ASSESSMENT OF CONTRIBUTIONS OF TRADITIONAL RULERS TOWARD GOOD GOVERNANCE AND IMPLICATIONS FOR SOCIAL STUDIES CURRICULUM CHANGE IN KADUNA STATE, NIGERIA

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DECEMBER, 2018

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN SOCIAL STUDIES EDUCATION,

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,

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AHMADU BELLO UNIVERSITY,

ZARIA-NIGERIA

DECEMBER, 2018

DECLARATION

I hereby declare that this dissertation entitled "Assessment of Contributions of Traditional Rulers toward Good Governance and Implications for Social Studies Curriculum Change in Kaduna State, Nigeria" has been carried out by me in the Department of Arts and Social Science Education under the supervision of Dr. I.D. Abubakar and Dr. M.A Sarkin-Fada. The information derived from the literature has been duly acknowledged to the best of my knowledge in the text and a list of references provided. No part of this dissertation was previously presented for another degree at any university.

_____ _____

JA'AFAR Madauchi Kamarudeen Date

CERTIFICATION

This dissertation entitled "ASSESSMENT OF CONTRIBUTIONS OF TRADITIONAL RULERS TOWARD GOOD GOVERNANCE:AND IMPLICATIONS FOR SOCIAL STUDIES CURRICULUM CHANGE IN KADUNA STATE, NIGERIA" by JAAFARU Madauchi Kamarudeen meets the regulations governing the award of the degree of Master in Social Studies Education of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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Dean, School of Post-Graduate Studies

DEDICATION

This study is dedicated to my immediate family, friends and well-wishers and to the management of Federal College of Education, Zaria for giving me the opportunity to undergo work-study leave.

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Glory is due to Allah, the All-Seeing, the All-Hearing, Master of the day of judgement. May His blessings be to our beloved Prophet Muhammad (S.A.W.). I wish to express my profound gratitude to my first Supervisor, Dr, I.D. Abubakar, my second Supervisor, Dr M.A Sarkin-Fada, and my former Supervisor, late, Prof, M.C. Ubah, who despite their tight schedules continually left their doors open to me for constructive criticism, guidance and support. I, also appreciate, with thanks, the contributions of the followings: Prof. H.I. Bayero, Dr Umar Ginga, Dr. Z.S Gaya, and Mallam Yahaya J. Shinkafi, for their guidance and support. I equally, appreciate the effort of my course lecturers, for their sound contribution to the success of my studies. I thank, with gratitude, the authorities of Federal College of Education, Zaria for allowing me to proceed on work-study leave.

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ABSTRACT

This Study Assessment of the Contributions of Traditional Rulers toward Good Governance: and Implications for Social Studies Curriculum Change in Kaduna State, Nigeria. The study was guided by three objectives, three corresponding research questions and three null hypotheses. However, the study used traditional rulers and staff selected from emirates and chiefdoms of Kaduna State, Nigeria which constituted. A population of 570 and two sampling techniques namely; proportionate stratified sampling and simple random sampling was used to select 239 respondents. The study also used structured questionnaire as data collection instrument. The instrument was duly validated by supervisors and statisticians for content and face validation. The study pilot tested the instrument and a reliability index of 0.975 was realised which was considered as statistically fit for the main work. The study used independent sample t-test and ANOVA to test the study's null hypotheses. The mean and standard deviation was used to answer the research questions. The study found that a significant difference existed between the mean opinion scores of Urban and Rural traditional rulers on the contributions of traditional rulers toward good governance and implication for Social Studies curriculum change in Kaduna State; no significant difference was found between the mean opinion scores of emirs and chiefs on the contributions of traditional rulers toward good governance in Kaduna State and no significant difference was found between the mean opinion scores of traditional rulers on the contributions of traditional rulers toward good governance in Kaduna State in relation to their ranks. Some recommendations were put forth which include the need for Urban and Rural traditional rulers should be supported and be fully involved in Social Studies Curriculum change process toward good governance by traditional institutions in Kaduna State, Nigeria.

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LIST OF ABBREVIATIONS

ASSEP: African Social Studies and Environmental Programmes.

B.Ed: Bachelor in Education

CESAC: Comparative Education Study and Adaption Centre

J.S.S: Junior Secondary School

M.Ed: Masters in Education

NCE: Nigeria Certificate in Education

NCSS: National Council for the Social Studies

NERDC: Nigeria Educational Research and Development Council

NNTEP: Northern Nigeria Teachers Education Project

RMQ: Researcher Made Questionnaire

SOSAN: Social Studies Association of Nigeria

SOSCEAN: Social Studies and Civic Education Association of Nigeria

UBE: Universal Basic Education

UPE: Universal Primary Education

USAID: United State of America for International Development

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Government comes and goes but the traditional institution has remained an integral framework of our history and the bedrock of our nation's democracy. No government or educational body can work harmoniously without the assistance of the tradition institutions because these institutions have remained the pulse of the people and an enduring part of our cultural heritage, No society progresses without defined cultural norms and values which regulate the activities of its people. Politically, looking at the history of Africa shows that countries without defined structures for the traditional institution do not last and are much prone to wars and civil strife (Aigbegbele, 2014).

Consequently, traditional institution in Nigeria have become an important part of the life of Nigerians and forms the bedrock of the political and educational experience of many Nigerians; They elicit greater confidence and legitimacy in the eyes of the ordinary Nigerians than the institution of the modern state because of their belief of being their brother's keeper at all times. That is why from the Sultan's palace to the palace of the Ooni of lfe and the Amanyanabo of Kalabari, the words are the same and they preach peace, unity, good governance and stability, the very unifying factors that held us together as one nation, one people with a common heritage. Also, traditional rulers in Nigeria have traditional bureaucracy, so that rulers can intercede for the common man and modern state making it possible for the institution to broker- a new development and projects due to their closeness to the people as most traditional rulers are now educated, enlightened and well-travelled.

More so, in the days of yore and until date, traditional leaders play the role of upholding the values and administering the affairs of their domain. They are saddled with the responsibilities of working with municipalities to identify the needs of their communities and be involved in the shaping and participating in service delivery. They also play a role in curriculum change and the promotion of indigenous and modern knowledge system. Traditional institutions today rulers promote peace, foster cohesion and contribute to the political system of good governance. Among other interventions, traditional rulers provide and leadership in ensuring that societies utilized available resources to enhance their well being as well as promote good governance (Aigbegbele, 2014).

Thus, good governance has become an issue of conditionality in promoting accountable and effective governance in aid-recipient countries. Good governance encompasses respect for, and enforcement of human rights and rule of law, the principles of participation, empowerment, transparency, accountability, the healthy interaction between the state and the civil society and effective management of public resources(Aigbegbele,2014).The institution of chieftaincy has an immense role to play in the search for good governance in Nigeria. Not only are chiefs required by the Constitution to advise government on matters relating to chieftaincy, they are also required to modernise the outmoded customs as well as adjudicate on matters bordering on chieftaincy dispute. The tenets of good governance recognise the important roles played by traditional authorities in attaining this pursuit.

Apparently, traditional leadership ties its pragmatic social responsibilities to the citizens with the notion of identity and moral responsibilities to their people. This essentially means the inter connectivity of people and the shared responsibility for each other in ways that would be of benefits to the overall development of the society. Today, the traditional institutions provide a sense of continuity and stability in an era of great education change.

They can serve as intermediaries to ensure that educational change occur in an orderly and familiar way. Yet at the same time, they are to display impressive flexibility, adapting to meet the needs of the day in an effort to preserve or enhance their position within local communities and the educational institution at large, that why, traditional institutions are paramount in social studies curriculum change process (Alade, 2011).

Thus, social studies deals with the teaching of cherished- values, good governance, attitudes and norms that are important to national development. The major problems facing the Nigerian society today is misplaced priorities but when right values and attitudes are inculcated in the young ones and they grow up with these values and attitudes, it goes a long way in positively affecting their lives and the society at large. The essence of social studies inclusion into the Nigeria curriculum is to change the perceptions, and re-orientate the thinking faculty of every individual, in term of beliefs and values and how the society can be moved forward. The content of social studies education is flexible in accommodating some issues and problems, so that the issues can be integrated into the social studies curriculum in an attempt to move the society forward and this is made possible through constant curriculum change by the stakeholders such as the traditional rulers (Alade, 2011).

Moreover, the dynamics of social changes and the peculiarities of educational initiatives in different settings all over the world do call for curriculum reviews or curriculum change with a view to meeting the emerging needs and values of the society. Arising from the need for relevance in form of education for functional living, self-sustenance, good governance and self-reliance, in Nigeria's case, sporadic educational reviews and change which are indeed curriculum based have been witnessed at various times. These have re-shaped educational thoughts and practices in Nigeria. The reason being that the opinions and solutions that key stakeholders propose for society's requests and needs for productivity and progress often make some of the com ponents of the existing curriculum either obsolete or

out of tune with currency (Alade, 2011). At this juncture, what should be borne in mind is that curriculum change entails the introduction of new ideas and practices in anyone part of the curriculum; it means to renew an existing curriculum or add something new to the curriculum so as to make it more relevant to the varying needs and aspiration of the learners, and to the ever changing needs of the society. Whenever this happens, it sets pace for the country's review initiatives in value-orientation, poverty eradication, politics, wealth creation and job creation among many other reasons.

1.2 Statement of the Problem

The Nigerian education system and social studies in particular has witnessed several curriculum changes within the past few decades especially after the independence and Nigerian civil war when Nigeria saw the need for upgrading the educational competence of its workforce since human capital was instrumental to social, economic and political development of the nation. Moreover, the search for enriching content and pedagogical approach to teaching and learning of social studies education can only be made possible through conducting of research and constant review of the existing curriculum. Similarly, the explore of enduring solution to challenges of good governance in the context of our desire for unity, peace and progress in Nigeria, research must be held at high esteem and doing so, the role of traditional rulers in this task cannot be over emphasized considering their long standing historical relevance to the education, political and economic development of any nation.

Though, many factors inside the classroom are affecting student learning and teaching process which includes teachers' commitment, workload, methodology, assessment, capacity, collaboration, and the erosion of the profession had been researched many times and continuously been research. New frontiers of researches are needed in order to unveil the contributions of traditional rulers in social studies curriculum and good governance in Nigeria

and Kaduna state in particular because the society is in a constant flux., for the reason that, in the recent time, Nigeria has witness a lot of issues and problems which demand curriculum review in order to use education as an instrument to address them, some of these issues are the revival of agriculture sectors, information and communication technology in the Social Studies classroom, Sustainable Development Goals (SDGs) and social studies education in Nigeria , revival of traditional occupation for self reliance, the clamour for change in attitude to work, environment, resources and fellow human being in a bid to promote national development and among others are areas that need to be revisited or review so that social studies education in Nigeria can stand the test of time.

Added to this, gaps exist in research that could provide answers to following questions: what role traditional institutions play in curriculum change process? What are the contributions of traditional rulers to good governance? And what are the contributions of traditional rulers to Social Studies curriculum change in Kaduna State? At present, there is no answer to these questions raised by the researcher. This establishes the base for the problem of study. Against this backdrop, this study assesses contributions of traditional institution toward good governance: implication for social studies curriculum change in Kaduna state.

1.3 Objectives of the Study

The main objective of the study was to assess the contributions of traditional institution toward good governance: Implication for social studies curriculum change in Kaduna State, while the specific objectives were to:

i. Find out the opinions of urban and rural traditional institution on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State;

ii. Determine the opinions of emirate and chiefdoms on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State;

iii. Examine the opinions of traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State in relation to their ranks.

1.4 Research Questions

The following research questions guided the study:

i. What is the opinion of urban and rural traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State?

ii. What is the opinion of emirate and chiefdoms on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State?

iii. What is the opinion of traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State in relation to their ranks?

1.5 Null Hypotheses

The following hypotheses were tested in the study:

i. There is no significant difference in the mean opinion scores of urban and rural traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State;

ii. There is no significant difference in the mean opinion scores of emirate and chiefdoms on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State;

iii. There is no significant difference in the mean opinion scores of traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State in relation to their ranks.

1.6 Significance of the Study

This study is considered significant because of the usefulness of the findings to be made with regards to the theoretical contributions to already existing literature on Social studies curriculum change in which the objectives of such a programme have been achieved. The result o f this study would be of utmost importance to Ministry of Education, traditional rulers, Social Studies teachers, students, Parents, as well as future researchers especially in the area of curriculum change, Social Studies and education when published.

It is expected that the study could highlight findings in the area of Social Studies teaching and learning in Kaduna State which will be made available to Ministry of Education. The information may help the State Ministry of Education (Quality assurance unit) to enforce the regulations laid down by the Federal Ministry of Education in regard to the provision of social studies curriculum change process at all levels of educational institutions in Nigeria. The State Ministry of Education may also use the information to organize seminars, workshops and conferences for teachers and lecturers to sensitize/train them on how to effectively use the social studies curriculum which encompasses aspects of good governance and adhere to it at all times.

Information from the findings of this study may be useful to National Educational Research and Development Council (NERDC) as it may help them see the need to adopt

measures to ensure facilities/instructional materials are available and adequate for learners in both urban and rural schools in Nigeria. NERDC may also find the information provided through the findings of this study useful to ensure continuing professional development of social studies teachers. This may also help to expose the teachers and lecturers to current trends in Social Studies curriculum change processes.

The findings of this study would be beneficial to biology teachers who are actually the implementers of the curriculum with self-evaluating criteria to enable them assess themselves on the implementation of social studies curriculum in Kaduna State. The findings may provide them with information on the requirements of the national minimum standards in social studies teaching. It may also serve as a guide for them on how to effectively use the social studies curriculum in their classroom teaching which encompasses aspects of good governance.

Equally, the study may also be useful to future researchers especially in social studies teaching and learning. The information could provide them with empirical data on the contributions of traditional institutions in Social Studies curriculum process in Kaduna State of Nigeria which may be useful for further research studies in related areas.

1.7 Scope of the Study

The study will focus on assessment of contributions of traditional institution toward good governance: Implication for social studies curriculum change in Kaduna state. However, the study is delimited to emirates and chiefdoms in Kaduna State. While the subjects of the study are traditional rulers and officials in urban and rural areas in the state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focus on the reviewing literatures that are related to the study at hand under the following sub-headings:

- Theoretical Framework
- Concept of Social Studies
- History and Justification for Introduction of Social Studies in Nigeria
- Objectives of Social Studies
- Concept of Traditional Institution
- Concept of Governance
- Traditional Institution and Good Governance
- Concept of Curriculum Change
- Need for Change in Social Studies Curriculum
- Factors Associated with Curriculum Change Processes
- Review of Related Empirical Studies
- Summary

2.2 Theoretical Framework

This section discusses models of curriculum change and theories of traditional institutions. These include: Models of curriculum change; Modernization theory and Traditional Rulers; and Structural Functionalism theory and Traditional Rulers.

2.2.1 Models of Curriculum Change

Models used to describe the change process help curriculum developers to understand factors which promote or inhibit change. This will put the developers in a better position to suggest approaches which will be more successful in promoting implementation (Phakisi, 2008). According to Hooley (2009) three typical approaches have been used in educational innovations.

Power-coercive: In such cases change is accomplished through application of power, with those holding greater power enforcing compliance by those with less power. The so-called Centre- Periphery model is a good representation of a power-coercive approach because it represents a top-down movement of innovation. According to Phakisi (2009) it involves a passive diffusion of a centrally prepared innovation deemed necessary to the recipients. Typically the needs of the recipients are not taken into consideration when the innovation is developed. The curriculum innovations in Lesotho seem to follow the Centre-Periphery model. An already-prepared curriculum, developed by government educational sectors such as the National Curriculum Development Centre in the form of a syllabus document, was given to teachers to implement. Naves (2009) believes that it is in the interest of governments that control of content of the curriculum and the manner of its delivery are in their hands so that they can monitor progress.

Rational-empirical: In this strategy the agents introduce the innovation with the belief that it will benefit the teachers and since teachers are assumed to be rational people they are expected to adopt the proposed change (Phasiki, 2008). The rational-empirical strategy typically uses a top-down approach such as those used in the early stages of curriculum innovation in the USA and Europe in the 1960's. An example of such a model is the Research, Development and Diffusion (RDD) model. This model represents a perspective that sees the change process as a continuum of activities from research to practice (Normores

& Issa, 2012). Because research informs the change it is considered to have an empirical basis which is considered to provide a rationale for the change. According to Normores and Issa (2012) this model usually involves formulation of an innovation by an "originator" (Normores & Issa, 2012) who starts with identification of the problem, goes through the process of finding solutions to the problem through research, development and finally diffusion of the solution to the audience. Research, Development and Diffusion approaches to change often use a centre-periphery approach, as the initiatives in most cases are taken by the researchers or developers with the receivers remaining mostly passive (Normores & Issa, 2012). Phasiki (2008) suggest that the process should not stop once diffusion has occurred. In reality a cyclical process involving "design, evaluation, feedback and redesign" is necessary (Phasiki, 2008) if the change is to be successfully implemented.

The limitation of the Research, Development and Diffusion model was that it assumed a passive diffusion of innovation to teachers, and this proved to be ineffective in initiating and sustaining change. In order to make the process more active and sustainable Havelock in 1971 added another stage of Adoption to the Research, Development and Diffusion model. The adoption stage, which Havelock attributes to Clark and Guba, involves incorporation of the innovation into the formal system (Normores & Issa, 2012). Normores and Issa (2012) suggested three processes happen under adoption; Trial (which is referred to as implementation by some authors), installation and institutionalisation. During the implementation stage the new idea is tried, or put into practice. The next stage of adoption, installation, involves making the innovation permanent in the implementing institution, for instance by putting it in the examination. The last stage, institutionalization, involves building the innovation into the wider system e.g. make it a legalized part of the national examination (Normores & Issa, 2012).

Normative re-educative: In this strategy it is believed that people can be re-educated to change from the norm to the new ways. This strategy acknowledges that peoples' behaviour is influenced by their socio-cultural norms and that through direct interventions by change agents people can change their attitudes, values and skills. The first two approaches were looked at in more detail because they are similar to the approaches used in Lesotho curriculum innovations. So the following discussions are based on those approaches. The disadvantage of the tendency of governments to centralize educational change, as evidenced by the studies cited by Phasiki (2008), is that centrally managed reforms impede the implementation of change and stifle the development and creativity of teachers. According to Emesini, Ogah and Eze (2013) the literature indicates that imposed innovations are often ineffective, and in most cases lead to failure if teachers do not accept or do not understand the innovations. Phasiki (2008); Emesini, Ogah and Eze (2013) points out that innovation is more successful when teachers feel some sense of ownership of the innovation. Phasiki (2008) believes that as long as teachers see themselves as performers of someone else's plans, they will not find it easy to commit themselves to reforms. The implication is that if teachers are not made an active part in the development of the innovation it will not be easy for teachers to take ownership of the innovation; hence it will not be easy to make necessary changes.

Because of the problems experienced through using top-down models, and the experiences of past innovations, Phasiki (2008) believes that involvement of the end-user is important in the development of innovations and curriculum materials as it could lead to acceptance and hence more effective implementation in the classroom. The Periphery-Centre model, Social-Interaction model and the Problem-Solving model are models in which it is recognized that innovations should start with the needs of the schools and teachers when designing and implementing a new curriculum. In these models teachers are considered

an important part of curriculum development teams (Phasiki, 2008; Emesini, Ogah & Eze, 2013). Teacher involvement in curriculum development is claimed to result in increased participation, relevance, ownership, and commitment, so that when things do not go according to plan there is less finger-pointing. Instead all stakeholders (curriculum developers, teachers, school authorities) tend to work towards finding solutions ((Phasiki, 2008; Emesini, Ogah & Eze, 2013). However, even these models are not without fault. They seem to assume that all teachers and schools will have the same needs, and that teachers will react in the same way to a reform. The models also seem to rest on the assumption that schools have well-qualified, motivated teachers, working with adequate resources, and that teachers and schools share the same enthusiasm (Phasiki, 2008; Emesini, Ogah & Eze, 2013). The truth of the matter is that schools have different contexts.

More so, to try to make implementation more meaningful it is important not to take these models as alternatives, but rather as mutually supportive of each other. Dalin and colleagues (cited by Phasiki, 2008) did a study in Colombia, Bangladesh and Ethiopia to find out what characterized successful schools engaged in major national reforms, and they found that both the "centre" and the "periphery" have important roles to play in promoting successful innovations. They therefore recommend appropriate mixing of the approaches. Kennedy indicates the need for appropriate linkage in the roles of the "centre" e.g. (a government/ ministry, curriculum development centre) to 'provide long term political support and the necessary pressure for systemic reform" while the periphery (at the level of the school) "designs or adapts materials, and conducts staff development and teacher training, both of which are carried out as 'close' to the classroom as possible" (Phasiki 2008; Emesini, Ogah & Eze, 2013). The implications of the models on the current study are that while there are some successes gained from using these models, they are not without problems. This point to the fact that, it is imperative that developing countries such as

Nigeria look critically at the models before they decide which to adopt, so as to enhance the benefit they can get from such strategies.

2.2.2. Modernization Theory and Traditional Rulers

Modernization theory is a very encompassing and building on all theories, the theory is combining the views of functionalism, symbolic internationalism, exchange theory, ethno methodology etc .the emphasis is on value explanation the venation on all these theories are on quantity rather than quality. The modernization concept is used for new technology and new organization in colloquial terms, monetization means rendering something that is old fashion to be new or up to date to suit the requirement of modern times furthermore, and modernization is characterized by all effort to bring technology, ways of life, social organization and modes of production (Mekoba, 2004).

Modernization cut across the phases of life Ega (2005) maintained that, monetization sin grade and society will be considered more or less modernize to the extent that its members use inanimate source of power and foods to multiply the effect of their efforts. Therefore, the distinction is between the relatively modernize and the relatively non-modernize is based on the use of animate power than the inanimate power where social organization is based on technical skills. It refers to the land of social change which occurred in the 18th century Europe changes which led to political and economic break through transforming Europe to modern society. One of the contributors of them mode most theory focuses on multi-dimensions aspect of the concept, that is the normative behavioural and structural functional dimension. He sees development, monetization, and industrialization as related. That development is portrayed as more general involving growing systems differentiation and integration of functional roles while monetization is a particular case of development involving innovation of flexible social structure and the social frame work to provide the skills and knowledge in a technologically advanced world (Mekoba, 2004).

Following the assumptions of modernization which states that its helps to reshape something that is out of date to suit the requirement of modern times, shows that prior to modernity, the traditional rulers were autocratic in nature, they took decisions without checking or consulting the community, but these decisions are binding on the inhabitants, whether it's in favour or against the community, but with the coming of foreign ideas or ideology, it paved way for demoralization which gave room for checks and balances and active participation in their affairs and development of the community. In the view of the above, the modernization helps the traditional rulers to introduce new ideas for the community development such as being democratic in their decision making, giving room for the people to participate in the community affairs (Mekoba, 2004).

Traditional rulers of modern times perform vital roles in their domain life embarking on awareness campaign or the sensitization of their community populace on HIV/AIDS epidemic, new educational policies and innovations, the construction of classrooms blocks and providing learning materials in school to help develop education system, political socialization, provision of medical facilities and the building of the community health centre the strength of modernization theory is argued on the basis that, the sociological imagination is more important that controlling the risk found in contemporary societies; and fulfils the potential for improving people lives. Despite its strength, the monetization theory has its weakness. It lacks a theory of culture. In reality there are differences in culture, between vanities of groups in modern societies, significantly, it also affect held people expense social life and behaviour.

2.2.3 Structural Functionalism Theory and Traditional Rulers

Functionalism views society as a system, it views the society as set of interconnected parts which together form a whole various parts in the society according to the paradigm are understood in terms of their relationship at other whole social institution which are analyzed as part of the social system rather than as related unit (Blench, 2006). Functionalism argues that all societies share the same norms and values. These norms and values are embodied in the law and that the social order comprises of the internalization of these norms and values through the roles performed by traditional rulers in their communities. The evolution of the theory, owes much to the wore of August Conte (1798-1857) who in the period or tumultuous changes ought to promote social integration while Herbert Spencer (1820-1903) argued that society is like a human body with parts and each contributing to the survival of the entire organism (Mekoba, 2004).

However, the third pioneer, Emile Durkheim (1858-1917) developed his work more on how the structures that formed society can hang together. Talcott parson (1902-1979) is seen as the father of the functionalist school of thought due to his immerse contribution which will apply to thus study according to parson(1964) for any socially system which the community is part to survive, there are four basic functional pre- requisites. Adaptation; Goal attainment; Integration and Pattern maintenance. This can be seen as problems that communities must solve if they are to survive and progress.

Adaptation: This refers to the relationship between the traditional rulers and the communities. In order to survive, traditional institution must have some degree of control over the community.

Goal attainment: This refers to the need for all communities to set goals towards which socio- economic activities are directed procedures for establishing goals and deciding on printers between goals are institutionalized.

Integration: Thus has to do with primary adjustment of conflict in the community. It is concerned with the co-ordination and mutual adjustment of the community members legal norms define and standardize relations between individual and institutions and so reduce potential for conflict does not lead to the disintegration of the community and its development in general.

According to the functionalist perspective, traditional rulers are part of the society who have some function stop perform and contribute to the maintenance of the society (i.e. their communities) such function include the contribution of their quote in the maintenance of the internal peace and society in their domain which is the only way development can take place in the community. They help in revenue generation and community tax assessment, determination of religious matters and settlement of conflict ensuing thereof they also contribute in community development efforts of their respective communities like building of health centre, town halls, market shop, post office, electricity reconstruction of road network bridges and culverts etc.

The functionalist perspective has to be subjected to considerable criticism critics argued that the type of explanation states that the parts of the system exists because of the beneficial consequences for the system as a while. The man objection to this types of reasoning is that it tress on effect as a cause. Therefore the assertion those traditional rulers embark on development projects in their domain is an attestation of consensus value and institution is a misplace one. Finally, despite the wide spread criticism of functionalism is should not be rejected out of hand, the assumption that society should be seen as an integral whole, that its par fare interdependent, that social institution exist and the social structure directs human behaviour.

However, these theories are considered relevant in evaluating the contribution of traditional rules in Zazzau and Southern Kaduna chiefdom. In other words, it presents traditional rulers as a structure within a given system which has functions to perform in

social studies curriculum change and good governance within Kaduna state environment as well as in large society. In conclusion, for the purpose of this research work, one has taken side with the functionalist perspective this is because it throws more light in understanding the function performed by traditional rulers, not only in performing their core functions of maintaining peace and order. Settling of land dispute etc but also contributing in Social Studies curriculum change process and good governance.

2.04.1 Concept of Social Studies

Social Studies have been defined by different people and different society's base on the different environment. Social Studies is a programme of study in school, it is generally seen as the study of man and his environment. Social Studies refers to the subject matter, possessing skills, attitudes and activities that focus on society and on individuals as members of a social group. National Teachers' Institute (N.T.I,2000), opines that Social studies is an area of school curriculum specifically designed for the study of man and how he fits into the society by utilizing the necessary attitudes, values and skills at his reach.

Awe in Fadeiye (2005),part two pp 22 is of the view that

> …Social studies is a discipline if properly programmed and effectively taught should help to solve social problems that are facing developing countries like ours (Nigeria) where the old norms are fast losing their grips and without any effective substitute to replace them.

According to the National Council for the Social Studies (2009), social studies is "the integrated study of the social sciences and humanities to promote civic competence", within the school programme, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science psychology, as well as appropriate contents from the humanities, mathematics and natural sciences. In essence, social studies promote knowledge of an involvement in civic affairs.

Mezieobi, Fubara and Mezieobi (2013), defined social studies as an integrative field of study which probes man's symbiotic relationships with his environment, endows man with the reflective or contemplative capacities, intellectual, affective, social and work skills, to enable him to understand his world and it problems, and to rationally solve or cope with them for effective living in the society. Ndan and Jarimi (2011) stated that 'in Nigeria, social studies is perceived as the field of education or the common learning of man's interaction with his social, physical, economic and political environments which influences and brings about human improvement'. Ololobou (2007) also stated that social studies is an organized, integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry.

Davis cited in Famwang (2005) write that "social studies education for the most part, focus attention on advocacy and proposal for information, not interpretation" According to Famwang, "interpretation" here refers to definition and clarification. Wesely cited in Famwang (2005) attempted to define social studies by saying that social studies are those portions of the social science discipline of anthropology, sociology which have been elected for teaching purposes. The area listed wisely is grossly inadequate. Social studies goes beyond social science discipline it also has to do with other sciences and technology that affect man explicit or implicitly. One would also like to question the validity of the argument that "social studies are these portions of the social science discipline….which have been selected for teaching purpose: are social science discipline not being taught in their own.

Engle cited in Famwang (2005) viewed social studies as a broader field……..which attempts to fuse scientific knowledge with ethical, philosophical, religious and social consideration" This definition hold the view that, social studies extract knowledge, skill, concept and theories that are useful to man. Nwosu and Corbin cited in (Onyade 2006) define

social studies as a subject dealing with human groups people and their environment the world over. They stated that Social Studies covers the nature and functions of these human groups; their structure, organization, and their interaction within their environment. They agreed also that though social studies derives its content from social sciences and other related subject political science, geography and history among others, it is not exactly these subject. The subject social studies goes beyond factors of knowledge of these subjects it is intended to present questions, concepts, issues, generalizations and problems that would be challenging not only to the student, by to the entire citizen (Famwang, 2005).

Ololobou (2007) explain Social Studies as the study of man within his environment, physical, social, economic, psychological, religious, political, cultural, scientific and technological. Social studies is the study of how man exists in his environment, deals with the multitude of factors that bears on man's existence. It involves man's activities, the activities he engaged in and why he engages in them. These include what he does, why he does them, what he believes in and why he believes in them; his problems and how they can be solved. Social studies as a subject provides us with the ways of looking at the society in order to understand it's structure and it's problems and to find ways of solving the problems of the society. Ebirim and Edi (2014) are of the view that, basically, man is the epicentre of Social Studies and the environment (physical and man-made) is the base for man's survival and existence in the environment in which he finds himself thus, man is being examined from the following comprehensive perspectives; social being, political being, legal being, religious being, cultural and economic being.

In the words of Chukwu (2011) social studies is the study of how the human being influences his environment with the view of getting maximum benefits from it. It also deals with how the environment deals with human being in return. It equally studies the society, the relationship between people and the world in which they live. They added that social

studies could be defined from the spatio-temporal angle, which is in the context of space and time. For instance, Nigeria after independent witnessed problem of integration hence the need to teach patriotism and unity which called for the introduction of social studies education with its main focus on citizenship transmission. In other words, Social Studies is the integration of interrelationships of different subjects aimed at inculcating national consciousness and national unity, imbibing the right type of values and attitude for self and national survival, the acquisition of necessary skills, ability and competences which individuals needs to be able to contribute to national development (Chukwu, 2011).

In relation to the above definitions, one can conclude that social studies aimed at cultivating in the learners, the knowledge, skills, attitudes and skills for meaningful living in human society, social studies is an integrated subject featuring different degrees of integration ranging from un disciplinary (or within field) to fused (or beyond field), it is organized around the central theme of human society or human environmental relationship, social studies is concern with human relationships in his natural and human made environment. social studies has social problems solving focus, social studies has youth related problem solving or character formation emphasis. This is because most of the societal problems which social studies was designed to address are predominantly youth related either as perpetrators or victim or both. The children, adolescents and school age young adults are the most vulnerable groups in society to these problems or vices (Okunloye, 2007).

Social studies has always been part of the care or compulsory group of subjects in the school curriculum at any level of education wherever it is introduced. It is therefore appropriate to view social studies as an element in general education studies or programme in all educational system (Okunloye 2007). The Federal Republic of Nigeria (FRN 2004) recognized social studies in the Nigerian educational system as part of "an instrument par excellence for effecting national development. Finally, in the light of these Okunloye (2007)

opined that social studies could be define as an integrated curriculum which draws relevant contributions from other fields or forms of knowledge on the theme of human environment relationship for the purpose of citizenship training.

2. 04. 2 History and Justification for the introduction of Social Studies in Nigeria

The history of social studies can trace back to the United States of America, where the concept of social studies has been evolving since the beginning of the last century. Initial development of social studies is traceable to the USA. The 1961 report of the social studies committee of the commission on the recognition of secondary education, titled "the social studies in secondary education". With the report, social studies achieved a legitimate status as a curricula subject in schools. Its role has been expanded in education in any parts of the world. Through its spread to Europe, particularly Britain in 1930, there was a growing awareness of the need to educate the youths and citizens following the rise of totalitarian regimes in Europe (Lawal, Meziobi and Osuji, 2010).

By 1960, social studies have reached Britain and was tried as an inclusion in their secondary schools (model) curriculum at a time when citizens of that country were found wanting of some kind of social adjustment. In 1962, another conference was held at Durham Messachusetts, sponsored by the education services, incorporated with the objectives evolving new teaching of social studies programme. In 1967, at the conference held in Queens College Oxford, social studies for Africa was discussed and were attended by a group of educationist from Africa. The same conference suggested the introduction of social studies in the primary school and teachers training colleges of member countries. Eleven African countries and British educators attended the conference, and they are Nigeria, Ghana, Sierra Leone, Kenya, Uganda, Ethiopia, Lesotho, Malawi, Tanzania, Zambia and Botswana (Lawal, Meziobi and Osuji, 2010). It was at this conference that African Social Studies programme (ASSP) was planted with its headquarters in Nairobi

Kenya, and was charged with the responsibility of encouraging the development, as well as coordination the programme in Africa. The Mombasa conference was a follow- up of this conference. Participants at the two conferences agreed that the teaching of geography and history needed review to emphasize national heritage and national achievement with the hope that these objectives will help develop national pride and identity.

The introduction of social studies in Nigeria could be traced back to the period before independent. Its first appearance was in the western region when the subject was introduced into schools in 1950 through Joint Educational Development Programme between the region and the University of Ohio USA. The Ohio programme only affected teachers training colleges in the region. In 1963, a pilot project was conducted at Aiyetoro comprehensive high school, now in Ogun state it was an effort to introduce social studies among other subjects. This project was jointly financed by the ministry of education in the western region in collaboration with the United State Agency for International Development (USAID) and Ford Foundation (Lawal, Meziobi and Osuji, 2010).

Based on the success achieved at Aiyetoro, the government of western Nigeria decided to extend the programme to other schools in the country as part of the plan, Aiyetoro C.H.S. was assigned to draw up a syllabus for the first two years of secondary education and also to write the materials to suit the syllabus. The text book, "Social Studies for Nigerian Schools", written by Aiyetoro team was presented for evaluation at the critique conference of Nigerian education held in Lagos in 1969. The conference was organized under the joint auspices of the Comparative Education Studies and Adaptation Centre (CESAC) and the Ford Foundation programme on curriculum development in Nigeria. They made valuable suggestion towards the improvement of the text book-to make it usable all over Nigeria. Social studies introduced on a national basis at the 1969 National Conference after the formation of SOSAN of which the founder and national secretary was Mr. M.A. Makinde. At

this conference, issues of ideology, purpose and objectives of education in Nigeria were discussed, there commendations and resolutions there from touched on the culture of teaching social studies in the Nigeria education system (Lawal, Meziobi and Osuji, 2010).

Among the recommendations which form the core of the National Policy on Education was that social studies should be taught in all teacher training colleges and in lower classes of the secondary schools. The Federal Government approved the teaching of social studies in primary schools, teachers training colleges and junior secondary schools in Nigeria. The justification for the introduction of social studies according to Isa (2011) was due to the fact that social studies programme was developed based on the believe that formal education can be effective in influencing the child's social understanding and behaviour. The aim of social studies is the promotion of civic competence- the knowledge, intellectual processes and democratic dispositions required of students to be active and engaged participants in public life.

The civic mission of social studies demand the inclusion of all students-addressing culture, linguistic and learning diversity that includes similarities and differences based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs and other educational and personally significant characteristics of learners (NCSS2009). Social studies education was developed because of the urgent need for a positive change in the behaviour of man towards fellow man and the entire environment. This will bring about a common understanding, improved skills and attitude which will enhance unity and development of our society.

Social studies is largely described as a response to the needs, aspiration and problem of Nigerian society. Before and after independence in 1960, there were widespread cries about the inadequacies of the colonial system of education. The colonial system of education

did not meet the needs of the Nigerian child and the society. It was an education designed to serve the subjugation and alienation of the African person from the environment. To reconstruct the system, there were several national conferences and workshop like the 1969 national curriculum conferences organized to relate education to the needs of the child in the country. The national curriculum conference analyzed, discussed and made recommendations on the objectives of all levels of education and how education could made to transform the country. Social studies as school subject was designed to satisfy this aspiration. Also, social studies was a ready tool through which education would be directed at national integrations, social and economic development. Moreover, the development of the right societal value was an important issue (Ololobou, 2007).

Another vital reason for the justification of social studies in Nigeria was the harm done to the minds of the Youths through the compartmentalization of knowledge. The teaching of the discrete social science subjects did not allow learners to transfer and apply knowledge to practical daily living. This is because they did not help learners appreciate the indivisibility of knowledge and the inter-relatedness of all school subjects. Thus, social studies came in as an integrated area of study to prepare learners to study for life and living. The integrated approach has been proven as the best approach to learning because man lives in the environment not in pocket but in an integrated Manner. The activities that man engages in influence one and the same time by all aspects of the environment.

2.04.3 Objectives of Social Studies

It is equally important to examine the goals and objectives of Social studies in Nigeria. Social Studies objectives vary from one society to another based on their needs. Lawal, Meziobi and Osuji (2010) explained the following objectives of teaching Social studies: It presents knowledge as a whole unlike the traditional subjects such as history, civics, and geography to mention but a few, which are taught separately.

i. It helps create awareness and understanding of our evolving social and physical environment as a whole in its natural, manmade, cultural and spiritual resources, together with the rational use and conservation of these resources for national development.

ii. It helps develop a capacity to learn and to acquire certain skills, including but not limited to those of listening, speaking, reading, writing and of calculation but also those skills of hand and lead together with those of observation, analysis and inference which are essential to forming sound socio-economic and political judgment.

iii. It helps ensure the acquisition of that relevant body of knowledge and information with essential prerequisite to personal development as well as to a positive personal contribution to the betterment of mankind.

iv. It helps develop a systematic appreciation of the diversity and inter-dependence of all members of the local community, and the wider national and International community.

v. It helps develop in students' positive attitude of togetherness, comradeship and toward a healthy nation, the inculcation of appropriate values of honesty, integrity, hard work, fairness and justice at work and play as one's contribution to the development of the nation.

vi. It helps correct or eradicate bad social behaviours, which are very common in our society today. Such social problems are drug addiction, cheating, theft, ignorance, illiteracy hoarding smuggling, nepotism and other irresponsible behaviours.

vii. It helps be alive to civic duties, which make the society to be more enjoyable and pleasant. In the subject, people learn about the need to pay their taxes and rates, taking care of the sick and the needy, responding favourably to community work for self-help

projects, such as building of the town hall, constructing a place or post office. Ololobou (2007) grouped the objectives of social studies into three broad categories for proper understanding, they are:

i. Knowledge: This means understanding the evolving social and physical environment, acquiring basic fact and information about our environment.

ii. Skills: Acquiring such basic skills as listening, speaking, reading and writing, skills of observation, data- collection, analysis and inference, which are essential to the forming of sound judgment.

iii. Attitudes and values: Development of positive attitude of togetherness, comradeship and cooperation, the inculcation of values of honesty, hard work, fairness and justice. According to Mezieobi (2014) a cautious identification of some vital attributes of social studies which are germane cohering national integration would be most appropriate. These include: its social sensitivity nature, curriculum content emphasis, interactive process strategies and goal-objectives.

2.5.1 Concept of Traditional Institution

By traditional institutions, we refer to the indigenous political arrangements whereby leaders with proven track records are appointed and installed in line with the provisions of their native laws and customs (Orji, & Olali, 2010:402). The essence of the institutions is to preserve the customs and traditions of the people and to manage conflicts arising among or between members of the community by the instrumentality of laws and customs of the people. Traditional institutions are the custodian of their people's norms, cultures and practices.

2.5.2 Concept of Governance

The concept of governance has been variously defined. Edu-Afful (2010) defines governance as "amannerin which power is exercised in the management of a country's economic and social resource for development". The African Development Bank (2003), in defining governance, identifies three notions of governance at various levels of government. These three levels include Macro governance which is governance at the national level; Macro governance which is governance at the middle level and Micro governance which is governance at the lowest or grassroots level. However, Fitzgerald, McLennan and Munslow (2007) see governance as a process of listening and working with public resources and responding to the needs, aspirations and the expectation of individual citizens, interest groups and the society as a whole. It is deduced from the above definition that governance must be a bottom-up, decision making and participation process that is undertaken at all levels of organisation, be it governmental or non-governmental.

However, the meaning of governance embraces not only efficient management, but also the quality of civic engagement in the processes and structures of governance. This engagement allows the various actors to link their potential together to deal with the development problems which hitherto would have been neglected. Canter bury and Tuffour (2008) explain that two modes of governance exist in developing countries with respect to the nature of the relationship between the actors and the rules that govern their actions. The first mode refers to the procedures and operating principles which are based on the state and the centralised management of public affairs. The second mode is the relationship between rulers and the ruled in the political setting which instigated the emergence of modern state. The above seems to emphasise that governance is a shared process which is centred on the partnership between the rulers and the ruled in the management of a society's developmental needs.

2.5.3 Concept of Good Governance

The concerns raised on the imposition of Western concept of governance and good governance by international development agencies on developing countries, and the inconsistencies in the achievement of the application of„ good governance" among developing countries bring the concept of governance and good governance into the centre of any development debate. Good governance, a neo-liberal policy, has been identified globally as a crucial litmus test for the attainment of development, peace and security. It connotes a situation where by citizens, state institutions and business enterprises work harmoniously within a frame work of rule of law tasked with providing a better standard of living for all (Action Aid Group, 2002). The argument is that good governance should not only be seen as the organisation and activity of government, but also the ends to which activities of government are pursued in order to achieve higher levels of economic, human and institutional development which would benefit the population as a whole.

The main principles of good governance as identified by Sodaro (2001); Canterbury and Tuffour **(**2008) include:

i. The democratisation of the economic, socio-cultural and political spheres of society to make citizens the prime beneficiary of development.
ii. Accountability and transparency of elected public officials in the disposition of public resources.
iii. Protection of the fundamental human rights of the people a society governed by the rule of law.
iv. The guaranteed existence of a strong and a vibrant civil society.
v. Decentralisation of power participation at all levels of society and the guaranteed empowerment of the less privileged.

Good governance has become an issue of conditionality in promoting accountable and effective governance in aid-recipient countries .In its totality, good governance is an ideal which may be difficult to achieve however, to ensure sustainable human development ,actions must be taken to work toward this ideal to make it a reality. The reality is what Burkey (2003) meant when he said that development should be needs-oriented ,geared towards meeting material and non-material human needs ,endogenous ,and stemming from the heart of each society Ineffective development is geared towards the needs of the people, then they will be motivated to participate in decision-making processes.

2.5.4 Traditional Institution and Good Governance

To build a sustainable democracy that consolidates peace and stability it should be well-rooted in the social traditions of the society and its institutions must be culturally-based when among existing sources of political authority. This is because the legitimacy of democratic rule is driven and sustained by necessity from cultural values and resembles a structural manifestation to it. Hence acknowledging cultural values that promote popular participation and activism for collective good while enhancing the social l norms for handling social issues are part of the democratization process (Kendie, Ghartey & Guri, 2008; Omer, 2009). Incorporating traditional leadership in the democratization and good governance process contributes to the criteria of representation and legitimacy while eliminating the possibility of excluding integral members of the society from their input in governance. This is especially important in pluralist societies and countries with ailing government, civil war and conflict (Bates, 2008; Kendie, Enu-Kwesi, & Guri, 2008).

Moreover ,traditional leaders are vital as active members in new political institutions to guarantee the government is responsive to its constituents by fostering feed back mechanisms between government and the public (Omer, 2009). Further more, traditional communities have solid social networks which are essential for collaboration. These social

networks are already existing social capital to investing for democratization, institution building and good governance. These social networks are manifested in family ties where in both the immediate and extended family have a collective responsibility to the wellbeing of its members (Roeder & Donald, 2005).

Social net works are comprised of frequent and regular gatherings for celebrations and ceremonial activities. They also convene to solve problems of a collective individual concern. These types of social networks are also manifested in neighbourhood ties where people have a significant collective sense of responsibility toward each other. They confer to solve problems and manage their neighbourhood issues. Some areas have organized forms of social entities to help the needy, meet the needs of social occasions and solve disputes .Some of these forms include membership groups such as youth, women, community elders, and sports clubs (Omer, 2009).The social networks also include general contacts and friends where there are remarkably strong ties and a common sense of solidarity. These social networks generally have an informal relationship with local traditional leaders of the community. It is informal because there is no official obligation put upon them by members of the community. Rather, these social networks draw their legitimacy from the social traditions, cultural norms, and values of the society.

Also, relationships are built upon mutual respect, trust, and a collective sense of responsibility. The dynamics of these social networks are especially strong during times of crises, loss, danger, and need. Hence, social networks along with their cultural value bases should be considered a rich potential to capitalize on when promoting popular participation and projecting nation-building programs. In new and developing democracies like Nigeria, these social networks can be mobilized and directed toward more public participatory roles to place demands on the government by voicing each community's interests and concerns. The traditional leaders in these communities have a significant level of trust placed on them

by their people. They also have the ability to direct behaviour and decisions, especially regarding interaction with other communities (Bates, 2008 & Omer, 2009).

Traditional leaders exercise their influence by engaging in activities such as solving disputes and managing resources, or by acting as charismatic role models in the community. They often employ cultural tools, such as poetry, songs, rituals, stories and proverbs, to disseminate and maintain the socio-cultural values of the community. Investing in social capital through traditional leaders promotes public participation and deepens the democratic process within the culture which guarantees its sustainability .Traditional leaders accept their role in a new democracy because of the responsibility already placed on them by their community .This responsibility provides traditional leaders with power and at the same time, compels them to maintain culture and tradition. That is, the dialectic relationship between the community and their leaders is established and maintained by the culture which serves as a frame work to assert the role of their leaders (Dusing, 2000 & Omer, 2009).

Additionally, involving traditional leaders in institutions impacts their behaviour and how they influence their communities. As spoused by institutions shape politics by impacting the social structure and behaviour. When traditional leaders themselves, are part of institutions, they promote the rules and procedures of an organization as well as democratic practices and good governance (Roeder & Donald, 2008).As part of the democratization process, while influencing their communities, traditional leaders support democracy and promote popular participation and good governance according to civic rules.

2. 6.1 Concept of Curriculum Change

A curriculum is a plan or program of all experiences which the learner encounters under the direction of a school. According Kasapoğlu (2010) it is "the totality of the experiences of children for which schools are responsible". Kasapoğlu (2010) change refers to the process of transforming phenomena into something different. It has the dimensions of

rate (speed), scale (size), degree (thoroughness), continuity (profoundness) and direction. Change is a lifelong process, similar to learning, that is, continuous (Kasapoğlu, 2010). Lovat and Smith (2003) stated that change is an ongoing, almost unconscious process that involves reworking familiar elements into new relationships. Change is at once simple and complex, and therein lays its fascination (Fullan, 2000). Change is mostly confused with the word-innovation which is a popular word frequently used in economics, business, entrepreneurship, design, technology, sociology, and engineering. For instance, according to Lovat and Smith (2003), what by change meant is exchanging the -old for the -new.

On the other hand, curriculum change is generally defined as the transformation of the curriculum scheme for example it's design, goals and content. Curriculum change refers to a deliberate attempt to introduce one or more components of the curriculum which are different or new (Lovat & Smith, 2003)

2. 6.2 Need for Change in Social Studies Curriculum

Desired change is improvement or innovation laden and propelled. Irrespective of this fact, change, in Nigeria's context, is largely resistance driven. In more than thirty years of formal introduction and existence of Social Studies in Nigerian educational institutions, astute professionals in the field of Social Studies are agreed that Social Studies teaching and learning experiment have not reached the institutionalization status, let alone achieve any worthy goals. Invariably, a good number of changes become inevitable for the operationalization of social studies curriculum in Nigeria. The aspects of Social Studies Curriculum needing to be changed, and the nature of the change implicated in the various aspects, in order to set social studies on the expected goal-achievement track, are presented as follows:

Lack of Operational Definition of Social Studies: Diverse categories of people have hazarded so many definitions of Social Studies which Mezieobi, Fubara and Mezieobi (2008) have grouped into twelve. With an overdose of Social Studies definitions, Nigeria does not have a social studies conceptual directional framework on which to base her professional practice. Since, according to Mezieobi and Mezieobi (2011) what social studies is, varies from country to country, we should sue for our own operational definition of social studies. It is noted that "Nigeria, as of now does not have her definition of social studies" (Mezieobi& Mezieobi, 2011). If social studies professional practice must have sound footing and ultimately lead to the achievement of its goals in Nigeria, there must be Nigeria's consensually agreed definition of social studies.

Discrepancies in Accounts and Interpretations: There are divergent accounts and interpretations of some social studies content and events, which amount to miseducation of Social Studies student clientele. Two main examples will suffice. With regard to the origin of Social Studies, some scholars noted that it originated from the United States. On the contrary, an astute American Professor of Social Studies Education, Saxe in Mezieobi and Mezieobi (2011) unequivocally wrote that "the foundation of social studies education … had its beginnings in Great Britain after 1820s and quickly spread to the United States" and other parts of the universe including Nigeria. Second, there is no agreement as to when Social Studies first made its appearances in Nigerian schools. The discrepancies in the period of the introduction of Social Studies in Nigerian schools span from the colonial era to early 1960s (Mezieobi & Mezieobi, 2011) to mid 60s (Mezieobi & Mezieobi, 2011) to late 60s (Mezieobi & Mezieobi, 2011). To Mezieobi and Mezieobi (2011), the fact that pre-colonial curriculum was rich in the social content areas meant that 'Social Studies' has been in Nigeria right from its inception. What was, however, borrowed was the concept 'Social Studies' and the inclusion of Social Studies, as a discrete subject in the curriculum of lower, middle and upper

Basic Education levels. Following from the discrepancies in the origin of Social Studies and when exactly Social Studies made its debut in Nigeria, social studies teachers and writers need very concertedly to authenticate their facts before they expose them to the believe – what – the teacher – says kind of Nigerian students. The effects of Social Studies content mis-education are tremendous.

Practices with Regard to the Components of Social Studies Curriculum Process: With regard to the three major components of the social studies curriculum process, namely: social studies teaching methods, social studies instructional materials and resources, and social studies instructional evaluation devices and techniques, the following practices preponderate. They are:

a) Teaching Method: A recent study by Mezieobi (2003) revealed that over ninety (90%) percent of all the social studies teachers largely use the expository/presentation teaching method in their classroom interactive process in which teachers are sheer dispenser of knowledge, not learning guide, to the student-clientele who listen in passivity. Social studies teaching methods: activity/interactional method, problem-solving, innovative teaching methods adjudged to elicit the intended and best learning outcome in the learners are relegated.

b) Instructional Materials and Resources: As it relates to instructional materials and resources usage, Mezieobi's (2003) study revealed most social studies teachers make use of reading materials largely textbooks, some select visual materials such as chalkboard, diagrams, pictures, and completely ignore Audio – Materials (AM), Audio-Visual Materials (AVM) and Community Resources .

c) Social Studies Instructional Evaluation: Instructional Evaluation in social studies classrooms focus exclusively on the cognitive learning outcomes to the utter disregard of the affective outcomes. Value evaluation strategies in class assessment of students'

classroom performance is least contemplated by social studies teachers and their employers. Ezegbe in Mezieobi and Mezieobi (2011) puts this quite succinctly when he asserted that "teachers of social studies do not give attention…to the proper evaluation of the societal approved values.

d) Ignored Students' Input in Evaluation and Social Studies Teachers' Self-performance Evaluation: In social studies teacher evaluation programme in Nigeria's context, the students' input on their teachers' performance has no place. Worse still, social studies teachers' self-performance evaluation is completely ignored as there is no systematized social studies teacher self-evaluation programme in our educational process (Mezieobi & Mezieobi, 2011).

e) Negligence of Other Components of the Curriculum Evaluation Process: In the striving to entrench social studies in our schools, we have focused almost totally on instructional evaluation, where we have not even done very well. All other components of the curriculum evaluation process which need to be evaluated singly or in combination with the others have been totally neglected (Mezieobi & Mezieobi, 2011).

f) Social Studies Teachers' Performance Evaluation: Social studies teachers' performance evaluation instrument is exactly the same as those utilized in appraising the job performance of civil servants. The said instrument is not only totally irrelevant, it is not directly related to the social studies teaching requirements in view of social studies goal-objects, methodological and interactive teaching procedural peculiarities and practices. Invariably, the performance effectiveness of social studies teachers in Nigerian primary and secondary schools, to say the least, is not appropriately and adequately evaluated (Mezieobi & Mezieobi, 2011).

a) Teaching Method: The teachers of would-be social studies teachers in our tertiary institutions should be personnel that are professionally trained in social studies educational delivery so that they can equip the social studies student teachers with the appropriate methods of teaching social studies. When the professionally trained, right and determined calibre of social studies teachers are allowed their place in social studies classrooms, with a commendable reward package, that will put their morale in high gear to deliver, social studies teaching will inevitably move away from the now easier to use expository method to activity/interactional method (which specific teacher/teaching behaviour include role playing, simulation games, dramatization, field trips/excursions, construction method, use of value clarifying strategies, use of resource places and persons); Innovative Teaching Methods (which specific teacher/teaching behaviour include: cooperative teaching, flexible scheduling, Computer Assisted Instruction (CAI), Learning Activity Packages (LAPs), Individualized Instruction, Programme Instruction, Mastery Learning, Advance Organizer, Mapping in Social Studies, Future Wheel, Enter-Educate Instructional Mode) and Problem-Solving Method (which include the following teaching behaviour: inquiry, discovery, questions, values clarifying strategies).

If "value development in learners is the crux of the mission of social studies education in contemporary Nigeria (Mezieobi and Mezieobi, 2011), then teaching values in social studies classrooms in Nigeria should be given a priority attention in teacher training programmes and in all social studies teaching improvement staff development agenda.

b) Instructional Materials and Resources: Needed Changes In order to fully realize or tap the rich potentialities of Audio-Visual Materials (AVM), since according to Nwankwo in Mezieobi and Mezieobi (2011) seventy percent (70%) of what are heard and seen are usually not forgotten, the educational proprietors, the political class should adequately fond the provision of Audio-Visual materials to our schools and make them very functional. In

effective social studies teaching, needs, we cannot jettison the abundant human and non-human resources (community resources) in the communities and hope to pride ourselves in the thinking that any social studies teaching is going on. Michaelis in Mezieobi and Mezieobi (2011) said it all when he equipped that "in many social studies programmes the community is the focus of study". The learning facilities that are plentiful in the communities should make the communities become viable social studies classrooms without walls.

c) Social Studies Instructional Evaluation: Needed Changes An instrument for evaluating values should be designed and introduced in our schools for the assessment of students' class performance. Ezegbe in Mezieobi and Mezieobi (2011) beautifully articulated six ways of evaluating values in social studies classrooms. They are: Through the use of a questionnaire, evaluation in the classroom after a lesson, evaluation through classroom observation, evaluation through other self-report instruments, evaluation throughout-door-observation and use of student-teacher conference/interview.

d) Social Studies Teachers' Performance Evaluation: Needed Change We should construct or design from the social studies teachers' job description, social studies teachers' performance evaluation instrument that should focus on "…those traits considered likely to produce desired results in the (social studies) pupils (and students) and the (social studies) teaching act itself" (Mezieobi & Mezieobi, 2011)

e) Ignored Students' Input in Evaluation and Social Studies Teachers' Self-Performance Evaluation: Needed Change(s) Apart from instituting social studies teachers' performance evaluation process which makes the learners have a say in the teaching performance of their teachers (students evaluation of teaching or students' constructive feedback tied to specific aspects of the instructional process), we should address the question of social studies teachers' self-evaluation process through a more systematized orientation of

all staff to the need and perhaps the utilization of three effective teacher self-evaluation techniques, namely: Individual evaluation, feedback evaluation and interactive evaluation. When social studies teachers become more sophisticated in the self-evaluation process, it will no doubt have a spill over effect not only on each teacher's self- improvement but also become a viable approach to individually meeting the professional development needs of each teacher as well as contribute to the improvement of the overall quality of social studies delivery in this millennium and beyond (Mezieobi & Mezieobi, 2011).

f) Negligence of Other Components of the Curriculum Evaluation Process: Whatever emphasis is placed on any facet of social studies curriculum, we should not toy with Curriculum Evaluation: the determination of the desirability, adequacy on worthwhileness of the "seven interdependent…components of the curriculum evaluation process …antecedent conditions…, instructional objectives, content and their organization, learning experiences and their organization, instructional/teaching approaches …curriculum outcomes and evaluation instruments and procedures" (Mezieobi, 2002:118). The evaluation of curriculum outcome should not be restricted only to learner achievement. It should be extended to the evaluation of teachers' performance, the import of the curriculum being evaluated on the parents, the society at large, curriculum planners and educational policy formulators.

Balkanization of Social Studies: Since social studies was given a pride of place as a curriculum artefact in the school curricula beginning from 1982, detractors of its firm establishment in Nigeria, who are bereft with knowledge of social studies goal-objects, have balkanized social studies and chalked out citizenship education and civic education curricula which now exist pari-pasu with social studies curriculum. This is an unnecessary duplication of social studies curriculum in another canopy. The curricula of some other frontier content areas of social studies such as Almajiri Education, Girl-Child Education, Safety Education, Consumer Education, Peace Education, Energy Education, Human Rights Education,

Security Education, Sex Equity Education, HIV/AIDS Education, Multi-Cultural Education etc may soon be born (Mezieobi & Mezieobi, 2011).

Any of the trio-Government, Education Council/Agency or Generalist Social Studies practitioners – that is sponsoring the fragmentation and destabilizing of social studies in Nigeria should be halted as the goal-objects of social studies and social studies professional demands, in our context, are not quite clear to them. Citizenship Education and Civic Education are among the new frontier content areas of social studies and should in fact not be made distinct curricula. The foregoing is not only an indictment on the social studies laymen – persons who have no professional grounding, training and expertise in social studies curriculum planning, but also on the political oligarchic class and their agencies in education who engage people who have no professional credentials in social studies proper to construct any social studies curriculum or the curriculum of any of its new frontier areas. Matters i.e. planning, implementation – relating to a better social studies curriculum should be the preserve of our own people-experts in social studies (Mezieobi & Mezieobi, 2011).

Problem of social studies curriculum implementation: Jettisoned of all the curriculum process– curriculum planning, curriculum development, curriculum implementation and curriculum evaluation. We should boldly take the challenge to map out workable implementation strategies for Social Studies curriculum provisions. Otherwise, a well articulated Social Studies curriculum that is not correctly implemented is a dormant curriculum. Research in curriculum implementation should begin to receive considerable attention (Mezieobi & Mezieobi, 2011).

- **Social Studies Content Inadequacies**: A careful look at any of the curriculum labelled social studies would manifestly reveal it s content inadequacies, subject matter over lapping and unnecessary duplication or repetitions. In some situations

"what are listed under the courses to be taught do not, in most cases, fit the title of the courses" (Mezieobi, 2004).

There are content inadequacies, unnecessary subject matter repetition, and content not reflecting social studies course titles. For example, Mezieobi and Mezieobi (2010) after a content examination of the nascent Basic Civic Education Curriculum document for JS 1-3 – Upper Basic Stage of the Universal Basic Education which was just introduced in 2007, lamented that "the content areas of any worthwhile civic education programme are conspicuously missing."

They further pointed out the lapses, incorrect and misleading themes raised seventeen inevitable queries on Nigeria's civic education frenzy and called for an immediate review of the Civic Education Curriculum that is about 4 years old. In like manner, societal dynamism and the associated changes that should be reflected in the social studies curriculum, coupled with the long period in which the curriculum has existed without changes, as static curriculum document, in addition to the grossly under represented affective objectives, all call for a revision of the curriculum to accommodate emergent changes, issues, and challenges that must of necessity be an inevitable part of the social studies curriculum (Mezieobi & Mezieobi, 2011).

- **Professional Association's Instability:** Social Studies and Civic Educators Association of Nigeria (SOSCEAN) – which should ordinarily be the largest national organization for social studies teachers and the major vanguard for ensuring the firm entrenchment of social studies curriculum in Nigeria and make the social studies teachers become effective and even more professional – is feeble, characterized by instability and cannot make its curriculum enhancement impact felt in schools, the society and in governmental quarters. It is always torn by internal conflict engineered

by its leadership which makes it always wear a disintegrative complexion that detonates the Association's effectiveness. Social Studies and Civic Educators Association of Nigeria (SOSCEAN) does not command wide membership of over 25,000 social studies teachers in Nigeria. Its membership scope is largely restricted to persons – social studies experts and social studies generalists in tertiary institutions. In fact, most primary and junior secondary school social studies teachers are no members of the Social Studies Association of Nigeria (Mezieobi & Mezieobi, 2011). Worse still, SOSCEAN's publishing agendum is scandalous. Unlike the United States National Council For the Social Studies which publishes its main journal 'seven times a year' and uses it to improve social studies teaching and keep its members abreast of current curricular issues and emergent knowledge in the field, SOSCEAN publishes once a year and this journal does not enjoy the subscription of most social studies teachers and tertiary institutional libraries as the journals are hardly seen there. A new social studies association, with a commitment to enhancing the mission of social studies, need to emerge very urgently. All social studies teachers in the nation-primary through tertiary – should have mandatory membership of SOSCEAN and be made to stay up to date with ongoing developments and changes in the field of social studies through being actively engaged in social studies related professional activities such as National and State Conferences, workshops, and seminars and subscribing to our journals and others that would be valuable to the improvement of social studies teaching. Social Studies and Civic Educators Association of Nigeria (SOSCEAN) should step up the number of times its main journal is published from 1 to about 3 in a year, mount other journals that address social studies curricular ideas or issues in given levels of our educational strata and encourage the establishment of branches of

SOSCEAN at the State level, attuned to more localized needs with the publication of their own journals.

- **Apartheid in Social Studies Curricula:** Each of the following – Lower (Primary 1-3), Middle (Primary 4-6), Upper Basic (JSS) Education and conventional tertiary institutions – Colleges of Education and Universities, has distinct social studies curriculum that is being implemented. Irrespective of the fact that the social studies curriculum for senior secondary schools has since 1984 been approved by the JCC, that curriculum has been pigeonholed and has never, seen the light of day, hence the non-teaching of social studies in Nigerian senior secondary schools. The 1984 senior secondary school social studies curriculum should re-surface, reviewed to make it reflect current social studies trends, locally and globally, and introduced as a distinct curriculum artefact in secondary schools. In this way, it (social studies) should be made an examinable subject at this educational level and for social studies related examinations into the field of social studies in tertiary institutions (Mezieobi & Mezieobi, 2011).
- **Obsession with Curriculum Modernization**: In the bid to keep pace with innovative curriculum trends and practices the world over, we have become obsessed with this striving that we have lost sight of the fact that there are Nigeria's traditional socio-cultural practices which hold immense potentials for boosting social studies teaching today.

  Apart from the local needs, problems and aspirations of the people which social studies curriculum most reflect at all times, we most cast retrospective look at the traditional 'social studies' curriculum as "there is much that can be borrowed from Nigeria's traditional socio-cultural…practices to enhance social studies teaching and learning in contemporary Nigeria" (Mezieobi & Mezieobi,2011)

2. 7 Factors Associated With Curriculum Change Processes

The following are factors associated with curriculum change process:

- **Top-down management which imposes innovation on users:** Curriculum innovations in developing countries tend to be large-scale, national initiatives, and imposed from the top by small groups of specialists (Phasiki, 2008). This was the case in Lesotho where the Science panel members (a small team) were made up of subject specialists from the National Curriculum Development Centre and other members from the education sectors (Phasiki, 2008). The assumption is that implementation will be unproblematic and that the innovation will be implemented more-or-less as planned. One problem, as indicated by Rogan and Grayson (2003) is that changes and innovations implemented through bureaucratically structured education systems tend to be far removed from the realities of most classrooms in developing countries. Innovations often require skilled, well qualified teachers who can understand and internalize the new approaches, which is often not the case in real situations. As a result problems manifest themselves in the gaps between the intended curriculum (as expressed in policy document), the implemented curriculum (expressed by real life in schools and classroom practices), and the attained curriculum as expressed by learners' experiences (Fogleman and McNeil, 2005). Hall and Hord (2006), however, believe that top-down management can work as long as it is accompanied by continuous communication, ongoing teacher development programmes, continuous monitoring and feedback, and realistic timelines for implementation.
- **Lack of explicitness regarding the changes required:** Lack of clearly stated, known and agreed upon goals of an innovation is one of the reasons that led to failure of many curricula in the 1960's (Phasiki, 2008). According to Fullan (2001) the extent to which an innovation will be implemented as planned depends upon the extent to

which users are clear about it. Ogborn (2002) warns that the receivers of innovations will make their own sense of what is been communicated to them, if communication is not clear. Appropriate policy documents play an important role in helping teachers understand the various components of an innovation such as its "philosophy, values, assumptions, objectives, subject matter, and implementation strategies" (Fullan, 2001). Lack of such information denies teachers an understanding of what they have to do, and thus inhibits successful implementation of the innovation. Reforms which are too ambitious and which ignore classroom realities: Some of the problems of implementation seemed to have originated from the problem of design (Phasiki, 2008).

Selecting objectives that are feasible and sustainable within the constraints of available human, financial and technological resources would be the first step that would lead towards assuring effective implementation (Phasiki, 2008). However, this was not found to be the case in most innovations carried out earlier in many parts of the world. A review study of innovations by Fullan (2001) found that many curriculum innovations involved as their main objective an "increase in student autonomy and control over their classroom learning situations and … foster learner-directed inquiry-modes" (Fullan, 2001). This requires learners who can think independently and be willing to seek additional information. Teachers are asked to think of learners as being capable of making their own choices. This implies that student/teacher roles have to change with the teacher being more of a facilitator than a director of learning. Such demands are often unrealistic in real life. Most of the innovations reviewed by Fullan (2001) were found to be highly ambitious and unrealistic as they introduced new processes to teachers who had little or no experience in the new approaches, which were required. Teachers were expected to

develop practices that varied significantly from the way they taught, and that were more complex than what they were used to doing daily, and in most cases different from the kind of professional training they had gone through (Phasiki, 2008). According to Ball and Cohen "they must do so with materials that often under-support the goals towards which they are to work, in the face of assessments that are weakly aligned with materials and goals, and without adequate opportunities to learn" and all "these encompass an ambitious set of aims."(Phasiki, 2008) The above quote suggests how ambitious and complex approaches like learner-centeredness may be. They look attractive on paper but are not practical in real situations. Jones and Eick (2007) suggest that less ambitious approaches (looking at achievable goals) and more gradual implementation are more likely to lead to feasible change.

Lesotho could easily fall into the above-mentioned trap, as the new curriculum is meant to move from teacher-centred pedagogy to learner-centred learning, with more involvement of learners in the learning and more concern for the development of skills and appropriate attitudes. But to be able to achieve all these requirements needs well-qualified, motivated teachers working with adequate resources, and who understand and have internalized the needs of the new curriculum. The implication of this is that if change facilitators had been aware of the problems brought about by such ambitious innovations, they could have avoided them and could have considered the context of the schools where innovations would be implemented, and attempted smaller, less ambitious improvements.

- **Mismatch between innovations and mode of assessment:** Often lack of alignment has been observed between intended curriculum changes and other system components such as teacher education, and assessment or examination programmes (Fogleman and McNeill, 2005). Phasiki (2008) cites a study in which examination papers from eight

countries in Africa were analysed, and it was found that examinations were still dominated by recall questions and that there were few, if any, questions that were meant to measure affective outcomes as required by the new curriculum in those countries (Phasiki, 2008). Even the countries that claimed to have reformed their examination and assessment systems so that examinations reflected more of the curriculum objectives were found not to have changed sufficiently to reflect the requirements of the new goals (Phasiki, 2008). The content of examination items rarely changed, and their styles and quality often fell a long way short of comprehensively assessing key aspects of new science curricula (Phasiki, 2008). As a result, backwash from examinations was found to be undermining instead of reinforcing fundamental changes (Phasiki, 2008).

What countries embarking on curriculum reform have to learn from these experiences is that attention of reformers should be focused holistically on the design of the curriculum from teacher training down to the mode of examination. According to Phasiki (2008) curriculum reform can be reinforced if changes in the examination items closely reflect learning goals emphasized by the curriculum. This claim is supported by the changes made to the Israeli education system in the 1960's and 1970's. Because they realized the importance of assessing all objectives which appeared in the curriculum, curriculum developers were allowed to develop their own examination that would align with the curriculum (Phasiki, 2008). They developed an examination format that ensured that skills were taught, and that meaningful practical work was done (Phasiki, 2008).

- **In-service training that does not address the concerns of teachers:** Fuller (cited by Hall and Hord, 2006), using her experience as an educator, came up with a model that could be used to explain teachers' responses when they are first confronted with innovations. According to Phasiki (2008), when people are first confronted with change

they approach it with mixed feelings irrespective of how good and valuable the change is. There are several reasons for this. Firstly, they are uncertain about the demands of the change. Secondly, they often doubt their ability to succeed in the implementation of the new ways. Thirdly, they may be "grieving" the loss of old ways of doing things (Hall and Hord, 2006). Because of the above-mentioned feelings, when teachers interact with the innovation they may accept, reject or modify some parts to make it suit their particular context (Pinto, Cowart, Hannun , Rohrer Almeida, 2005). The innovations get transformed in the process, as "the new and old overlap to create a zone of turbulence and challenge" (Pinto, Cowart, Hannun , Rohrer Almeida, 2005).

Furthermore, Fuller came up with a useful model relating to concerns teachers in a training programme go through, and according to Hall and Hord everyone goes through the same stages when they are confronted with an innovation (Hall and Hord, 2006). Phasiki (2008) originally put the concerns into three stages pre- teaching phase concerns, early teaching phase concerns and late concerns. But Hall and Hord (2006) developed the model by adding additional stages and sub-stages. These stages may not be helpful in designing my research, but they will be very helpful in the analysis of the data as they will help me to understand the position of the science teachers in Lesotho. The stages of concern do not necessarily follow a particular sequence, and teachers do not necessarily go through each stage. However, Phasiki (2008) found that the concerns of inexperienced teachers seemed to occupy the "self and task" stages while those of experienced teachers were in the "task and impact" stages. Empirical evidence from the study of Pigge and Marso, cited by Stronkhorst and vanden Akker (2006) indicates that teachers concerns for their own survival decrease as they become more successful with their teaching efforts, and that this shift leads to more concerns about the actual teaching

Table1. Stages of concern **(basedonHallandHord,2006)**

Unrelated concerns	Awareness	Teachers' concerns are not related to teaching but focus on outside things.
Self concerns	Informational	Teachers would like to get more information about the innovation.
	Personal	Teachers show concern about whether they will cope with the demands of the innovation.
Task concerns	Management	Teachers' concerns start to focus on how best to put the changes into practice.
Impact concerns	Consequences	Teachers start asking questions about the effects of the innovation on clients.
	Collaboration	Teachers wonder about how they will collaborate with colleagues in the use of the innovation.
	Refocusing	Teachers concerns focus on finding more ways of improving on the innovation and presenting it the best way they can.

The implication of "stages of concern" is that change facilitators have to be aware that teachers may have different concerns as a new curriculum is implemented. At the start of the innovation most tend to have concerns at the "self" (informational and personal) stage. This includes even the experienced teachers, as changes make them novices again (Fogleman and McNeil, 2005). Hall and Hord (2006) warn that change facilitators should be understanding and empathetic for teachers, concerns and their intervention strategies should be aligned with teachers' concerns. Unfortunately this is where the root of the problem lies, because if change facilitators do not know what the teachers' concerns are, then their in-service training will not necessarily meet the teachers' needs and, as Fuller (2001) points out, teachers will find the training irrelevant as it does not answer the questions they are asking.

Inadequately trained facilitators: Inadequately trained change facilitators can seriously impact on how information is passed on to the implementers. For successful implementation,

changes have to be introduced to the users effectively (Fullan, 2001), and this requires knowledgeable and experienced change facilitators. According to Hall and Hord " a major reason that widespread change often occurs only modestly across a school is that implementers, change facilitators, and policymakers do not fully understand what the change is or what it will look like when it is implemented in the envisioned way." (Hall and Hord, 2006, 11). However, Fullan calls for empathy towards people in authority positions who are given the responsibility of leading implementations they may not understand. Their lack of understanding may be because, one, the innovation was not well developed; two, they may not have been involved in deciding on the change; and, three, they may not have received adequate orientation or training themselves (Fullan, 2001).

2.7.2 Teacher-related factors

According to Phasiki (2008) we should not limit our understanding of resources to financial or material resources but should include other resources that influence classroom practices such as "human resources (teachers, learners and parents), knowledge of (science, science education and the transformation agenda), time (deployment of teachers, learners and parents), sense of mission and commitment (among educators, learners and parents)" as well as "textual material (especially textbooks and syllabus documents)" (Phasiki, 2008.52). Teachers are considered to be key to the successful implementation of new curricula, as they are the means used to turn innovations into classroom realities (Pinto et al., 2005). Teachers are expected to adopt the new ideas and implement them in their teaching i.e. change in curriculum requires change in teachers' practices (Fullan, 2001). These demands put strain on teachers as it requires them to change their practice and resume the role of "novice" again (Fogleman and McNeil, 2005).

- **Factors affecting behavioural change in teachers:** If we view the changes that teachers are required to make in their practices as behaviours, then examining theories

of behavioural change, and factors affecting such changes, can be extremely helpful in identifying factors which might inhibit curriculum innovation (Sanders, 2006a). One such theory is the Theory of Planned Behaviour (Phasiki,2008). The Theory of Planned Behaviour emphasizes the influence of traditional norms (accepted beliefs and practices), as well as individual's beliefs and attitudes, on their intentions to change. Their intentions, in turn, affect their behaviours. Another factor that can influence teachers' intention to change is their perceived behavioural control. Perceived behavioural control is concerned with the extent to which people believe they can successfully perform certain behaviours (Sanders, 2006a).

Perceived behavioural control has much in common with the concept of self-efficacy. Self-efficacy refers to how teachers assess their competencies according to the standards teachers have set for themselves, such as attainment of their goals exhibited through student performance, and feedback from the students, peers and parents (Phasiki, 2008). Stein and Wang cited in Phasiki (2008) found that teachers' perceptions of their self-efficacy are related to successful implementation of an innovation as positive perceptions are associated with increased student learning and higher percentages of programme goals being achieved. They found that teachers' efficacy has been correlated with their capabilities, willingness, commitment, and motivation to implement innovations (Phasiki, 2008). The sense of achievement of goals develops a positive perception of self, which influences teacher motivation and in turn influences future behaviour and learning of students (Phasiki, 2008). Teacher self-efficacy regarding implementing an innovation has important implications for teachers who are expected to make changes, because teachers will have different beliefs concerning constraints imposed by the school such as covering the syllabus and

preparing for examinations. This creates a tension between the need to cover the syllabus and teaching for understanding.

- **Perceived value of the innovation:** "Perceived value" refers to how teachers perceive various components of the programme they are going to implement (Phasiki,2008). If the goals and values of the programme are not seen to be in line with those of the teacher then the chances of the innovation being superficially implemented, or not being implemented at all, are very high. On the other hand, if the suggested values are found to be congruent with teachers' beliefs then they are more likely to be implemented. According to Phasiki (2008) perceived values of innovations are found to be related to:

  i. whether teachers believe the programme will work and have a positive impact on their students'

  ii. whether the proposed changes could lead to the teacher's professional growth, and

  iii. The values the community places on the innovation.

In addition to perception of self-efficacy and perceived values of the innovation suggested by Phasiki (2008) two other factors are found to contribute to teachers' failure or success in implementing an innovation, as indicated in the following paragraphs.

- **Inadequately qualified teachers and the level of training:** According to Rogan and Grayson (2003) there are other factors which influence whether teachers change and how fast they change such as the teachers' content knowledge and training. Empirical evidence from a study done by Phasiki (2008) indicates that well-trained teachers were better able to understand the complex spiral structure of their science curriculum, while the spiralling was found to be a confusing repetition of topics by the under-trained teachers.

Training of teachers is a crucial step for successful implementation, so that teachers understand what the changes are and how they can put them into practice (Rogan and Grayson 2003). The study by Phasiki (2008) showed that teachers can successfully implement required changes if they are given appropriate training that provides necessary knowledge and skills development. Training also helps foster teachers' interest and commitment to continue using gained expertise. Teachers require training in the skills required by new practices and "time and space are important as teachers adjust their attitudes and beliefs and move through the psychological processes associated with change" (Phasiki, 2008). Beeby in Phasiki (2008) warns that it is important to take teachers level of change into consideration. In Beeby's experience teachers cannot all be expected to reach the same level of development even when they are given training and support. Beeby in Phasiki (2008) put teachers into four progressive stages moving from the lowest to the highest level of qualification. He believes that when given training, teachers in each stage can only reach a certain level of change, and that only a few of the very good teachers can manage to reach the highest level of attainment. The implication of this is that expecting teachers at lower levels of qualification to implement learner-centred approaches is not a realistic demand for teachers who lack the knowledge and the skills.

Teachers should also be given continuing support and constant monitoring of their implementation progress (Phasiki, 2008). However, research (Phasiki, 2008) indicates that teachers often receive short in-service training to inform them about innovations in the form of workshops which have very little impact on classroom practices. A study in Malaysia (Phasiki, 2008) found that although teachers in the study seemed happy with content of the in-service education provided, it had little impact because the course was too short to be effective. Successful implementation depends on

the existence of a well-trained workforce (Phasiki, 2008). However, Ware in Phasiki (2008) indicates that there is an insufficient supply of adequately trained science teachers in developing countries. The situation is further compounded by the large number of science teachers who leave teaching posts every year (Phasiki, 2008).

- **Lack of appropriate support material for teachers:** Teacher support materials serve as a compass that gives teachers direction on how to enact the curriculum (Schneider and Krajcik, 2002). According to Collopy (2003) teacher support materials are an integral part of teachers' daily work as they support classroom instruction. Stronkhorst and van den Akker (2006) point out that curriculum materials can play an important role in implementation as they clarify to teachers the implications of innovations and how they can be implemented. This is very important in the early stages of implementation. Having a clear direction on how to go about implementing the curriculum helps reduce early implementation concerns of teachers (Stonkhorst and van den Akker, 2006). Ball and Cohen in Phasiki (2008) indicate that support materials can be educative, as they provide support for teachers to think about the context of their classrooms, and to plan and structure students' activities. Phasiki (2008) sees teacher support materials as catalysts of curriculum change. In chemistry catalysts are important as they reduce the activation energy needed to start chemical reactions. In a similar manner, well-prepared teacher support materials can catalyse implementation by reducing the load and effort expended by teachers as they make the changes expected of them. The support materials can help teachers overcome the barrier of uncertainty, reduce the amount of work involved in implementing the new approaches, and reduce stress levels. They can also orientate teachers to new subject matter and new teaching methods (Phasiki, 2008).

Suitable policy documents, textbooks, and teachers' guides can provide support for teachers, but policy documents are often less accessible for teachers than the other two resources. According to Phasiki (2008) carefully constructed syllabus documents make teachers' work easier, facilitating changes in schools. In a study done by van den Akker and Keursten it was found that use of "specially designed teacher materials with concrete procedural suggestions" on how to execute the innovation played an important role as they led to a higher degree of implementation (Phasiki, 2008). The problem, however, is that few reform-based curriculum materials have been explicitly designed to support teachers' learning.

Although textbooks are support materials for learners as indicated below, they can also serve as support documents for teachers. Ensor et al. (2002) claim that textbooks are important support documents for teachers, as textbooks help them plan their lessons and construct questions, and provide work for their learners. When the new Junior Secondary Science curriculum was implemented in Lesotho prescribed science textbooks were distributed to schools along with syllabus documents as support materials meant to guide teachers through the change process.

2.7.3 Physical resources

- **Lack of support materials for learners**: According to Phasiki (2008) for an innovation to be successful it has to be well resourced with good quality students' materials. Textbooks play an important role in promoting student involvement in lessons, and have a major impact on achievement in most subjects as they serve as the main source of authoritative information accessible to most learners (Phasiki, 2008). According to Phasiki (2008) textbooks can mediate how students engage with the content to be learned. Research has shown that presence of appropriate textbooks, although costly, has positive implications for students' learning (Phasiki, 2008).

However, if materials are not of good quality or "do not accurately reflect the principles of the innovation, their production may be counter productive (Phasiki, 2008). Lack of appropriate resources, mainly textbooks, has been identified as an implementation problem in many developing countries (Phasiki, 2008). In South Africa a review of the new curriculum implemented in 1998 revealed that in some cases old books which were not designed for the new curriculum were being used (Chisholm et al. 2000).

- **Lack of equipment:** Phasiki (2008) asserts that in developing countries teachers have often been held responsible for the failure of an innovation, and argues that focus should rather be directed at the context and local conditions which make implementation difficult, even for good teachers. Rogan and Grayson (2003) claim that the lack of resources or the poor quality of resources, have often been identified as undermining the effort of even the best teachers, and can seriously hinder the implementation of the new ideas. The results of studies done in Nigeria by Adeniyi, cited by Phasiki (2008) and in Botswana (Phasiki, 2008), show that implementation was unsuccessful in those countries because of inadequate resources, amongst other factors.

2. 8 Review of Related Empirical Studies

The section deals with the review of related empirical studies. There are several empirical related studies conducted by different researchers, some of which are reviewed as follows:

Mekoba (2004) investigated traditional institutions as instrument for rural development with the case study of Awomama. This research work is an attempt to examine the prospects and part played by traditional rulers in community development in Awomama. The objectives of the study are targeted at finding out the community development

projects carried out, and assessing the extent of traditional rulers involvement in community development. In the course of the research, four hundred questionnaires were administered based on cluster sampling techniques, where the districts were grouped into smaller unit covering the study area. In the end, the study discovered that traditional rulers in Awomama indeed participated in community development projects.

The above study relates to the current research in that both studies focus on traditional institutions. Both studies are conducted in Nigeria. Also, both studies use descriptive survey method. However, the previous study was on conducted in Awomam, while the current study will be conducted in Kaduna state. The previous study topic was traditional institutions as instrument for rural development with the case study of Awomam, while the topic of current study is assessment of contributions of traditional institution in enhancing good governance: implication for social studies curriculum change in Kaduna state.

Ibrahim (2007) examined traditional authorities and governance in Sokoto Caliphate. The study sets out to assess the roles and relevance of these traditional authorities in relation to the formal. The study was guided by three research objectives, questions and hypotheses .Data used for analysis was obtained through qualitative methods like interviews and focus group discussions. The sampling procedure was generally purposive for traditional authorities and assembly persons while simple random sampling was employed for heads of house hold. There search design was partly descriptive, explorative and cross-sectional. The study found that traditional authorities play several roles at the local level. These roles were identified as settling disputes and managing conflict, soliciting and initiating development projects as well as mobilising people for development. The study also found out that traditional authorities are still relevant in local governance. The study recommends the involvement of chiefs in the planning implementation and execution of project is in their

various communities as away of integrating the chieftaincy institution in to the formal governance system to enhance development.

Both studies focus on traditional authorities and governance. Both studies are conducted in Nigeria. Also, both studies use descriptive survey method as research design. However, the previous study was on conducted in Sokoto state, while the current study will be conducted in Kaduna state. The previous studies both descriptive survey, exploratory and cross sectional methods, while the current study will use only descriptive survey method. The previous study topic was traditional authorities and governance in Sokoto Caliphate, while the topic of current study is assessment of contributions of traditional institution in enhancing good governance: implication for social studies curriculum change in Kaduna state.

Ubah and Shuaibu (2014) examined the evaluation of the implementation of Nigeria certificate in education social studies programme in federal colleges of education in north-western political zone of Nigeria. This study sets to evaluate the implementation of NCE Social Studies curriculum in the North-Western zone of Nigeria. It considers three research questions and hypotheses on the curriculum contents coverage, qualification of teacher and funding of the program. The respondents for the studies are the lecturers of social studies and school management staff of the school under study. The population of the respondents is 108. A sample of 108 was used because the population was not much to leave anybody out of the study. The Pearson product moment correlation was used in the analysis of data at an alpha of 0.05 level of tolerance. The self-report questionnaire, observation and check list were the instruments used for the study. The study reveals significant relationship between implementation of social studies curriculum contents and adequate curriculum content coverage, the qualification of lecturers, the provision of fund by government for proper implementation and learning. The whole null hypotheses were rejected.

Both studies have social studies as a variable of study. Both studies are conducted in Nigeria. Also, both studies use descriptive survey method as research design. However, the previous study was on conducted in North West geopolitical zone, while the current study will be conducted in Kaduna state. The previous study population was social studies lectures, while the current study population is traditional rulers. The previous study topic was evaluation of the implementation of Nigeria certificate in education social studies programme in federal colleges of education in north-western political zone of Nigeria, while the topic of current study is assessment of contributions of traditional institution in enhancing good governance: implication for social studies curriculum change in Kaduna state.

Ogar and Opoh (2015) examined teachers perceived problems of curriculum implementation in tertiary institutions in Cross river state of Nigeria. The study investigated teachers' perceived problems of curriculum implementation in tertiary institutions. The need for this study was borne out of the concern over prevalent questions raised against the standard of the education system. Three objectives were pursued; to identify perceived problems, causes, and possible solutions to curriculum implementation. 480 purposively selected teachers of tertiary institutions constituted sample for the study. A validated questionnaire with 3 sections constructed by the researchers formed the main instrument of the study. Data generated were subjected to statistical analysis using frequencies, means and ranking. The findings revealed the most frequently occurring problems, causes and possible solutions of the curriculum implementation. Based on the results obtained from the study, it was recommended that heads of departments and deans of faculties should be made to incorporate the task of monitoring their colleagues to the administrative task, a review of the curriculum to meet contemporary need of the society and the need for a paradigm shift of some educational policies to result oriented policies so as to enhance proper curriculum implementation.

Both studies have curriculum as a variable of study. Both studies are conducted in Nigeria. Also, both studies use descriptive survey method as research design. Both studies use purposively sampling technique in selecting their samples. However, the previous study was on conducted in Cross river state, while the current study will be conducted in Kaduna state. The previous study population was lectures, while the current study population is traditional rulers. The previous study topic was teachers perceived problems of curriculum implementation in tertiary institutions in cross river state of Nigeria, while the topic of current study is assessment of contributions of traditional institution in enhancing good governance: implication for social studies curriculum change in Kaduna state.

Ogedegbe (2016) conducted a study on managing Innovations in Educational System in Nigeria: The Role of the Religious Teacher. The study was guided by three objectives which were: What are the roles of religious teachers in managing innovations in education in Nigeria? Do religious teachers have influence on the management of innovation in education in Nigeria?; and Do religious teachings influence students to imbibe good innovative culture among students in secondary schools?. The research questions and hypotheses were developed in line with the study objectives. The descriptive survey research design was adopted for this study. The population comprised of 2500 teachers of public secondary schools in Edo state with a sample of 250, randomly selected from the schools in the 18 local government areas that make up the Edo State. This represented 10% of the population of the study. The percentages and Pearson Product Moment Correlation Coefficient were used to analyze data. The findings of the study revealed that religious teachers play significant role in the management of innovations in educational system and that religious teachings help to imbibe good culture of innovations in students. The study recommended that religious education should be made compulsory in schools and more religious teachers should be trained and deployed to schools.

Both studies have innovation/ change in educational system as a variable of study. Both studies are conducted in Nigeria. Also, both studies use descriptive survey method as research design. Both studies use purposively sampling technique in selecting their samples. However, the previous study was on conducted in Cross river state, while the current study will be conducted in Kaduna State. The previous study use secondary school teachers as population of study, while current study will traditional rulers as population of study. The previous study topic was managing Innovations in Educational System in Nigeria: The Role of the Religious Teacher., while the topic of current study is assessment of contributions of traditional institution in enhancing good governance: implication for social studies curriculum change in Kaduna state.

Summary

This chapter discussed literatures that are related to the study. This chapter discussed theories and models that are related to both curriculum change and traditional institutions/rulers. The variables in the study that is, social studies, curriculum change, traditional institution and good governance were defined base on the view of different authorities. This chapter also gave historical overview of Zazzau emirate, Birnin-Gwari emirate and Southern Kaduna chiefdoms. Traditional rulers and good governance were also discussed. This chapter also discuss need for change in social studies curriculum and also factors that influence curriculum change process. Finally, review of related empirical studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the method and the procedures that will be use in conducting this study. The chapter discussed the following subheadings:

- Research Design
- Population of the Study
- Sample and Sampling Procedure
- Instrument for Data Collection
- Validity of the Instrument
- Reliability of the Instrument
- Data Collection Procedure
- Procedure for Data Analysis

3.2 Research Design

This study adopted descriptive survey research design. This is because the target population is large so a sample from the population was used for the study in order to assess the contributions of traditional institution in enhancing good governance: implication for Social studies curriculum change in Kaduna State. According to Tafida (2008) the purpose of descriptive survey research method is to find out or study a group of people or items by collecting and analyzing data from only a few people or items considered to be representative of the entire group.

3.3 Population of the Study

The population of the study comprises of all traditional rulers in Kaduna State, Nigeria which is five hundred and seventy (570) title holders in emirates and Kaduna Chiefdoms as shown in Table 2.

Table 2: Population of the study

S/N	Emirate /Chiefdom	Population
1	Zazzau Emirate	280
2	Birnin –Gwari	87
3	Southern Kaduna Chiefdoms	203
	Total	**570**

Sources: Secretaries of Emirate Councils and Chiefdoms 2017

3.4 Sample and Sampling Techniques

The study adopted two sampling techniques, that is, purposive and proportionate sampling techniques. This study adopted purposive sampling technique in selecting emirate and chiefdoms due to the fact the study compared emirate and chiefdoms in order to assess their contributions to good governance and Social studies curriculum change process. Furthermore, purposive sampling is used on basis that, the study focused on assessment of location of the title holders as variables in relation to their contributions to the variables stated above.

Furthermore, in order to select the sample from two areas, proportionate random sample sampling was adopted. This is based on the fact that, emirate and chiefdoms selected for this study vary in their title holders' population and as such, proportionate random sampling techniques was used to select the sample in order to take care of the population size difference as shown in Table 1. This is in line with the submission of Martin (2005) that when subjects that the researcher wants to draw his sample vary in their population, proportionate sample will be appropriate. Therefore proportionate random sampling was used to select two hundred and thirty (230) samples for the study as recommended by Research Advisors (2006) table of sample size at 0.05 level of significance. Additions of 70 questionnaires were distributed making the total number of questionnaires to 300. This was to ensure that the sample size is retrieved.

Table 3: Sample of the Study

S/N	Emirate /Chiefdom	Population	Location		Sample
			Urban	Rural	Total
1	Zazzau	280	84	63	147
2	Chiefdoms	203	56	51	107
3	Birnin-Gwari	87	24	22	46
	Total	**570**	**164**	**136**	**300**

3.5.1 Instrumentation

In order to elicit data from the respondents, questionnaire was used for collecting the data. The choice of this instrument is influenced by the research design (survey) adopted for the study. According to Olayiwola (2007), "survey research method uses questionnaire and/or interview for collecting data from a population based on appropriate sampling techniques". The questionnaire was designed for traditional rulers/title holders in the study area. The questionnaire titled "Contributions of Traditional Institutions toward Good Governance: implication for Social Studies Curriculum Change Questionnaire" (COTRIGOGSOSQ). The questionnaire was divided into two sections - A and B. Section A elicit personal information of the respondents while section B focused on the subject matter and assessed the contributions of traditional institutions toward good governance: Implication for Social studies curriculum change in Kaduna State. The questionnaire was constructed using 4 point modified Likert scale: Strongly Agree, Agree, Disagree and Strongly Disagree with scores of four, three, two and one points respectively. Respondents were instructed to tick one out of the four points for each item.

3.5.2 Validity of the Instrument

In order to ascertain the content validity of the instrument, a draft copy of the questionnaire was submitted to team of supervisors curriculum experts, statistical and language experts in Faculty of Education, A.B.U., Zaria. To critique and make input on the face and contents validity of the instrument. This is in conformity with the opinion of Kambai (2014) that content validation of the research instrument by experts is an important and acceptable type of validation. This is to ensure that the instrument is relevant and devoid of ambiguity and superfluity. All the observations made were incorporated before the final copy was produced.

3.5.3 Reliability of the Instrument

The instrument was administered to 33 title holders. This was because the respondents possess similar characteristics with the desired respondents but they are not part of the sample selected for the study. Olaofe (2010) stated that, pilot tests are conducted with a small sample size of respondents similar but not the same as the ones that will be used in the study proper. The Cronbach Alpha statistics was used to measure the internal consistency of the instrument. The reliability coefficient of .975 was realised. This is in line with the view of Olayiwola (2007) who stated that a reliable test will have a high reliability coefficient close to positive one (1).

3.6 Procedure for Data Collection

The researcher collected an introductory letter from the Department of Arts and Social Science Education, Faculty of Education, A.B.U., Zaria that was presented to the emirate and chiefdoms to seek for permission for data collection. Research assistants were employed (used) in each emirate and chiefdoms and the research assistants were staff in each of the emirate and chiefdoms where the administration took place. The researcher with the help of the trained research assistants spent thirty minutes to administer and explain the instrument to

the respondents in order to avoid misconception of the questions. After the distribution the researcher stayed and collects the filled questionnaire. The whole exercise will last for six weeks.

3.7 Statistical Analysis Procedure

The researcher used frequency counts and percentages to analyze the demographic data of the respondents in section A. The raw data collected was weighted and the equivalent mean of the raw scores were used to answer the research questions stated in chapter one. Strongly Agree and Agree were considered as Agree while Disagree and Strongly Disagree were considered as Disagree. The mean rating on the scale was 2.50. Any response that has a mean rating of 2.50 or above was considered as Agree, and any response that has a mean rating of less than 2.50 was considered as Disagree. Independent samples t-test and Analysis of Variance (ANOVA) were used to find out whether there is significant difference between the variables. All the hypotheses were tested at 0 .05 level of significance.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the results of the analysis conducted after the data was collected. The result is presented in the following sub-heading: introduction, participants profile, answers to the research questions, null hypotheses testing, summary of major findings and discussions.

4.2 Participants Profile

This sub-section presents the participants' profile using descriptive statistics of frequencies and percentages. The variables considered and presented are the location, status and rank.

Participants' Profile by Location

The number of participants that participated in the study cut across the urban and rural areas of Kaduna state. The distribution of the participants is computed and presented in terms of frequencies and percentages. The result of the computation is presented in Table 4.1.

Table 4: Participants' Profile by Location

Location	Frequency	Percent	Valid Percent	Cumulative Percent
Urban	153	64.0	64.0	64.0
Rural	86	36.0	36.0	100.0
Total	**239**	**100.0**	**100.0**	

Table 4 presents the frequencies and percentages of urban and rural traditional rulers who participated in the study. There were 239 participants who duly indicated their regalia while completing the instruments. From that figure, 153 (64%) were from urban areas while 86 (36%) were from the rural areas. This shows that more participants were drawn from the urban areas that the rural areas.

Participants' Profile by Status

The number of participants that participated in the study was from the emirate and chiefdom traditional rulers of Kaduna state. The distribution of the participants is computed and presented in terms of frequencies and percentages. The result of the computation is presented in Table 5.

Table 5 Participants' Profile by Status

Status	Frequency	Percent	Valid Percent	Cumulative Percent
Emirate	150	62.8	62.8	62.8
Chiefdom	89	37.2	37.2	100.0
Total	**239**	**100.0**	**100.0**	

Table 5 presents the frequencies and percentages of emirate and chiefdom officials who participated in the study. There were 239 participants who duly indicated their regalia while completing the instruments. From that figure, 150 (62.8%) were emirate officials while 89 (37.2%) were chiefdom officials. This shows that there were more participants from emirate than chiefdom.

Participants' Profile by Rank

The number of participants that participated in the study was the first, second and third class traditional rulers of Kaduna state. The distribution of the participants is computed and presented in terms of frequencies and percentages. The result of the computation is presented in Table 6.

Table 6: Participants' Profile by Rank

Rank	Frequency	Percent	Valid percent	Cumulative percent
1st Class	168	70..3	70.3	70.3
2nd Class	52	21.8	21.8	92.1
3rd Class	19	7.9	7.9	100.0
Total	**239**	**100.0**	**100.0**	

Table 6 presents the frequencies and percentages of first, second and third class chiefs who participated in the study. There were 239 participants who duly indicated their regalia while completing the instruments. From that figure, 168 (70.3%) were first class, 52 (21.8%) were second class, and 19 (7.9%) were third class chiefs. This shows that there were more first class chiefs who participated in the study than the second and third class category of chiefs.

4.3 Answers to the Research Questions

The main objective of this study was to find the perceived contributions of Traditional Institutions toward Good Governance: implication for Social Studies Curriculum Change. The research questions were answered using descriptive statistics of means and standard deviations.

Research Question One

What is the opinion of urban and rural traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State?

This research question was answered using descriptive statistics of means and standard deviations. The result of the computation is presented in Table 7.

Table 7 Means and standard deviations on opinion of urban and rural traditional rulers

Location	N	Mean	SD	Mean Difference
Urban	153	82.3007	11.18157	3.73595
Rural	85	78.5647	12.22161	
Total	**238**			

Table 7 presents the means and standard deviations on opinion of urban and rural traditional rulers on the contributions of traditional rulers in enhancing Social Studies

curriculum change toward good governance. The mean opinion of urban traditional rulers (M=82.3007, SD=11.18157) was higher than that of the rural traditional rulers (M=78.5647, SD=12.22161). The mean difference was 3.73595 in favour of the rural traditional rulers. This shows that the traditional rulers from urban areas were more positive on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance than the traditional rulers from rural areas in Kaduna State.

Research Question Two

What is the opinion of emirate and chiefdoms on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State?

This research question was answered using descriptive statistics of means and standard deviations. The result of the computation is presented in Table 8.

Table 8 Means and standard deviations on opinion of emirate and chiefdoms rulers

Status	**N**	**Mean**	**SD**	**Mean Difference**
Emirate	150	81.2333	11.90534	**.**48052
Chiefdom	89	80.7528	11.49237	
Total	**239**			

Table 8 presents the means and standard deviations on opinion of emirate and chiefdoms on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance. The mean opinion of emirate (M=81.2333, SD=11.90534) was higher than that of chiefdom (M=80.7528, SD=11.49237). The mean difference was .48052 in favour of emirate. This shows that emirate officials were more positive on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance than the chiefdom officials in Kaduna state.

Research Question Three

What is the opinion of traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State in relation to their ranks?

This research question was answered using descriptive statistics of means and standard deviations. The result of the computation is presented in Table 9.

Table 9 Means and standard deviations on opinion of 1st, 2nd, and 3rd class chiefs

					95% Confidence Interval for Mean			
Rank	**N**	**Mean**	**SD**	**Std. Error**	**Lower Bound**	**Upper Bound**	**Min.**	**Max.**
1st class	168	80.8155	11.54613	.89080	79.0568	82.5742	33.00	120.00
2nd class	52	81.2692	11.46711	1.59020	78.0768	84.4617	65.00	112.00
3rd class	19	82.5789	14.39257	3.30188	75.6419	89.5159	58.00	114.00
Total	**239**	**81.0544**	**11.73129**	**.75883**	**79.5595**	**82.5493**	**33.00**	**120.00**

Table 9 presents the means and standard on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance chiefs of different class. The mean opinion score of third class chiefs (M=82.5789, SD=14.39257) was higher than (M=81.2693, SD=11.46711) and (M=80.8155, SD=11.54613) for second class and first class chiefs respectively. This shows that the third class chief's perception about traditional rulers' contributions in enhancing Social Studies curriculum change toward good governance in Kaduna State is more positive than the perception of second and first class chiefs.

4.4 Null Hypotheses Testing

The main objective of this study was to find the perceived contributions of Traditional Institutions toward Good Governance: implication for Social Studies Curriculum Change. Based on the main objective, the following null hypotheses were tested using

inferential statistics of independent samples t-test and one-way analysis of variance at $p \leq 0.05$ level of significance.

Null Hypothesis One

There is no significant difference in the mean opinion scores of urban and rural traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State.

This null hypothesis was tested using independent samples t-test and the result of the computation is presented in Table 10.

Table 10 Independent samples t-test on opinion of urban and rural traditional rulers

							95% Confidence Interval of the Difference	
Location	**N**	**Mean**	**SD**	**T**	**Df**	**P**	**Lower**	**Upper**
Urban	153	82.3007	11.18157	2.328	161.043	.021	.56736	6.90453
Rural	85	78.5647	12.22161					
Total	**238**							

Table 10 presents the means and standard deviations on opinion of urban and rural traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance. The mean opinion of urban traditional rulers (M=82.3007, SD=11.18157) was higher than that of the rural traditional rulers (M=78.5647, SD=12.22161). The mean difference was 3.73595 in favour of the rural traditional rulers. The 95% confidence interval for the mean difference was 0.56736 to 6.90453. This is supported by $t(161.043)=2.328$, $p=0.021$, using Welch's procedure. The null hypothesis which stated no significant difference was rejected. Therefore, there was a significant difference in the mean opinion scores of urban and rural traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State.

Null Hypothesis Two

There is no significant difference in the mean opinion scores of emirate and chiefdoms on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State.

This null hypothesis was tested using independent samples t-test and the result of the computation is presented in Table 11.

Table 11 Independent samples t-test on opinion of emirate and chiefdoms rulers

							95% Confidence Interval of the Difference	
Status	**N**	**Mean**	**SD**	**T**	**Df**	**P**	**Lower**	**Upper**
Emirate	150	81.2333	11.90534	.308	190.201	.758	-2.59362	3.55467
Chiefdom	89	80.7528	11.49237					
Total	**239**							

Table 11 presents the means and standard deviations on opinion of emirate and chiefdoms on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance. The mean opinion of emirate (M=81.2333, SD=11.90534) was higher than that of chiefdom (M=80.7528, SD=11.49237). The mean difference was .48052 in favour of emirate. The 95% confidence interval for the mean difference was -2.59362 to 3.55467. This is supported by t(190.201)=0.308, p=0.758, using Welch's procedure. The null hypothesis which stated no significant difference was retained. Therefore, there was no significant difference in the mean opinion scores of emirate and chiefdoms on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State.

Null Hypothesis Three

There is no significant difference in the mean opinion scores of traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward

good governance in Kaduna State in relation to their ranks. This null hypothesis was tested using one-way analysis of variance and the result of the computation is presented in Table 12.

Table 12 One-way ANOVA on opinion of 1st, 2nd, and 3rd class chiefs

Source of variation	Sum of Squares	df	Mean Square	F	P
Between Groups	56.151	2	28.075	.203	.817
Within Groups	32698.142	236	138.551		
Total	**32754.293**	**238**			

Table 12 presents the one-way analysis of variance of the opinion scores of traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance. The result shows F(2,236)=0.203, p=0.817; the null hypothesis which stated no significant difference was retained. Therefore, there was no significant difference in the mean opinion scores of traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State in relation to their ranks.

4.5 Summary of Major Findings

In the light of the foregoing, the study found that:

i. a significant difference was found between the mean opinion scores of urban and rural traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State.

ii. no significant difference was found between the mean opinion scores of emirate and chiefdoms on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State.

iii. no significant difference was found between the mean opinion scores of traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State in relation to their ranks.

4.6 Discussion of Findings

It was discovered that a significant difference was found between the mean opinion scores of urban and rural traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State. No significant difference was found between the mean opinion scores of emirate and chiefdoms on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State. No significant difference was found between the mean opinion scores of traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance and in Kaduna State in relation to their ranks.

By traditional institutions, we refer to the indigenous political arrangements whereby leaders with proven track records are appointed and installed in line with the provisions of their native laws and customs (Orji, & Olali, 2010:402). The essence of the institutions is to preserve the customs and traditions of the people and to manage conflicts arising among or between members of the community by the instrumentality of laws and customs of the people. Traditional institutions are the custodian of their people's norms, cultures and practices. In most African setting, just as it is obtainable in the Kaduna State, selection of persons into the offices of traditional institutions is hereditary or by selection or election by the instrument of relevant traditional methods. The mode of selection of the occupant of traditional institutions varies in Africa in general and in Nigeria in particular from ethnic groups to ethnic groups or communities to communities. Traditional institutions are symbols

of indigenous peoples' rights, privileges, laws, customs and traditions which include but not limited to paramount rulers and their councils. The traditional institutions in the Nigerian context is inclusive of the chiefs-in-council, elders-in-council, title holders who may be appointed based on their contributions to the growth and development of their communities with or little no executive, legislative or judicial powers. In African traditional setting, just as it is obtainable too in the Niger Delta communities, the traditional institutions are charged with legislative, executive and judicial functions. They make laws, execute them and interpret and apply the fundamental laws, customs and traditions of the people for the smooth running of their communities. Conflicts are usually managed and resolved based on the customs and traditions of the people. Traditional institutions have different approaches to conflict management and resolution, depending on the community. What is suitable in one community may not be to another. Boege (2006:6) agrees with this position when he argued that traditional approaches vary considerably from society to society, from region to region, from community to community. Boege (2006) further affirms that "there are as many different traditional approaches to conflict transformation as there are different societies and communities with a specific history, a specific culture and specific custom even in the global south" just like any other.

He states that traditional approaches are always context specific and are not universally applicable as modern or conventional methods are. Among the Kaduna State communities specifically too, the traditional approaches to conflict management and resolution vary from community to community, especially when viewed against the background of diverse ethnic groups making up the region. Pre-colonial Nigeria was made up of a combination of traditional societies with numerous similarities and differences. It was made up of kingdoms representing cultural entities that were different in many ways including their traditional institutions of governance (Roberts, 2004:25). There exist two

main types of traditional institutions in the pre-colonial Nigeria. These include centralised authority structure and decentralised authority structure. The Hausa/Fulani pre-colonial society falls within the centralised structure whereas, the Igbo society/South-East which the Niger Delta at the time was part of, was a decentralised system. However, the Yoruba pre-colonial society had a combination of both. Corroborating the above position, Imaogene (1990) cited in Roberts (2004:26) observes that in Nigerian traditional societies, there were a plethora of structures and values in place, for example, there existed centralised political systems with strong monarchies co- existing with decentralised political structures with the kind of lineage politics characterised as 'excess of democracy'.

African countries are characterized by fragmentation of various aspects of their political economy, including their institutions of governance. Large segments of the rural populations, the overwhelming majority in most African countries, continue to adhere principally to traditional institutions. The post-colonial State, on the other hand, essentially emulates western institutions of governance, which are often at odds with traditional African cultural values and the region's contemporary socio-economic realities. Fragmentation of the institutions of governance, along with economic and social fragmentation, has contributed to Africa's crisis of state-building, governance, and economic development. Despite modest progress in some countries, the post-colonial State has been unable to establish rights-based political and economic systems of governance that would facilitate consolidation of state-building and promote economic development.

To a large extent, this has been due to its detachment from the institutional and cultural values of its constituency. The prevailing state of poverty on the continent, the persistence of widespread ethnic and civil conflicts, and frequent electoral and post-electoral strife are some manifestations of the failure of the State. The persistence of traditional institutions as a parallel system of governance, which provides some level of refuge for the

rural population, often alienated by the State, is also another indication of the failure of the post-colonial State. On the other hand, African traditional institutions are also not equipped to compensate adequately for such failure of the State. In addition to their local orientation, many of these institutions face various limitations, especially in the areas of accountability and gender equality. Many are also hampered by their inability to define and secure property rights, thereby raising the transaction costs of resource allocation to their constituencies. Moreover, the growing economic diversity and complex division of labour, which mark the present era of globalization, are largely beyond the scope of traditional institutions. These institutions are, therefore, unlikely to be able to cope with poverty alleviation among their constituencies without the stewardship of the State. Africa's deepening crisis, is thus, unlikely to be reversed under the existing duality of institutions. The formal institutions of the State, i.e., rules regulating the structure of polity, property rights, and contracting, cannot be effective if they disregard or contradict the customary rules of the traditional institutions, which govern the lives and livelihood of large segments of the population. For instance, the State is unlikely to succeed in state-building and in mobilizing the cooperation of large segments of its citizens for socio-economic development without connecting itself to and harmonizing its political apparatus with the institutions, cultural values and interests of all its constituencies, including rural populations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary of research, conclusions on the basis of findings of the research. Also some recommendations are put forward based on the conclusions, contributions to knowledge and suggestion for further research.

5.2 Summary

The study assessed the Contributions of Traditional Institutions toward Good Governance: Implication for Social Studies Curriculum Change in Kaduna State, Nigeria. The study was guided by three specific objectives, three corresponding research questions and null hypotheses. However, the study used traditional rulers and staff selected from emirates and chiefdoms of Kaduna State, Nigeria. Furthermore, survey research design was used. The study used two sampling techniques namely; proportionate stratified sampling and simple random sampling. The study also used structured questionnaire as data collection instrument. The instrument was duly validated by supervisors and statisticians for content and face values. The study pilot tested the instrument and 0.85 was realised which was considered as statistically fit for the main work. However, the study used independent samples t-test and ANOVA to test the study's null hypotheses and arithmetic mean, standard deviation to answer the research questions. The study however discovered that:

i. A significant difference was found between the mean opinion scores of urban and rural traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State;

ii. No significant difference was found between the mean opinion scores of emirate and chiefdoms on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State;

iii. no significant difference was found between the mean opinion scores of traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State in relation to their ranks.

5.3 Conclusion

Based on the outcome the following conclusions are drawn:

i. That urban and rural traditional rulers had same opinion on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State, Nigeria;

ii. That emirate and chiefdoms had same opinion on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State, Nigeria;

iii. That opinion of traditional rulers on the contributions of traditional rulers in enhancing Social Studies curriculum change toward good governance in Kaduna State in relation to their ranks differs.

5.4 Contributions to Knowledge

The study has established that:-

i. The contributions of traditional institutions toward good governance: implication for Social Studies curriculum change in Kaduna State, Nigeria;

ii. The contributions of traditional institutions toward good governance: implication for Social Studies curriculum change in Kaduna State, Nigeria.

5.5 Recommendations

Based on the outcome, the following recommendations are hereby put forward:

i. Urban and Rural traditional rulers should be supported and be fully involved in Social Studies Curriculum change process toward good governance in Kaduna State, Nigeria;

ii. That emirate and chiefdoms should be supported and be fully involved in Social Studies Curriculum change process toward good governance in Kaduna State, Nigeria;

iii. Both first, second and third class traditional rulers should be supported and be fully involved in Social Studies Curriculum change process toward good governance in Kaduna State, Nigeria

5.6 Suggestions for Further Studies

Similar studies should be conducted on contributions of traditional institutions toward good governance: implication for Social Studies curriculum change in other Nigerian states to give room for generalization.

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APPENDIX B

Department of Arts and Social Science Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Date: _____

Dear Respondent,

The researcher is an M.Ed Student of the above named Institution carrying out a research work entitled "Assessment of Contributions *of Traditional Institutions towards Good Governance: Implication for Social Studies Curriculum Change"*. The questionnaire items are designed to elicit the right type of response based on your own objective opinion. The reliability of the study depends on your sincerity and solemn judgment. Thanking you in anticipation for your favourable response.

Yours faithfully,

Kamarudeen J. Madauchi
P15EDAS8129

CONTRIBUTIONS OF TRADITIONAL INSTITUTIONS TOWARDS GOOD GOVERNANCE AND IMPLICATION FOR SOCIAL STUDIES CURRICULUM CHANGE QUESTIONNAIRE (COTRESSCCQ)

SECTION A: RESPONDENTS BIO-DATA

For each of the following, either writes the requested information or tick [V] the option that is most applicable.

1.	**BIO – DATA**	
la	Location: Urban [ ] Rural [ ]	
1c	Emirate official [ ]	Chiefdom official [ ]
1d	Rank: 1st Class [ ] 2nd Class [ ] 3rd Class	

SECTION B:

The following are the perceive contributions of Traditional Institutions to Good Governance and Implication for Social Studies Curriculum Change. Using a four point modified Likert scale of 1 to 4 where 4 = Strongly Agree, 3 = Agree, 2 =Disagree and 1 = Strongly Disagree. Filled the questionnaire below based on the aforementioned.

S/N	CONTRIBUTIONS OF TRADITIONAL INSTITUTIONS TO GOOD GOVERNANCE	1	2	3	4
1	Traditional institutions provide the bedrock upon which to construct new mixed governance structures				
2	Traditional institutions do not provide the bedrock upon which to construct new mixed governance structures				
3	Traditional institutions are charged with legislative, executive and judicial functions				
4	Traditional institutions are not charged with legislative, executive and judicial functions				
5	Traditional institutions are the custodians of their people's norms, cultures and practices				
6	Traditional institutions are not the custodians of their people's norms, cultures and traditions				
7	Traditional institutions promote inter-cultural tolerance and understanding				
8	Traditional institutions do not promote inter-cultural tolerance and understanding				
9	Traditional institutions Empower ordinary citizens in economic, cultural and political spheres to broker peace				
10	Traditional institutions do not empower ordinary citizens in economic, cultural and political spheres to broker peace				

11	Traditional institutions play developmental role by complementing the efforts of government in revenue and resource mobilization and sensitization				
12	Traditional institutions do not play developmental role by complementing the efforts of government in revenue and resource mobilization and sensitization				
13	Traditional institutions convene to solve problems of a collective or individual concern				
14	Traditional institutions do not convene to solve problems of a collective or individual concern				
15	Traditional institutions have solid social networks which are essential for collaboration				
16	Traditional institutions do not have solid social networks which are essential for collaboration				
17	Traditional institutions build sustainable democracy that consolidates peace and stability				
18	Traditional institutions do not build sustainable democracy that consolidates peace and stability				
19	Traditional institutions are vital and active members in a new political institutions to guarantee the government is responsive to its constituents				
20	Traditional institutions are not vital and active members in a new political institutions to guarantee the government is responsive to its				
21	Traditional institutions foster feedback mechanism between government and the public				
22	Traditional institutions do not foster feedback mechanism between government and the public				
23	Traditional institutions are powerful instrument for mass mobilization and grassroots development				
24	Traditional institutions are not powerful instrument for mass mobilization and grassroots development				
25	Traditional institutions perform oversight function which are vital for societal development in a democracy				
26	Traditional institutions do not perform oversight function which are vital for societal development in a democracy				
27	Traditional institutions promote religious tolerance and peaceful co-existence				
28	Traditional institutions do not promote religious tolerance and peaceful co-existence				
29	Traditional institutions provide useful suggestions on contemporary issues and problems facing the society				
30	Traditional institutions do not provide useful suggestions on contemporary issues and problems facing the society.				

APPENDIX D

```
RELIABILITY
  /VARIABLES=q1 q3 q5 q7 q9 q11 q13 q15 q17 q19 q21 q23 q25 q27 q29 rq2 rq4
rq6 rq10 rq8 rq12 rq14 rq16 rq18 rq20 rq22 rq24 rq26 rq28 rq30
  /SCALE('Contribution of Traditional Institutions Reliability') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE CORR
  /SUMMARY=TOTAL CORR
  /ICC=MODEL(MIXED) TYPE(CONSISTENCY) CIN=95 TESTVAL=0.
```

Reliability

```
[DataSet0]
```

Scale: Contribution of Traditional Institutions Reliability

Case Processing Summary

		N	%
Cases	Valid	31	93.9
	Excluded[a]	2	6.1
	Total	33	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.975	.976	30

APPENDIX E

```
FREQUENCIES VARIABLES=location status rank
  /ORDER=ANALYSIS.
```

Frequencies

```
[DataSet0]
```

Statistics

		location	Status	rank
N	Valid	239	239	239
	Missing	0	0	0

Frequency Table

Location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 urban	153	64.0	64.0	64.0
	2 rural	86	36.0	36.0	100.0
	Total	239	100.0	100.0	

Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 emirate	150	62.8	62.8	62.8
	2 chiefdom	89	37.2	37.2	100.0
	Total	239	100.0	100.0	

Rank

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 1st class	168	70.3	70.3	70.3
	2 2nd class	52	21.8	21.8	92.1
	3 3rd class	19	7.9	7.9	100.0
	Total	239	100.0	100.0	

APPENDIX F

```
T-TEST GROUPS=location(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=tccurrchange
  /CRITERIA=CI(.95).
```

T-Test

```
[DataSet0]
```

Group Statistics

	location	N	Mean	Std. Deviation	Std. Error Mean
total contribution to curriculum change	1 urban	153	82.3007	11.18157	.90398
	2 rural	85	78.5647	12.22161	1.32562

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total contribution to curriculum change	Equal variances assumed	.009	.923	2.388	236	.018	3.73595	1.56417	.65443	6.81747
	Equal variances not assumed			2.328	161.043	.021	3.73595	1.60451	.56736	6.90453

APPENDIX G

```
T-TEST GROUPS=status(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=tccurrchange
  /CRITERIA=CI(.95).


[DataSet0]
```

T-Test

Group Statistics

	Status	N	Mean	Std. Deviation	Std. Error Mean
total contribution to curriculum change	1 emirate	150	81.2333	11.90534	.97207
	2 chiefdom	89	80.7528	11.49237	1.21819

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total contribution to curriculum change	Equal variances assumed	.108	.743	.306	237	.760	.48052	1.57265	-2.61764	3.57869
	Equal variances not assumed			.308	190.201	.758	.48052	1.55849	-2.59362	3.55467

APPENDIX H

```
ONEWAY tccurrchange BY rank
  /STATISTICS DESCRIPTIVES WELCH
  /MISSING ANALYSIS
  /POSTHOC=SCHEFFE ALPHA(0.05).
```

Oneway

```
[DataSet0]
```

Descriptives

total contribution to curriculum change

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1 1st class	168	80.8155	11.54613	.89080	79.0568	82.5742	33.00	120.00
2 2nd class	52	81.2692	11.46711	1.59020	78.0768	84.4617	65.00	112.00
3 3rd class	19	82.5789	14.39257	3.30188	75.6419	89.5159	58.00	114.00
Total	239	81.0544	11.73129	.75883	79.5595	82.5493	33.00	120.00

ANOVA

total contribution to curriculum change

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	56.151	2	28.075	.203	.817
Within Groups	32698.142	236	138.551		
Total	32754.293	238			

Robust Tests of Equality of Means

total contribution to curriculum change

	Statistic[a]	df1	df2	Sig.
Welch	.148	2	42.956	.863

a. Asymptotically F distributed.