10) and eleven (11). These items boarder on Social Studies being the last option and to become professional Social Studies teachers respectively. About 57% of the trainees who came in with SSCE/GCE as entry qualification agreed that they offered Social Studies as a last option while 90% of the 144 teacher trainees who came in with grade two certificates agreed they came in to be trained as professional Social Studies teachers. By this

description, it became evident that entry qualification could affect or influence ones perception or feelings about a course he is doing.

However, item nine (9) which wanted to establish whether trainees came into the college to read Social studies in order to meet their employers' request met a mean disagreement. Well, the reason for this is not far fetched as most of the trainees including those with teaching qualification were still applicants when they came in.

On the whole, teacher-trainees agreed that their expectations of the NCCE Social Studies programme have been met. This is evident in the mean agreement recorded on item twelve (12) which addressed this issue. It could therefore be concluded that the NCCE Social Studies programme is not only meeting the objectives for which it was established but equally those of the trainees.

4.3 Hypotheses Testing

Ho_1 There is no significant difference of final year NCE Social Studies Teacher Trainees among the twelve colleges under the stock with respect to citizenship transmission.

To test this hypothesis, a one Way-analysis of variance (ANOVA) was used. The summary of the computations is contained in table 4.31 (a) below:

Source	SS	df	Ms	F	P
Between	1.826E + 03	11	166.0		
Within	2.913E + 04	449	65.03	2.55	0.0039
Total	3.096E + 04	460			

Significant (p > 0.05).

From this table, the observed F. value (2.55) was found to be significant (p > 0.05). Since the table shows a significant difference in the mean achievement of final year NCE Social Studies Teacher Trainees among the twelve Colleges of Education, the null hypothesis was rejected.

Although table 4.21 (c) which displayed the mean performance for every college, it becomes easy to identify the source of the variation. Three (3) colleges, Sokoto, Kafanchan and Obudu indicated a below mean average performance which demonstrated some variation from other colleges. The researcher still went further to determine the equality of the variance using the BARLETTS TEST OF EQUAL VARIANCES as shown in table 4.21 (d) below.

Table 4.31 (b) Barlett's Test of Variance

CHI SQ	DF	P
6.41	11	0.8444

From the above table of equality of variance within the group, the equality of variance within each college was found to be not significant. This means that they are of homogeneous background, hence of

comparable ability.

The focus of this study is to establish whether or not the NCCE Social Studies programme has succeeded in preparing the NCE Social Studies final year student teachers. It has become necessary to find out the performance of every student in the sample and then compute mean performance for every school which finally culminated in testing the above hypothesis. From the mean spread of the colleges in table 4.2 (b) only 3 colleges or 25% of the sample colleges slightly performed below average. Two of these colleges were state owned while one was a Federal College of Education. The median of these 3 colleges also demonstrated that they are slightly below average. They thus become the major source of the variation which led to the significant level of the differences in performance among the colleges.

With the relative uniformity that now exists among Colleges of Education in Nigeria due to the Minimum Standards set by the NCE such as basic qualification of teachers teaching materials, facilities and common curriculum, one would have expected the mean achievement of the college not to be significant. Nevertheless, local variation in the individual colleges could have accounted for this significant difference in the mean achievement of the colleges. These may include location of the college, management factor and of course the tone of the school as a whole. For instance, the 3 colleges that provided the source of the variation all came from what is often referred to as "educationally

backward zones" of the country. In fact these local factors have been found to influence other examinations that operate on uniform minimum standards like WAEC/SCC. That still explains why equality of variance among each college group showed high homogeneity as revealed by Barlett's test of equal variances. However, a major factor to this development was the last instrument itself which went through series of validation and reliability testing. Also of importance to this study is the fact that the significant difference displayed in the mean performance of the 12 colleges does not negate the fact that at least 75% of the colleges still perform either on the average or above the mean. This is an indication that the level of academic performance of the NCE final year students as a result of their exposure to the NCCE Social Studies programme was high as far as preparation for citizenship training is concerned.

HO_2 There is no significant difference in the level of mean disposition of final year NCE teacher trainees among the twelve (12) colleges under study with respect to the adequacy of the NCCE Social Studies programme in preparing them for citizenship transmission.

In testing this hypothesis, a one-way analysis of variance (ANOVA) was used. The summary of the computation is contained in table 4.3 (c) below. From table 4.3 (c), the observed F value ($F = 8.0828$) was found to be significant ($P < 0.05$). The result of the analysis does not support the hypothesis that no significant difference in the mean achievement of final year NCE Social Studies students among the twelve colleges under

study with respect to citizenship education.

Table 4.3 (c) Summary of ANOVA I on the citizenship opinion of Teacher-Trainees for all colleges

Source of Variation	SS	df	Ms	F	P
Between	5753.44	11	523.04	8.0828	0.005
Within	29119.50	449	64.71		
Total	34872.94	460			

Significant $P < 0.05$

The significant difference demonstrated in the mean disposition of teacher-trainees among the 12 colleges under study revealed the fact that measuring affects especially on a common basis is often difficult. Local experiences and location may have contributed significantly to differences in the mean opinion. This was equally demonstrated even in respect to achievement test.

Generally, even though significant difference exists in the mean disposition among the colleges, these mean variations were positively skewed. This implies that most of the colleges' mean disposition were above the neutral region. This indicates the teacher trainees had positive disposition about the level of their preparation through the NCCE Social Studies programme to teach Social Studies for citizenship training at the primary and JSS levels. With this positive disposition Social Studies for

citizenship training. This according to Pittenger (1973) would improve his performance through perseverance in solving problems.

HO_3 There is no significant relationship between the academic performance of final year NCE Social Studies students and their oinion in respect to the adeqacy of the NCCE Social Studies programme for citizenship tranmission.

To test this hypothesis, all the respondents' scores on their perception on the adequacy of the NCCE social studies programme for preparing them for citizenship transmission were correlated with their achievement scores on citizenship training achievement test through the use of Spearman Rank order correlation. The computed r - value was found be 0.54 at @ = 0.05. With df = 459. The observed value (r=0.54) was significant. Hence computed r - value was found to be 0.54 at @ = 0.05) the observed value (r=0.54) was significant. Hence there is significant relationship between the perception of teacher trainees on the adequacy of the NCCE Social Studies programme in preparing them for citizenship training test. The hypothesis was therefore rejected.

The finding confirm earlier position held by the Musen et. all (1977) that one's perception is greatly influenced by his cognition. The way one sees the environment phenomena depends largely on his knowledge of such environmental phenomena. Therefore the ways and manner these final year students feel about the adequacy of the Social Studies programme in preparing them for effective citizenship training would depend largely on the kind of learning experiences they have been

exposed to. In Social Studies, such inquiry related methods of instruction are greatly encouraged in the NCCE Social Studies programme. For instance, it is recommended that students should be exposed to educational trips, series of role plays, simulations and group work (NCCE, 1990)p. In fact one of the accreditation requirement is the establishment of a Social Studies workshop where these activities would take place. This is to enhance the much needed anticipated socialisation. Now where learners are exposed to such practical learning as role plays simulations and excursions, it goes a long way in establishing confidence in the learners as regards what they can perform in the real world. By and large, their exposure during the mandatory teaching practice exercise must have provided a good teaching practice exercise must have provided a good teaching laboratory for them to test their ability to perform, hence a significant relationship between their cognitive and perpetual abilities as regards the effectiveness of their preparations through the NCCE Social Studies programme.

This close association between affects and cognitive with respect to human development originated largely from the works of Dewey (1895 - 1952). His professional philosophy which was based on child-centred education, inquiry, and discovery learning emphasized that the teaching of all school subjects be governed by the principles of immediacy and utility. That is why in the case of Social Studies strong emphasis is laid on effects as a good way of assessing the knowledge one has achieved too.

This strong emphasis in effect is what prompted the relevance of the second instrument in this research. It is not enough to be comfortably conclusive that the teacher trainees have been adequately prepared if their cogntive performance have been found to be high. Getting further to discover their citizenship disposition as regards their preparation would go a long way in confirming the claims of the adequacy or otherwise of the NCCE Social studies programme in preparing them for effective citizenship training. Therefore, that the level of their cognitive preparations showed a high positivity of 81.7% and their disposition which equally showed high positivity above the neutral region suggests the positive preparations of the teacher-trainees through the NCCE Social Studies to become effective citizenship trainers at the primary and JSS junior secondary school levels.

HO_1 There is no significant difference between teacher trainees gender and their mean academic achievement in respect to the adequacy of NCCE Social Studies programme for citizenship training.

This hypothesis was tested through the use of student t-test. From the summary of the t - test table 4.3 (d) below, the observed t - test value (t - 2.4072) was found to be significant at p . 0.05. Therefore the null hypothesis was rejected.

Table 4.3 (d) Summary of computations (t-test) on achievement test and gender.

Variable	X	SD	N	df	t-value	P
Male	34.26	7.611	250	458	2.4072	0.0180
Female	30.28	7.007	210			

Available literature on gender factor in academic performance among learners have continued to exhibit conflicting results. For instance, Shuaibu and Ameh (1982) studied the sex differences in performance of science process skills in Kaduna State and came up with result that even though a generally low performance on the test was recorded for all subjects, statistically significant differences were found between groups tested. Female students had superior mean performance over their male counterparts. In a study by Olugbemiro and Inyang (1990) who wanted to establish whether differences in Integrated Science achievement exists at Junior secondary school level. It was established that, males had higher mean scores than the females. Although these conflicting results were in the sciences, there has not been an extensive research on gender factor in social studies teaching and learning. For the fact that differences exist in the mean performances of males and females in this study, should not be taken that the males recorded higher performances on individual basis. In fact quite a number of the female students recorded high scores than their male counterparts. By and

large, the two categories of teacher-trainees recorded high mean achievement. In some of the schools like Kano, Sokoto and Kafanchan quite a number of the female population were married. Perhaps this may have affected their performance as they played dual roles as students and mothers. It is possible this is what contributed to the low performance in these schools too.

HO_5 There is no significant difference between students gender and their mean opinion about the adequacy of the NCCE Social Studies programme in preparing them for citizenship training.

To test for this hypothesis a student t - test was used. The summary of the analysis is contained in table 4.1 (e) below. From the table, the observed t - test value (t = 0.3199) was found not to be significant at $p>0.05$. Therefore the null hypothesis was upheld.

Table 4.3 (e): A summary of student t-test on citizenship opinion by gender.

Variance	N	X	SD	df	t-value	P
Male	250	109.67	10.67	458	0.3199	0.401
Female	210	108.60	8.03			

As earlier pointed out, there is a linkage between knowledge and perception. Since the performance of both male and female in respect to the final year students' citizenship achievement test, was generally above

average, insignificant difference between students' gender in respect of their disposition towards their preparation as effective citizenship teachers was established. Although one would have expected a significant difference in their perception due to the significant difference recorded in their achievement. It further establishes the fact that this difference in test achievement could largely be attributable to extraneous variables.

In respect to gender factor on citizenship training through the NCCE Social Studies programme, it would be positioned in this study that sex differentials is not a significant factor.

HO_6 There is no significant difference in opinion of teacher-trainees between those Federal College and those in state colleges of Education as regards the adequacy of the NCCE Social Studies programme in preparing them for citizenship training.

In testing this hypothesis, the student t - test was employed. From the summary of the t - test table 4.3 (f) below, the observed t - test value ($t = 108$) was found to be not significant at $P > 0.05$. The null hypothesis was therefore upheld.

Table 4.3 (f): A summary of student t-test on citizenship opinion by Colleges.

Type of College	N	X	SD	df	t-value	P
State	236	109.4	9.370	458	1.08	0.2255
Federal	224	107.0	7.130			

This hypothesis was formulated in order to enable the researcher establish further the relationship between cognition and perception. The categorisation between Social Studies final year students of State Colleges of Education and their federal counterparts was made in order to illicit their feelings as regards their preparations as effective Social Studies teachers of citizenship training. Ordinarily, one would have expected teacher trainees from the federal colleges of education in the country to exhibit a significant positive feelings about their preparations than their state College of Education counterparts. However, since all exhibited generally high test performance without significant difference in their mean achievement, one should therefore not expect any significant difference in their feelings and dispositions about the adequacy of their preparations for citizenship training at the primary and junior secondary school system if the claim that ones's cognitive knowledge affects significantly his affective.

HO_7 There is no significant difference in achievement test between teacher-trainees of Federal Colleges of Education in respect to the adequacy of the NCCE Social studies programme in preparing them for citizenship training.

To test for this hypothesis, the student t-test was used. From the summary of the t-test table 4.3 (g) below, the observed test value (t - 0.1284) was found not be significant at P>0.05. Therefore, the null hypothesis was upheld.

Table 4.3 (g): A summary of student-t-test on Achievement Test by Federal and state colleges.

Type of College	N	X	SD	df	t-value	P
State	236	32.03	7.78	458	1.1284	0.54
Federal	224	32.20	7.06			

In view of the fact that Federal Colleges of Education are better funded than their state counterparts, who are financed by the meagre resources of the states, this researcher decided to find out if these advantages as better funding, infrastructure and a wider scope of selection of the candidates for admission, have any significant advantages on their performance. As it turned out to be, all these variables seem not to have played any significant advantages on their performance. As it turned out to be, all these variables seem not to have played any significant influence in their performance. Under normal circumstances these variables go along way in affecting academic

performance.

However, this insignificant difference noticed in this analysis, revealed the fact that this study was undertaken among the colleges that have been accredited to run NCE programmes. This means that all the colleges irrespective of their ownership went through the same accreditation exercise. In other words, they were measured by the same yardstick. Before the accreditation excise, college that had problems of staff, infrastructures, teaching materials etc. had to put pressured on their proprietors to make up for all these inadequacies. Some states fro instance, had to make supplementary budgets in order to raise funds to fulfil these conditions of accreditation. Therefore that the accreditation exercise went a long way in closing the gap among all categories of colleges meant to a greater extent the insignificant difference in the mean performance between Federal and state colleges of Education

By and large, these colleges now operate under the same guidelines. For instance, there is a uniform Social Studies syllabus for all Colleges of Education in the country, there is also little or no difference, in staff recruitment for the colleges.

HO_8 There is no significant difference in academic achievement between those with TC II/Teaching experience and those with SSC/GCE as entry qualification with respect to citizenship training.

The student test was employed to test for this hypothesis. From

the summary of the table 4.3 (h) below, it was discovered that the t-test value (t-3.99) indicated a significant difference between those with teaching qualification and those without teaching qualification as entry qualification at p>0.05. Therefore the null hypothesis was rejected.

Table 4.3 (h): A summary of student t-test on achievement test by entry qualification.

Background	N	K	SD	df	t-value	P
TC II	13.23	36.77	5.406	458	3.99	0.002
SCCE/GCE	3.27	29.67	7.100			

This hypothesis was meant to reveal whether or not such variable as entry qualification of a teacher-trainee could significantly influence his level of preparation having been exposed to the NCCE Social studies programme. Several authorities have been cited to support the fact that one's entry qualification greatly affects his degree of learning new things. This position has been demonstrated in this study where those with Grade II teaching certificate exhibited a better performance than their counterparts with SSCE/GCE with respect to citizenship training. The reason for this discovery might not be far fetched. At least those with Grade II certificates have been exposed to Social studies up to their final year while those with SSCE/GCE had exposure at most at the JSS level. By and large those with Grade II certificate have had teaching methodological exposure as well as teaching practice which further

placed them at an advantage over their counter parts with SSCE/GCE background.

Also, of importance is the fact that 90% of the students who gained admission with Grade two teachers certificate opined that they came in to be trained as professional social studies teachers. This zeal in them must have influenced their positive performance. On the other hand about 51% of the SCCE students indicated that they came into the college to read social studies as a last option. This lack of interest must have affected their performance too.

4.4 Discussion

The findings of this study have confirmed that the NCCE Social Studies programme is adequately preparing teacher-trainees to function as citizenship trainees. In this light, the content area of the NCCE Social Studies curriculum is achieving the objectives of preparing teacher-trainees. This success confirmed the position of Kissock (1981) who said that content is derived after considering the programme scope and objectives, needs and interest of the students, among others. For these reasons, objectives play a vital role in determining content. It is therefore reasonable that the relevance and viability of any meaningful content, such as the NCCE Social Studies programme must be weighed against the yardstick of its objectives.

In addition, the NCCE Social Studies programme is not only drawn

to facilitate the achievement of objectives, but equally drawn to reflect the diverse nature of the objectives and the methodology required to accomplish them. For instance, structurally, the three-year NCE Social studies programme has two broad areas - Professional and non-professional. The professional area has seven and four credit hours of method courses for double and single major students respectively. The rationale behind this is to further equip the student teachers with the various professional skills necessary for effective teaching of Social Studies at both the primary and junior secondary school levels. This is in line with one of the objectives of the programme, which is to produce teachers who are professionally trained and competent to impart to students the meaning, nature and scope of Social studies.

To further boost the relevance of this professional area to the accomplishment of the NCCE Social studies objectives, Ogunsanya (1985) in SOSAN 1993) emphasized the use of integration to improve the quality citizenship education.

It is therefore, the view of this researcher that unless individual colleges and academic staff are given proper orientation from time to time on the directional principles of the NCCE Social Studies programme, its implementation may hinder the successful performance of the programme to achieve its citizenship training objectives.

In the non-profession area, the study has also confirmed the need

to equip the students with the relevant cognitive and academic knowledge/ability to widen their scope and understanding of man and his complex interrelationship with the world around and beyond. This is a content that the NCE social studies curriculum attempts to instil in the student-teachers.

In this non-professional area, a total of 68 credit hours is assigned under the double major programme and 34 credit hours for the 'single major programme'. All the courses are the same for both double and single major content areas. The entire content structure harbours compulsory and elective courses. The introductory courses of the first year are meant to introduce the student-teachers to the interactive nature of man within his environment both social and physical.

The organisational aspect of the NCCE social studies programme as a motivational force to the development of integration at both vertical and horizontal levels is adequate. However, in view of a significant percentage of the respondents who expressed negative opinion toward this aspect, this researcher is of the opinion that there should be some kind of discrepancy between the double and single major students in the number of courses they are expected to do. It is the belief of the researcher that the double major students do not have an option to teach any other subject outside social studies on graduation. On the other hand, the single major student have an alternative to teach any of their combinations.

In addition to the above, the expansion of the content area of the double major students will further provide the needed academic and professional competencies that will qualify them to perform the tasks of moulding the young ones into good citizens which is considered the 'heart' of Social studies. As Adeyoyin (1993) and Adejumobi (1999) clearly pointed out in support of this researcher's observation, social studies' task in citizenship education demands that the curriculum makes explicit provisions for developing in students a broad, comprehensive and relevant content, instructional strategies/techniques teaching and learning resources as well as evaluation.

The gender aspect of this study indicates that both males and females performed above the average showing the adequacy of their preparation to discharge their functions effectively in the school system. The implication is that environment rather than gender plays a major role in the performance of the students. This position agrees with the argument raised by Makinde (1979), in respect of the introduction of social studies in the primary school system. He said that primary school children have not sufficiently developed their thought processes, and neither have they got the necessary background experience, to be able to sufficiently think in terms of compartmentalisation of single subject disciplines. That is why is imperative for the social studies programme to continue to provide humanistic, citizenship and intellectual education in a conducive environment that will guarantee effective citizens.

In terms of disparity between the state and federal colleges of the study indicated that there was no significance between the state and federal colleges. This finding meant that colleges with minimum academic standards - variables, that qualify colleges for accreditation by NCCE - in respective of who owns them, possess the competence to prepare student-teachers to carry out their expected functions at the primary and junior secondary school levels.

With regard to entry qualifications of the student-teachers, and their subsequent performance in he test subsequent performance in the test administered by this researcher, it became clear that the positive academic environment provided by the colleges was the major influence in their performance rather than their entry qualification. This finding confirmed the assertion of Joof and Awang (1992) in which they identity the psychological needs and interests of the student-teachers as influential in their performance. This view is further supported by psycho-analytic thinkers like Freud and Erikson, that citizenship training can also be linked with the person's personality which develops in three parts, namely the 'id', the 'ego' and the 'super ego'. Each of these has its peculiar challenges for citizenship training.

4.5 Summary

This chapter presented the analysis and discussion of the data obtained from the final year NCE Social Studies teacher-trainees among

the twelve colleges under study. Achievement test and respondent questionnaires were the two major instruments that provided these data.

The analysis of the data was aimed at finding out whether or not the NCCE Social studies programme has succeeded in preparing effective social studies teachers who can teach the subject at the primary and JSS levels for citizenship transmission.

The analysis took two patterns. The first pattern was descriptive in nature where simple percentages, means and tables were used to demonstrate the trend of respondents' performance on the achievement test as well as their expressive feelings on the questionnaires. This exercise enabled the research categorise the respondents according to those who were adequately prepared and those who were not adequately prepared to function as citizenship trainers. This was done with the view to addressing the main research question of the study. Have the teacher-trainees been adequately prepared to function as citizenship trainers? At the end of this descriptive analysis, it was established that the NCCE Social Studies programme is indeed achieving its citizenship objectives because the trainees have exhibited both cognitive and professional competence.

The second pattern involved higher level statistical analysis and discussion where the eight (8) hypotheses formulated for this study were tested and discussed. In all cases, ANOVA (1) and t-test were used except for hypothesis three (3) which called for the use of Spearman Rank

order correlation (r).

The findings showed that hypotheses one to four and eight were found to be significant when tested at p.0.05 level of significance. On the other hand, hypotheses five (5), six (6) and seven (7) were upheld when tested at p.0.05 level of significance.

Chapter 5

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter attempts to give the summary of the problem in focus, including its purpose. It also put forth the major methodologies employed in the study and finally the major findings of the research arising out of the analysis. In this chapter also, recommendations and suggestions for further research were put forward. It is hoped that the findings will help to strengthen the teaching of social studies not only at colleges of education but across other levels of education to achieve its citizenship objectives.

5.2 Summary

The central focus in this study was to find out if the NCCE Social Studies programme is adequately succeeding in preparing NCE teachers trainees who will eventually function as citizenship trainers at the junior secondary and primary levels of our educational system. Derived from this purpose are the major objectives of the study which included the need to establish whether or not the teacher-trainees are being adequately prepared to teach Social Studies for citizenship transmission.

The study was to equally establish whether or not there is any relationship between academic achievement of the trainees and their opinion as regards the adequacy of their preparation.

The central research problem is to investigate the level of the teacher - trainees' cognitive and affective preparation for citizenship transmission, and to establish whether or not there is any relationship between the two domains with respect to his preparation for citizenship transmission. Within this perspective, eight major hypotheses were formulated for the study.

SUMMARY OF FINDINGS

The major findings of this study were reported using descriptive and inferential analysis.

DESCRIPTIVE ANALYSIS

From the descriptive analysis the following findings were established:

1. The respondents recorded a 81.7% of success on achievement test with respect to their cognitive preparation for citizenship training.
2. 75% of the colleges performed above the general mean on the achievement test with respect to the adequacy of their training by colleges.
3. 62% of the respondents displayed favourable attitudes as to the adequacy of their preparation.

4. 58.3% of the colleges showed favourable mean expressions as to the adequacy of their preparation in the fact area.

INFERENTIAL ANALYSIS

The result obtained from the hypotheses testing led to the establishment of the following:

(i) There was significant difference in the mean achievement among the twelve colleges studied even though most of the colleges recorded an average or above average performance.

(ii There was significant difference in the mean perception of the teacher-trainees among the twelve colleges studied with respect to their preparations for citizenship training through the NCCE Social Studies programme.

(iii) There was significant relationship recorded between teacher-trainees performances on achievement test and their expressed opinion on the questionnaire with respect to their preparation for citizenship training.

(iv) There was a significant difference in the mean achievement between male and female teacher-trainees across colleges with respect to preparation for citizenship training.

(v) There was no significant difference between the mean expression of male and female teacher-trainees with respect to their preparation for citizenship training.

(vi) There was no significant difference in opinion of teacher-

trainee between those in Federal and State Colleges of Education with respect to their preparation for citizenship training.

(vii) There was no significant difference in mean achievement test between teacher-trainees of Federal Colleges of Education and their state counterparts with respect to their preparation for citizenship training.

(viii) There was significant difference in mean achievement test between those with TC II and those with SSCE as entry qualification with respect to their preparation for citizenship training.

5.3 Conclusion

The study has demonstrated that under the NCCE Social Studies programme, teacher-trainees are adequately being prepared to function as citizenship trainees. This shows too that the programme is achieving its citizenship objectives by making effective citizens. This is because one cannot be a successful citizenship trainer without being an effective citizen himself. This study therefore confirms earlier researches on the citizenship worth of the Social Studies programmes in Nigeria. For instance, the works of Okam (1988), Adekubi (1996), and Maduike (1986), Galadima (1986), attest to this finding. Also, an interesting finding of this study is the one which revealed that there exists a

significant relationship between one's opinions, feelings, etc and his academic achievement. Indeed Social Studies is a subject that does not lay emphasis on cognitive achievement scores alone to take vital decisions as regards performance. It emphasises on affect too. Although affects take time to develop, they nevertheless follow the pattern of one's knowledge and cognitive ability (Dennis, 1985).

The study has equally demonstrated that local variation and experience could equally affect ones achievement and feelings. Perhaps that is what led to the significant difference established among the various colleges both on achievement test and opinion. This finding is in line with the findings of a joint project between UNICEF/UNESCO and Federal Government of Nigeria on the monitoring of learning achievement of primary schools in Nigeria in 31 states including the Federal Capital Territory.

Highlights of this study also revealed that Colleges of Education in Nigeria whether owned by state or federal government do not affect both their opinion and academic achievement. In other words it is not a major factor in the level of teacher training preparation. This development signifies that giving proper supervision and monitoring to ensure compliance to set down minimum standards or expectations, high level performance could still be attained regardless of who controls the institution of learning. It therefore implies too that even where private institution of learning emerge on the scene of teachers training at this

level, they could compete favourably if not better with public colleges of education so long as they comply strictly with the minimum requirement set by the NCCE. The result of this study also revealed that NCCE is achieving the objective for which it was set up.

Another vital findings of this study is the higher academic achievement recorded by TC II certificate holders over those who enter the colleges with SSCE/GCE. It has been established in this research that most SSCE/GCE holders got into the colleges as a last option. Only those who could not secure admission into other tertiary institutions find themselves in the colleges. By and large those with TC II had longer exposure to special studies since they offered it up to their final year of TC II training.

Another interesting finding of the study is the level of achievement of female teacher trainees over those of their male counterparts. As Perlin (1972) in Adeleye (1996) pointed out that women generally experienced psychological distress more than their male counterparts especially when it comes to learning under crisis situation. In view of the fact that students nowadays study under a lot of stress especially where they have other family responsibilities like rearing children. However, the point of stress in this study is that the differences in performance between male and female teacher-trainees was based purely on the average performance. Individual performances however showed that quite a number of female students recorded higher scores than their male

counterparts. Secondly, even within the average scores, all of them perform significantly well above the average mean.

5.4 Recommendation

On the basis of the finding which emerged from this study, some vital recommendation becomes apparent. The scope of teacher-trainees evaluation should be widened to involve a deliberate package of assessing their attitudes and feelings before their final graduation and certification from the college. This will provide a kind of cross validation of achievement examinations. This would not only make such assessment reliable but learner's input in future curricular evaluation will be directly effective.

The NCCE should be given more hands in the control of colleges of education in the country, including its finding as is the case with primary schools management, boards and National Universities Commission. This will go a long way in reducing the effect of local variations in the implementation of the NCCE programme. In fact, since Colleges of Education are professional institutions, they should be exposed to a common professional examination at the end of the three year programme. The NCCE should provide such common platform for assessing the final year students.

Female students should be encouraged to adopt appropriate family planning strategies that would allow them free time to study during the

three year period of the NCE programme. This will help reduce the amount of psychological distress they go through during academic sessions.

Social studies to be made a core subject offering in the Senior Secondary Schools in view of its citizenship worth. This will further give adequate exposure to SSCE students as their TC II counterparts. This will reduce the disparity in the performance of the two categories of students entering into the Colleges of Education.

Entry requirements into Colleges of Education should be based strictly on minimum entry qualification set up by the NCCE. This will help reduce the level of those coming into the teaching field as a last resort. JAMB's Examination into Colleges of Education should be transferred to the NCCE for maximum efficiency since that falls within the scope of the NCCE's operation.

5.5 Recommendations for Further Research

This study was confined to only final year teacher-trainees who have undergone the three-year NCE Social Studies programme. There is therefore the need for a follow-up study of the NCE Teachers who have gone through the NCCE Social Studies programme and are right in the field of teaching. This kind of study which should be longitudinal in nature would provide a better base for realistic assessment as effective Social Studies teachers.

Since this study confined itself to only conventional Colleges, there is need for another study to involve private Colleges of Education and other categories as well, which run the NCE Social Studies programme. There is the need for further researches into such area as curriculum materials, evaluation techniques of the NCCE Social Studies programme since this study did not delve into such areas.

Now that the NCCE has slightly reviewed the existing NCE programmes and is partially being implemented, there is the need for a similar study at least in the next five years or so. This will help keep the NCCE abreast of the success or otherwise of its programmes. This is more so that curriculum evaluation and assessment should be a continuous exercise in a meaningful educational enterprise.

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APPENDIX A

NCC CONTENT OPEN

Social Studies Section
Department of Education
Ahmadu Bello University
Zaria

QUESTIONNAIRE SURVEY (INTRODUCTION)

Dear Students,

EVALUATION OF THE NCE SOCIAL STUDIES PROGRAMME FOR CITIZENSHIP TRAINING

The following questions are part of a research survey being made by Mr. Danladi Atu, a doctoral student of Ahmadu Bello University, Zaria.

The purpose of the study is to find out the extent to which the NCCE Social Studies programme in the colleges have succeeded in training competent Social Studies teachers for the primary and JSS levels of education in Nigeria. Therefore, by answering the questions as accurately as you can, you may be sure that will be assisting educational and curriculum planners in Nigeria to plan and develop better educational programmes for all of us.

You should note also that this is not a test, so there are no right or wrong answers. You will not offend anybody by stating or expressing your honest opinion, feelings and interest about the NCCE Social Studies programme for effective citizenship training. Moreover, your responses will be treated as confidential and only general conclusions representing group data will be reported.

Yours faithfully,

D.A.Atu.

SECTION A: PERSONAL AND GENERAL BACKGROUND DATA
(Please write down or tick ( ) your answer in the space provided).

1. My present institution of learning is

2. Sex: Male ( ) Female ( )

3. Age:
   20 and below ( )
   21 - 30 ( )
   31-40 ( )
   41 and above ( )

4. Highest academic qualification before joining the College of Education:

   WASC, SSCE GCE ( )
   TC II ( )
   Diploma ( )
   City and Guilds ( )
   Others (specify)

5. My job before coming for the NCE programme was:
   Applicant
   Teaching
   Self employed
   Civil servant
   Others (specify)

6. Please indicate the range of your teaching/working experience for question 5 above:
   (a) Less than 2 years
   (b) 2-7 years
   (c) 8-13 years
   (d) 14 years and above

7. Before the NCE programme, I studied Social studies at the
   (a) Primary level
   (b) JSS Level
   (c) SCCE/TC II level
   (d) Pre-NCE/Remedial
   (e) Others (specify)
   (f) Never

SECTION B:

1. Students have various reasons and expectations for reading Social Studies at the NCE level. To what extent do you agree or disagree to the following statements as each applies to you?

		SA	A	UD	DA
8	Driven by the urge to acquire more knowledge in the social sciences				
9	Meeting employer's request				
10	S/S was the option I had				
11	To become a professional Social Studies teacher				
12	Your expectations of the NCCE Social Studies have been met.				
13	I was not given adequate introductory background to the meaning/nature of social Studies				
14	I have adequate exposure to courses on man and his interrelationship with his environment.				
15	I did not acquire necessary knowledge on dynamics of group living behaviour				
16	The course exposed me to patterns and nature of Nigerian political life				
17	I was not well exposed to Nigeria's economic life.				
18	I acquired adequate knowledge in Social Services in Nigeria.				
19	I was not well prepared to appreciate the issues and problems of National development in Nigeria.				
20	I am confident of the nature and patterns of social changes in Nigeria				

		SA	A	UD	DA
8	Driven by the urge to acquire more knowledge in the social sciences				
21	I did not acquire enough background i.e. methods/techniques of teaching social studies.				
22	I learnt a lot about socialisation and political education in Nigeria.				
23	I did not learn much about citizenship education in Nigeria.				
24	I was highly exposed to population education.				
25	The programme did not provide adequate content on the processes of modernisation				
26	The programme provided adequate content on international organisations.				
27	Provide enough time for guided interdependent studies e.g. project seminars.				
28	Adequate opportunity for Micro-teaching/teaching practice.				
29	Adequately prepared academically and professionally to teach social studies for citizenship transmission.				
30	Now have a good understanding of the meaning nature and scope of social studies.				
31	Social Studies programme has created positive attitudes and values of good citizenship in me.				
32	Social Studies programme is effective in making me an effective citizenship trainer.				

		SA	A	UD	DA
8	Driven by the urge to acquire more knowledge in the social sciences				
33	Most lecturers were not exposed and unqualified.				
34	Learning environment was conducive for learning social studies				
35	Teaching resources were fews and obsolete				
36	There was adequate credit hours for the courses				
37	Continuous Assessment (C.A) was frequent and continuous.				

GUIDE:

SA = Strongly agree
A = Agree
UD = Undecided
DA = Disagree
SDA = Strongly disagree

APPENDIX B

NCE BASIC CITIZENSHIP ACHIEVEMENT TEST

EVALUATION OF THE NCE SOCIAL STUDIES PROGRAMME FOR CITIZENSHIP TRAINING

BY
D.A.ATU

ACHIEVEMENT TEST ITEMS

SECTION A: MULTIPLE ITEMS
INSTRUCTION: Tick the right answer in the options a-d provided for each of these questions.

1. Which of these is NOT a focus of the Nigerian Social Studies programme?
   A. Interaction of people with their human and physical environment.
   B. Relationship between people and the earth, institutions and value systems.
   C. Methods of instruction is the same with other social sciences
   D. Content is drawn from social sciences and other sources as needed in units of instruction.

2. Citizenship training is a major concern of most social studies programmes because:

   A. The essence of social studies programme is to help students to develop into responsible adults, useful to themselves and their nation.
   B. Other disciplines in the school curriculum have no business with citizenship training.
   C. Social studies does not concern itself with cognitive development of the child.
   D. All of A, B, C.

3. Which of these is NOT an effect of climate on man's activities?

   A. Pattern of agricultural practice.
   B. Mode of dressing.
   C. Shelter
   D. Mode of marriage.

4. How has man been able to manipulate the physical environment to his advantage in Nigeria?

   A. Through the emergence of unity colleges
   B. Through shift from agricultural activity to service occupations.
   C. Through the emergence of primary health care centres all over Nigeria.
   D. Through the construction of dams for irrigation and HEP generation.

5. The Nigerian four-year Development Plan (1970-74) was aimed at making her:

   A. A Unitary state.
   B. A united and egalitarian society
   C. A literate society
   D. A drug free society.

6. Which of these formed a major stimuli for the 1969 National Curriculum Conference?

   A. The dysfunctionality of the inherited colonial education.
   B. The Constitutional framework of 1963.
   C. The creation of 12 states structure.
   D. The collapse of the first republic.

7. The Nigerian nation can only be said to be developing significantly when:

   A. Her foreign reserves increase significantly
   B. She has more Nigerians in the billionaire club.
   C. The quality of life and welfare of majority is improved significantly.
   D. Women gained control of the seat of power.

8. The economic demands of modern living is gradually changing the polygamous nature of Nigerian family system into:

   A. Monogamous
   B. Polygamous
   C. Matrilineal
   D. Patrilineal.

9. In preparing for lesson notes in social studies, instructional objectives are stated in behavioural form because:

   A. Social studies teaching requires a lot of instructional materials.
   B. Social studies teachers are not supposed to be lazy.
   C. Learning outcomes are easily measured.
   D. Learning outcome related to teacher's experience.

10. The three fundamental principles of state policy as contained in the 1979 constitution are:

   A. Freedom, creativity and justice
   B. Freedom, equality and justice
   C. Freedom, secularity and justice
   D. Freedom, brotherhood and justice

11. Recently, Nigeria has suspended as a member of the Commonwealth because of:

   A. Continuous stay of military in power.
   B. Lack of meeting her financial obligations.
   C. Unfriendliness with her African neighbours
   D. Power tussle within the commonwealth.

12. What kind of social studies textbook do you think would be of great assistance to you in teaching social studies for citizenship training at the primary school level?

   A. The one whose content relates directly with the syllabus
   B. The one with illustrations and with simple language.
   C. The one with exercises after each module.
   D. All of A, B, C.

13. An association of men and women formed for certain specific purposes with clearly defined territory and an organised system of government.

   a. National building
   b. Nation
   c. State
   d. Nation-state

14 Which of these is a characteristic of a modern state?

a. There is accepted unit in the international states system on the basis of equality.
b. There is diplomatic relationship with other states.
c. It is a defacto state.
d. It is 'archaic state'

15. One of these is not a major function of Nigerian government.

a. Organisation religious duties and workshops
b. Protection of citizens and their properties.
c. Promotion of individuals and general welfare
d. Providing social services.

16. The first military coup in Nigeria was staged on:

a. July 25, 1966
b. January 29, 1967
c. January 25, 1967
d. January 15, 1966.

17 Nigeria became a republic in

a. 1960
b. 1963
c. 1979
d. 1989

18. Which of these is NOT true of Nigerian political life?

1. The military has dominated the political scene
2. Politics is manipulated along religious/ethnic lines
3. Where is more human rights abuse during military eras.
4. Elections had always been freehand fair.

19. Which of these pair is NOT an agent of political education in Nigeria?

1. Mass media and women organisations
2. School and peer groups
3. Family and religious institutions
4. Private companies and industries.

20. A major Nigerian instrument of economic nationalism in the 1970s

centred on:

1. Indigenisation
2. Deregulation
3. Structural adjustment programme (SAP)
4. Privatisation.

21. The term non-alignment developed out of the international legal concept of:

1. Cold war
2. Persuasion
3. Coercion
4. Neutrality

22. Which of these is NOT a characteristic of a modern state?

a There is accepted unit in the international states system on the basis of equality
b There is diplomatic relationship with other states
c It is a defacto state
d It is 'archaic state'

23. Social Studies teachers find it difficult to carry out inequality enquiry related instructional activities mainly because:

a Most of our schools are located in the rural areas
b The social studies curriculum does not encourage that
c There is insufficient instructional materials/facilities in our schools
d Parents do not support such learning approach.

24. The major agent of instilling ethnical consciousness among the citizens by the present administration is:

a National Orientation Agency (NOA)
b MAMSER
c War Against Indiscipline (WAI)
d Ethical Orientation Programme (EOP)

25 Which of these is true of the Nigerian indigenous social structure?

a Is the bedrock of Nigeria's economic dependency on the West
b Is the bedrock of Nigeria's political instability
c Is the bedrock of Nigeria's under-development

centred on:

1. Indigenisation
2. Deregulation
3. Structural adjustment programme (SAP)
4. Privatisation.

21. The term non-alignment developed out of the international legal concept of:

1. Cold war
2. Persuasion
3. Coercion
4. Neutrality

473943

22. Which of these is NOT a characteristic of a modern state?

a There is accepted unit in the international states system on the basis of equality
b There is diplomatic relationship with other states
c It is a defacto state
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23. Social Studies teachers find it difficult to carry out inequality enquiry related instructional activities mainly because:

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b Is the bedrock of Nigeria's political instability
c Is the bedrock of Nigeria's under-development
d Is the bedrock of Nigeria's social inequality.

SECTION B. MATCHING ITEMS

INSTRUCTION: Below are statements numbered 1-25. Match each with the correct answer in the right column by placing the right number against the answer.

ANSWERS	COLUMN A	COLUMN B
----------	1. Man's oldest occupation	Subsistence and commercial agric.
----------	2. Human resources in National Dev.	Negroid Multinational corps.
----------	3 Nigeria's negative economic practice	Sovereignty
----------	4 A man marries several wives	Rail
----------	5 OAU transportation project	Family
----------	6 Nigeria's kinship descent	Democratic
----------	7 A race in Africa	Hoarding
----------	8 Prevalent factor of production in Nigeria	Agriculture
----------	9 Nigeria's agricultural structure	Land
----------	10. Agent of socialisation	Skill Labour
----------	11 A national symbol for Nigeria	Interdependence
----------	12 A leadership style	Trans-African highway
----------	13 Cheapest means of transportation in Nigeria	Environmental pollution

ANSWERS	COLUMN A	COLUMN B
----------	14 Feature of Nigeria's S/S programme	Polyandrous
----------	15 Supremacy of state to make laws	Illiteracy
----------	16 Nigeria's mode of economic production	Interdisciplinary
----------	17 Bicarmara legislature	Two houses of assembly
----------	18 Agent of neo-colonialism	Patrilineal
----------	19 problem of modern technology	Unemployment
----------	20 Obstacle to social change in Nigeria	Petroleum
----------	21 An endowment of Nigeria's physical environment	Family
----------	22 Basic social unit of society	Modernisation
----------	23 Social implication of rapid population growth	Socialisation
----------	24 Learning to become a member of the society	Flag
----------	25 Aspect of social change	

APPENDIX C

INTRODUCTORY LETTER FOR THE ADMINISTRATION OF INSTRUMENTS

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
Department of Education

AG. VICE-CHANCELLOR:
HEAD OF DEPARTMENT:

Your Ref:
Our Ref: DE/S.25

Date: 21st March, 1997

INTRODUCTORY LETTER FOR THE ADMINISTRATION OF INSTRUMENTS

TO WHOM IT MAY CONCERN

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research Thesis. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have. Please give assistance as much as possible.

TOPIC OF RESEARCH: Evaluation of Final Year NCE Students on the Adequacy of NCCE Social Studies Programme for Citizenship Transmission.

Thank you for your continuing cooperation.

Yours sincerely,

Dr. V.Onyabe
Research Supervisor.

APPENDIX C

INTRODUCTORY LETTER FOR THE ADMINISTRATION OF INSTRUMENTS

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
Department of Education

AG. VICE-CHANCELLOR:
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Thank you for your continuing cooperation.

Yours sincerely,

Dr. V.Onyabe
Research Supervisor.

APPENDIX D

SUMMARY OF THE COLLEGES AND THE STUDENTS THAT CONSTITUTE THE POPULATION FOR THE STUDY

S/No	Name of Colleges	Ownership	No of Students
1	FCE Abeokuta	Fed. Govt	34
2	,, Eha-Amufu	,,	37
3	,, Kano	,,	33
4	,, Katsina	,,	20
5	,, Kontogora	,,	28
6	,, Obudu	,,	48
7	,, Pankshin	,,	33
8	,, Zaria	,,	48
9.	,, Yola	,,	33
10.	,, K/Ala	,,	41
11.	Adeyemi Col. Of Education, Ondo	State Govt	48
1.2	C.O.E. Afaha-Nsik	,,	24
13.	C.O.E. Agbor	,,	50
14.	,, Akamkpa	,,	18
15.	,, Akwanga	,,	37
16.	,, Ankpa	,,	43
17.	,, Argungu	,,	21
18.	,, Arochukwu	,,	30
19.	,, Azare	,,	46
20.	,, Dutsin-ma	,,	13
21.	,, Dashua	,,	22
22.	,, Gidan waya	,,	27
23.	,, Gindiri	,,	30
24.	,, Gumel	,,	29
25.	,, Hong	,,	19
26.	,, Ijebu-Ode	,,	42
27.	,, Ikere -Ekiti	,,	49
28.	,, Ila-Orangun	,,	30
29.	,, Ilesha	,,	30
30.	,, Ilorin	,,	33
31.	,, Jalingo	,,	29
32.	,, Kumbotso	,,	26
33.	,, Lafiagi	,,	28
34.	,, Maiduguri	,,	38
35.	,, Minna	,,	42
36.	,, Mof-Epa	,,	18
37.	,,Nsugbe	,,	31
38.	,, Oju-Oturkpo	,,	28

39.	,, Oro	,,	28
40.	,, Oto-Ijanikon Lagos	,,	48
41.	,, Alvan Ikoku, Owerri	,,	58
42.	,, St. Andrew's Oyo	,,	58
43.	,, Port-Harcourt	,,	42
44.	,, Shehu Shagari, Sokoto		41
45.	,, Waku Biu	,,	25
46.	,, Wari	,,	21
47.	,, C.O.E. Ekiadolor	,,	23
48.	F.C.E. Okene	,,	38
Total			1,590

Source: NCCE Kaduna (1996).

APPENDIX E

Pearson correlation of off and even total scores for 78 Pilot respondents on achievement test.
Formula:

$$\frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2] - (\sum y)^2}}$$

Where: X = value of odd variable

Y = value of even variable

X^2 = square of value in odd variable

Y^2 = square pf va; ie in odd variable

Xy = product of value in odd variable and the value in even variable

N = Number of cases (see Appendix)

$$\frac{78\,(268{,}769) - (4321)(4599)}{\sqrt{[78(270{,}226) - (4321)^2][78(287{,}984) - 4599)^2]}}$$

$$\frac{2{,}85{,}8{,}733 - 1{,}245{,}452}{\sqrt{(3{,}230{,}766 - 1249924)(3425004 - 1240996)}}$$

$$\frac{161{,}3281}{\sqrt{(1980842) - (2184008)}}$$

$$r = \frac{161{,}3281}{207{,}9945.8}$$

$$r = 0.7756361$$

Spearman Brown formula:

$$rtt = \frac{2^r}{1+r}$$

$$rtt = \frac{2x0.61439}{1+0.61439}$$

$$= \frac{1.22878}{1.61439}$$

$$= 0.7611419$$

Where r = correlation coefficient of odd and even total scores

S/No	X	Y	X^2	Y^2	xy
1	26	21	676	441	546
2	22	15	484	225	330
3	34	35	1,156	1,225	1,190
4	31	27	961	729	837
5	37	42	1,369	1,764	1,554
6	46	39	2,118	1,521	1,794
7	30	40	900	1,600	1,200
8	18	32	324	1,024	576
9	23	32	529	1,124	736
10	25	31	625	961	775
11	25	41	625	1,681	1,025
12	29	34	841	1,156	986
13	35	40	1,225	1,600	1,400
14	25	29	625	841	725
15	45	23	2,025	529	1,035
16	27	46	729	2,116	1,242
17	18	30	324	900	540
18	22	23	484	529	506
19	24	28	576	784	672
20	25	16	625	256	400
21	30	15	900	229	450
22	35	27	1,225	729	945
23	31	29	961	841	899
24	42	42	1,764	1,764	1,764
25	35	46	1,225	2,118	1,610
26	20	20	400	400	400
27	36	18	1,296	324	648
28	28	27	784	729	756
29	27	22	729	484	594
30	26	24	676	576	624

S/No	X	Y	X^2	Y^2	xy
1	26	21	676	441	546
31	30	21	900	441	630
32	35	14	1,225	196	490
33	42	28	1,764	748	1,176
34	50	29	2,500	841	1,450
35	20	46	400	2,118	9290
36	46	30	2,118	900	1,380
37	40	22	1,600	484	880
38	18	34	324	1,156	612
39	36	27	1,296	729	972
40	24	-	578	-	24
	$\sum$ 1,118	1,114	39,886	42,284	35,293

APPENDIX F

Pearson Correlation of Odd and Even total scores for 78 Pilot respondents

$$r = \frac{81\,(35{,}293) - (1{,}118)\,(1114)}{\sqrt{[81\,(39{,}886) - (118)^2]\,[81(42{,}284) - 1114)^2]}}$$

$$r = \frac{20{,}963{,}982 - 19{,}872{,}279}{\sqrt{(21077628 - 18671041)\,(22462752 - 21150801}}$$

$$r = \frac{109{,}1703}{\sqrt{(2406587)\;(13119.51)}}$$

$$r = \frac{109{,}1703}{1776886.103}$$

$$r = 0.71439$$

S/No	x	y	x^2	y^2	xy
1	72	62	5184	3844	4464
2	57	73	3249	5329	4161
3	57	63	3249	3969	3591
4	58	70	3364	4900	4060
5	76	64	5776	4096	4864
6	42	50	1764	2500	2100
7	70	50	4900	2500	3500
8	69	67	4761	4489	4623
9	68	80	4624	6400	5440
10	69	71	4761	5041	4899
11	67	71	4489	5041	4757
12	65	71	4225	5041	4615
13	66	66	4356	4356	4356
14	75	60	5625	3600	4500
15	36	40	1296	1600	1440
16	70	70	4900	4900	4900
17	45	44	2025	1936	1980
18	56	70	3136	4900	3920
19	49	45	2401	2025	2205
20	51	64	2601	4096	3264
21	60	67	3600	4489	4020
22	58	50	3364	2500	2900
23	57	41	3249	1681	2337
24	51	57	2601	3249	2907
25	88	82	7744	6724	7216
26	65	75	4225	5625	4875
27	44	40	1936	1600	1760
28	61	69	3721	4761	4209
29	35	41	1225	1681	1435
30	44	55	1936	3025	2420

S/No	x	y	x^2	y^2	xy
31	40	36	1600	1296	1440
32	39	31	1521	196	1209
33	60	60	3600	3600	3600
34	54	66	2916	4356	3564
35	68	70	4624	4900	4760
36	60	68	3600	4624	4090
37	51	51	2601	2601	2601
38	67	65	4489	4225	4355
39	57	47	3249	2209	2679
40	60	63	3600	3969	3780
41	71	60	5041	3600	4260
42	17	21	0289	441	357
43	65	66	4225	4356	4290
44	72	67	5184	4489	4824
45	40	38	1600	1444	1520
46	58	73	3364	5329	4234
47	30	28	900	784	340
48	52	64	2704	4096	3328
49	61	70	3721	4900	4270
50	55	50	33025	2500	2750
51	69	66	4761	4356	4554
52	72	77	5184	5929	5544
53	71	64	5041	4096	4555
54	60	70	3600	4900	4200
55	57	56	3249	3136	3192
56	58	53	3364	2809	3074
57	54	51	2916	2601	2754
58	54	50	2916	2500	2700
59	49	63	2401	3969	3087
60	50	54	2500	2916	2700

S/No	x	y	x^2	y^2	xy
61	60	68	3600	4624	4080
62	54	46	2916	2116	2484
63	59	63	3481	3969	3717
64	57	60	3249	3600	3420
65	54	65	2916	4225	3510
66	72	66	5184	4356	4752
67	69	66	4761	4352	4554
68	60	64	3600	4096	3840
69	60	63	3600	3969	3780
70	41	59	1681	3481	2419
71	44	56	1936	3136	2464
72	59	50	3487	2500	2950
73	50	41	2500	1681	2050
74	70	70	4900	4900	4900
75	70	66	4900	4356	4620
76	56	66	3146	4356	3696
77	67	58	4489	3364	3886
78	42	47	1764	2209	1974

APPENDIX G

Foundation of Social Studies: Although this course is classified under the method area, its relevance in the content area cannot be over-stressed as it attends to explore the various definitions nature, historical and philosophical conceptions of social studies. This also boarders on its scope, aims and objectives of social studies and reasons for its inclusion into the school curriculum. This course also seeks to look at the relationship between social studies and other social science disciplines such as Geography, Sociology, Political Science, History, etc. The issue of interdisciplinary nature of social studies and the concept of interpretation is also included in this foundation. Finally, the course seeks to look at the trends and development of social studies in Nigeria.

DIMENSIONS OF SOCIAL STUDIES

Although this is an elective course in the first semester of the final year, it attempts to explore the physical and social environments briefly showing the characteristics and significance. Social institutions, economic institutions, environmental hazards and their control such as pollution flood, etc. Desertification is also examined under this course.

ORIGIN OF MAN

This is a course which attempts to expose the students to having an understanding of how the central figure in the study of social studies

man cam into existence. For instance, evolution, religious and scientific explanation of the origin of man, etc. an outline study of some of the early cultures in Nigeria such as the Nok, Ife, etc. The Inter-dependency of man and racism especially as it has affected or affects Africa form the focus of the course.

MAN AND PHYSICAL ENVIRONMENT

This course seeks to further expound on the physical environment of man as they interact together and the result of such interaction. Consequently, course units like relief features, climatic feature, vegation, mineral resources, oceans and seas, and their influences on man's activities are to be examined. So also, the influence of the techno-scientific man on the physical environment like through the construction dams, irrigation systems, afforestation, etc. area all to be examined. This course is of compulsory status and carries three credit units.

MAN AND HIS ECONOMIC ACTIVITIES

This is an elective course unit which seeks to expose the student teachers into the various interactions of man with the factors of production. The concept of scarcity and choice as well as man's reaction to supply the elements of this course unit. Students are also expected to be introduced to some aspects of primary production in Nigeria especially agriclture and mining.

MAN AND HIS ENVIRONMENT

This course is equally building on the dimensions of social studies. A student who offered that as an elective in the first semester would therefore have an advantage of studying this dimension of man's environment in detail. The course examines the family - its types, structure, functions and its changing role in an ever changing society. Forms and problems of marriage, primary and secondary groups, their characteristics and functions are all part of the expectations of the course. Also the course seeks to examine such factors that promote group living like law, custom, morality and mores. This course like the one on man and his physical environment is a compulsory content area with two credit units.

MAN AND HIS GOVERNMENT

This is an elective course which seeks to introduce students into the concept and rule of government in society. Here also, various forms of government such as democracy, autocracy, monarchy and military are to be examined comparatively. Also to be studied are the various organs of government - executive, legislative, judiciary and the press. The various tiers of government in Nigeria - local, state and federal, political participation in a civil and military administration are recommended ares to be studied.

NIGERIA AS A NATION

The course takes a panoramic view of Nigeria's evolution as a

geographical entirely; its ethnic groups, their cultural difference, symbols of national identity as well the concepts of national integration. Of course this course is of compulsory status and two credit hours are attached to it.

DYNAMICS OF GROUPS BEHAVIOURS

This elective course is designed to introduce students to the concept of group and group life as demonstrated by lower animals such as ants, bees and monkeys. The roles and problems of the individual within the groups, public opinion, collective behaviour as well as leadership and fellowship are all areas of concern of this course unit.

NIGERINA POLITICAL LIFE

This is the first major compulsory course in the second year. It is under this course unit that the concepts of nation, state and country are to be examined. So also the major landmarks in the constitutional development of Nigeria are to be studied. Various nationalist movements in Nigeria, the issue of unity in diversity, military rule in Nigeria, efforts for national unity, integration and consciousness like the ethical revolution, Jaji declaration, war against indiscipline, MAMSER, etc. are all subjects of discussion under this study. The course has one credit unit of three hours.

AFRICAN COMMUNITY

The course focusses on African traditions and resources particularly the human and natural potentialities. A detailed study of the

Organisation of African Unity (OAU) and Economic Communities of Africa are recommended. The course is an elective carrying only one credit hour per week in the second semester of year two.

RELIGION IN SOCIETY

This is also an elective course which seeks to introduce the students to the concept and origin of religion and the significance of religion to individuals and to the society. The course unit recommend for study such issues as religion and morality, religion and politics, conflict and tolerance with reference to Nigeria.

SOCIAL SERVICES IN NIGERIA

This compulsory course unit introduces students to the structure, functions and the administration of some social services in Nigeria especially education and health. Also in focus is traditional education versus western education, educational structure and its function in Nigeria. Other areas are those of health institutions and housing in Nigeria. Other social services and public utilities such as fire, prison, postal services and the pension scheme are to be studied.

NATIONAL ECONOMIC LIFE

This is also a compulsory area of study which brings into focus such areas as strategies by which man meets his basic needs for food, shelter and clothing. Various production systems at the secondary and tertiary levels in Nigeria are to be explored such as industrial processes. The exchange of the economy in Nigeria including significance of trade,

influencing factors and problems are to come into focus. This course seems to be an extension of course 115 - man and his economic activities.

ISSUE AND PROBLEMS OF NATIONAL DEVELOPMENT

This course unit looks at the nature and concept of development and underdevelopment with regard to economic growth, welfare and quality of life. Also to be studied under this course are those external factors in national development such as slave trade, colonialism, neo-colonialism and imperialism as impacts of developed economies on less developed societies. The course also recommends for study, a panoramic view of Nigeria as a developing economic, agriculture, mineral production energy resources, transport and communication, interdependence between rural and urban economics in Nigeria.

SCIENCE AND TECHNOLOGY IN SOCIETY

This course examines the concepts of science and technology in relation to superstitions. The effects of science on man and man's culture, traditional technology and modern technology. The problems created by science and technology and adaptation strategies in Nigeria are to be examined in order to keep the students abreast with the technological intricacies of the contemporary world. The course is compulsory in status and carries two credit units.

SOCIAL CHANGE IN NIGERIA

Social change in Nigeria is a course designed to expose the

students to the nature of the changes that are taking place in the Nigerian society. The principles that govern that change as well as the social changes in Nigeria before and after independence are the focus of the course as well. These social changes are to be examined in the areas of economic, socio-cultural aspects as well as the basic features of political organisation. The course is of two credit units and is a core area of study.

SOCIALISATION AND POLITICAL CULTURE

This course is designed to expose students to the basic socialisation processes and the roles of the various agents of socialisation in Nigeria. Also to be discussed are the problems and the over view of political education in Nigeria. This is an elective course carrying only one credit unit.

CITIZENSHIP EDUCATION

This is a core course in the third year of the NCE Social Studies programme. It is expected that students be exposed to concepts and practices of citizenship, nationalism and patriotism, rights and responsibilities as well as the role of social studies in ensuring good citizenship education in Nigeria. Because it is a core course, it carries two credit units.

PEOPLES OF THE WORLD

This is an elective course which attempts to expose the students to the different races of the world including their distribution on continental

basis and their general characteristics. Students who take this course are also supposed to have an over view of the peoples of Africa. Like other elective courses, it carries only one hour credit unit.

SOCIAL INSTITUTIONS

This is also an elective course at three hundred level which aims at exposing students to the basic structures of functions of some social institutions in Nigeria such as the traditional, legal, economic, and religious institutions. The course is of one credit hour status.

POPULATION EDUCATION

In view of the growing concern of world population vis-a-vis the available resources for development especially in developing societies like Nigeria, this course is introduced in order to introduce students to the issue of world population and its dynamics. Focus on the growth of population, structure, age, geographical and occupational distribution as well as the economic and social implication of population would be the concern of this course.

TRANSPORT AND COMMUNICATION

This elective course is designed to provide students with insight into the various means of transport and communication with regard to their contributions to socio-economic development of society. The course also takes a look at the Nigerian mass media and the society.

PROCESSES AND ISSUES OF MODERNISATION

In order to keep the students abreast with the modernisation

trends in our contemporary society, this core course takes a look at the concept of modernization, the various aspects and stages of modernisation as well as their characteristics. Also to be explored are the factors in modernization and other fundamental issues involved in the modernization process such as education, urbanisation, population control, science and technology. The course carries two credit hours.

INTERNATIONAL ORGANISATION

Nigeria is not an isolated nation, she related with other nations through some organisations. For this reason, students for the NCE Social Studies programme are expected to be aware with the origin, structure and functions of these world bodies such as UNO, OAU, ECOWAS, the Commonwealth, etc. The course also tries to set the students acquainted with the major problems of Nigeria's co-existence with her neighbours. The course also introduces the students into the world political power blocks and the issue of non alignment. It is a core course with one credit status.

ECONOMIC STRUCTURE AND ORGANISATIONS IN NIGERIA

This course is more or less building on the one on national economic life with particular reference to Nigeria. This time around students are expected to be introduced to such economic ideologies as capitalism, and socialism and where Nigeria fits in. Labour unionism in Nigeria, indigenisation and national character and other structural economic measures such as SAP and privatisation policy are to be

examined too. This course is an elective.

RESEARCH PROJECT

This is an original essay on a contemporary social issue of not less than 3000 words which the students are expected to write before the end of the final year. This course exposes them into some skills in social research and so affords them with the opportunity of freely analysing social issues in the society. This is also a core area of study and is allocated two credit hours

FOUNDATIONS OF SOCIAL STUDIES

This course is partly an academic and partly methodological because apart from providing students with knowledge about social studies concept and theories, it equally introduces students into the curriculum design of social studies in Nigeria. That is why this examines which areas as the philosophical background; social studies in relation to the National policy on Education as well as theories of interrelations in learning. It equally examines the aim and objectives of learning social studies, the relationship between social studies and the social sciences, the concept of integration as well as the development of social studies in Nigeria and Africa.

INTRODUCTION TO THE TEACHING OF SOCIAL STUDIES

This course takes an over view of primary and JSS Social Studies programmes including their origin, philosophy nature and scope. It goes on to identify such areas as the curriculum, scheme of work, unit plan

and lesson plan. Also students are expected to be exposed to the skills of lesson planning as well as the various methods of teaching the subject. Identification of the various resources both human and material as well as the various evaluation strategies in social studies. Under this course, students are expected to be exposed to the various teaching skills through micro-teaching.