

**AN EVALUATION OF THE NIGERIAN  
PRIMARY SCHOOL SOCIAL STUDIES CURRICULUM**

*BY*

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**IN PARTIAL FULFILMENT OF THE  
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CURRICULUM STUDIES**

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We hereby certify that the work in this thesis "An evaluation of the Nigerian Primary School Social Studies Curriculum" was carried out under our supervision and that it is the original work of the researcher (MRS. AGNES UKWO OKAI).

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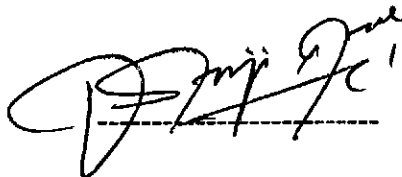
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**CERTIFICATION**

This is to certify that the thesis:

Submitted to the  
School of Postgraduate Studies  
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For the award of the degree of  
**DOCTOR OF PHILOSOPHY (Ph.D)**  
is a record of original research carried out

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## **DEDICATION**

To my late daughter, Miss Philomena Ojoru Okai whose anxiety was high to see me through this course but never lived to see this date.

To my late mother, Mrs. Rebecca Olijo Audu whose efforts made me to see the four walls of a school.

To the glory of God and the progress of mankind.

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To God be the glory, praise, honour and thanks for ever and ever. The successful completion of this programme marks yet another manifestation of God's goodness to me. It is He who has led me all the way through the thick and thin, and through the strains and difficulties of this task till its fruition.

Among those who contributed immensely to the successful completion of this programme are my supervisors. I am deeply indebted to Dr. B. J. Obebe for his interest in this work.

I am heavily indebted for his keen interest, concern and patience in supervising this work.

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I thank the participating schools, the headteachers, pupils, inspectors of education, ministry of education officials and teachers without whom this research could not have been possible.

The study was mainly funded by my husband Dr. Emmanuel Okai. Apart from the funding, he took the initiative to get me registered for the programme. All his words of encouragements are highly appreciated. To him I am greatly indebted.

In a project of this nature, there are numerous people who helped one way or the other. To those people I say thank you and God bless. To my friends in Faculty of Education who stood by me by their words of encouragement and prayers I say thank you and God bless.

Dr. C. E. Okoli, University of Lagos, deserves thanks for the statistical analysis of the data. To the research Assistants and typists who laboured selflessly with me to see the work completed in record time, I say, thank you for a job well done.

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To a special fellowship group, comprising of Sister Stella, Sister Ngozi, Sister Mercy, I say thank you for their tireless efforts in praying for the successful completion of this programme.

To the staff, students and the college authority of Niger State College of Education Minna, I say, a big thank you.

Special mention must be made of Mr. and Mrs Silas Sule of College of Education, Minna, for their help and support. This is a special family friend who took care of all I left behind in Minna to face the study in Lagos. A friend in need is a friend in deed. Mrs Esther Sule, I remain indebted to you and your husband.

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Last but not the least, I owe a lot of gratitude to my family. My husband and children for their understanding to approve of my going this far, even when other affairs of the family had to be neglected for the sake of this study. Thank you for your support and God bless you all. A big thank you to my parents who showed me the path to education, to my brothers and sisters and all my in-laws for their commitment through prayers to see this ambition a reality. I share this honour with you all.

A. U. O.

## **ABSTRACT**

The purpose of this study was to evaluate the Nigerian Primary School Social Studies Curriculum. The justification of this study is that there has been no national evaluation carried out on this curriculum since its inception into Nigeria Primary schools. This study was also considered necessary to identify the strengths and weaknesses of the curriculum and to provide a possible feedback so as to enhance quality control.

Extensive literature review had been carried out in the area of social studies' concepts, objectives, evolution in United States of America (USA), Britain, Africa and Nigeria, concepts of curriculum and curriculum evaluation, models of evaluation and some evaluative studies on social studies curriculum.

This study employs the evaluation survey research that also embraces ex-post facto design. The target population was primary school social studies curriculum personnel, such as teachers, pupils, inspectors of education, ministry of education officials and headteachers. The sample was clustered into zones and randomly drawn from six states of the Federation. Involved in this study are two hundred and forty (240) teachers, one thousand, two hundred (1,200) pupils, sixty (60) headteachers, thirty (30) inspectors of education and six (6) ministry of education officials who are social studies curriculum specialists.

The major instruments used for this study are:



- (a) Two questionnaires namely: Teachers' Perceptions of Elements of Social Studies Curriculum (TPCQ) and Pupils' Perceptions of Element of Social Studies Curriculum (PPCQ);
  - (b) Structured Observation Schedule for Social Studies (SOSSS);
  - (c) Social Studies Checklist (SSC)
  - (d) Record Analysis of School Assessment Scale (RASAS); and
  - (e) National Common Entrance Examination Result (NCER).
- Gathering of data lasted for six months.

The statistical technique employed for the analysis of data was the frequency distribution table, simple percentage, mean and standard deviation to describe the characteristics of the variables in more concise and meaning quantifiable manner. Chi-square test, 't' test and analysis of variance and multiple regression analysis were used to determine the relationships and differences between and amongst the scores across the zones.

The analysis of data based on the formulated seven hypotheses reveals the following:

- i) It was found that the Nigerian primary school social studies curriculum could still meet the needs and aspirations of Nigeria in the 21st century.
- ii) There is a significant relationship between teachers' perceptions of the curriculum and their area of specialisation and qualification.

- iii) Teachers' rating of the use of the recommended teaching methods ranged from three to five out of eleven. Further analysis showed that there was no significant difference in the use of the methods across the zones.
- iv) There are no enough human and material resources across the zones. Further analysis also showed that there was no significant differences in the availability and usefulness of human and material resources across the zones.
- v) 75% of the topics in the syllabus could be covered within the time allotted to social studies on the school time-table. Further analysis showed that there was a significant difference in the extent of content coverage across the zones.
- vi) Only 11 out of 18 objectives could be successfully achieved bearing in mind a 60% decision margin. Further analysis showed that there was no significant difference across the zones.
- vii) All the evaluation procedures and activities recommended were carried out by teachers in the classroom.
- viii) The strategies needed to accomplish the goals and objectives of the curriculum were said to be inadequate.
- ix) Finally the level of pupils' performance in social studies education was below standard.

Recommendations to improve the Nigerian Primary School Social Studies Curriculum were made as follows:

- a) Emphasis should be placed on the strategies needed to accomplish the objectives of the primary school social studies curriculum.
- b) Primary school social studies curriculum content should be reviewed.
- c) Emphasis should be laid on the use of diverse methods of teaching social studies.
- d) Emphasis should be laid on the availability and proper or effective use of instructional materials.
- e) There should be a monitoring division in the curriculum department to monitor and supervise the actual classroom teaching.
- f) The Social Studies Association of Nigeria (SOSAN) should be revitalised.
- g) Essay type questions should be reintroduced in the primary school and National Common Entrance Examinations.
- h) A link between the modes, the developers, the implementers and users of the curriculum should be encouraged.
- i) The standard of the resources, though found to be inadequate should be maintained, if not improved upon.

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# CHAPTER ONE

## INTRODUCTION

### 1.0 BACKGROUND AND PROBLEM

Social studies curriculum is fairly a new discipline in Nigeria. Its development, though of a short duration, has an important history in the school curriculum. This is because of the impact its introduction has made on the school curriculum.

The Introduction of social studies as a subject became very prominent when Nigeria realised that the type of education inherited from the colonial administration was not meeting her needs. The type of curriculum handed over to it alienated Nigerian child from her own community. He became more inclined to the British community, knowing more of British history, geography, literature etc. (Makinde, 1979), than his country. To buttress the above claim Fafunwa (1974) said that the Nigerian system of education, instead of developing positive values in the society in which the African child lives, tends to alienate him from his cultural environment.

Immediately after independence, well meaning educationist believed that education should make the individual to take up his place in the society. These educationists also believed that an individual could make a society better or worse through his contribution and that young people should be helped through education to understand the modern world and the part they play in it. Every child lives in time, space and society, and the task of the school is to help him to make adjustment to them (Akinlaye, 1981).

Related to the above is the fact that pupils need a chance to develop faith and confidence in themselves, to learn more about themselves and about the communities in which they live. Children can be given a greater opportunity, to take effective part in life whether in personal relationship, in a small group or in a broader community by experiment and experience. This was contrary to what obtained during the colonial period. At that time, children in the classroom did not have adequate opportunity to touch, feel, smell, build, destroy, analyse, and synthesise for developing ideas. In this case, how would children learn to take decision on their own (Adewole, 1977)?

The emerging dysfunctionality and the experience of the civil war in Nigeria (1967-1970) brought about the need for the type of education that would meet the needs of the people. To this end, several seminars, workshops, and conferences were held to elucidate and clarify views on the right and appropriate education to meet the needs of the country. Among such conferences was the National Curriculum Conference of 1969 which was held in Lagos. This conference would for a long time continue to have positive effect on educational development in Nigeria. Many national educational objectives were identified in this conference and endorsed in the National Policy on Education (NPE), 1977). One of such objectives is the inculcation of national consciousness and national unity for the survival of the individual and the Nigerian society (NPE, 1977, Pg. 4). This objective, for example, has far reaching implications for curriculum development in general and for social studies curriculum in particular.

Since Nigerian independence (as earlier indicated) efforts have continued to be made to relate education to the needs of the child, his community and his world.

The inclusion of social studies in the school curriculum since the early 60s following the report of the National Curriculum Conference held in 1969 is only part of the process of curriculum reform, adaptation and utilisation, which has been a major focus of curriculum development (Obebe, 1990).

In 1971, a National Primary School Curriculum Guide was developed and published. Social studies featured prominently in this guide. It is more than two decades since the introduction of this curriculum into the primary educational system and national examinations are being conducted on pupils who have undergone the programme.

The focus of this study is therefore to evaluate the outcome of the Primary School Social Studies Curriculum on the learners and the society in Nigeria.

### **1.1. HISTORICAL BACKGROUND TO THE STUDY**

Social studies is a core subject in Nigerian primary and junior secondary schools. Its emergence in Nigerian schools could be traced back to 1963 when Aiyetoro Comprehensive High School experimented with it both at local and subsequently in the then Western regional levels. Subsequently, the Nigerian Primary School Social Studies Curriculum Guide was developed in 1971. This guide gave the first Nigerian definition of social studies as the study of man and his environment, adding

that it is not only a study, but a way of life of how man influences and is influenced by his physical , social, political, economic, psychological and cultural environment (NERC, 1971).

It is the full belief of curriculum designers that social studies as a school subject should, in accordance with the National Policy on Education (1981), help the Nigerian school child:

- (a) to develop the ability to adapt to his changing environment;
- (b) to inculcate national consciousness and national unity;
- (c) become good citizen, capable of and willing to contribute to the development of the society; and
- (d) to inculcate the right types of values and attitudes.

Social studies in Nigerian Educational system, has special roles to perform in transforming Nigeria into a modern state. It should be a measure for healing the social and political wounds of the past decades, nurturing the most recent hopes in good ethnic group relationship and nationalism and ensuring constructive and appropriate reforms (Olaogun, 1991).

In addition, social studies should positively influence, modify, and change pupils' behaviour in the direction of acceptable norms, values, beliefs, attitudes and practices of the society. Another focus of the Nigerian social studies programme is its prime mover of promoting how to think over what to think (National Primary School Social Studies Curriculum Guide, 1981).

If social studies is to achieve these laudable ideals, the curriculum must match realities. It is absolutely necessary to therefore, have a total and comprehensive evaluation of the Primary School Social Studies Curriculum of the 21st century. Social studies as a core subject, at this level of education must be built on a solid foundation for all Nigerian children to benefit from its goals and objectives as enunciated by its designers.

## 1.2 THE NATURE, SCOPE, AND CONTENT OF NIGERIAN

### PRIMARY SCHOOL SOCIAL STUDIES

The most important thing to note is that social studies is seen as a Nigerian idea, and creation of the concerned educators and philosophers. People like Babs Fafunwa, Adaralegbe, Obebe, Makinde, Tafawa-Balewa and a host of others readily come to mind. They studied during the colonial era and saw the demise of the system and fought it out tooth and nail to become heroes and reformers. What they recommended and wrote down as policies and charters have become the pillars on which the present day educational policies take roots. These educators formulated their ideas and had their experiences in Europe and America. When they came back home, their reforms, though covering a wide range of activities, helped to form the real core on which social studies stands.

Added to the above is the fact that people see Nigerian social studies as a natural development that comes as a result of cultural flow and transfer of ideas. The subject social studies has been a curriculum idea to be taught in schools in America



(1896) and Britain (1940). Thus, its introduction to Africa in general and Nigeria in particular follows a logical sequence of cultural and political relationship that has existed between these three continents. Initially social studies appeared as a carbon copy of some programmes existing in America and Britain. At the moment Nigeria has gone far to initiate the Nigerian Social Studies Programme (NSSP). Unlike the American system, NSSP is on the national basis. Hence, Nigeria has national curriculum on Primary School Social Studies.

Another aspect of Nigerian Primary School Social Studies is that it is a corrective study. Corrective, because it aims at replacing the colonial educational programmes and also examining the present educational system. A product of the colonial system in Nigeria was not meant to serve the interest of his country men. In an ever changing revolutionary world, there must be an educational system, a curriculum that will cater for adoption, stabilisation and retention of the culture of the society. Because of its very nature social studies incorporates all aspects of reform, revitalisation and maintenance of the educational values, knowledge and skills expected of a people concerned about progress and modernisation.

Finally, the curriculum emphasises the importance of man. Man is placed in a central position, and his activities are studied in relation to his various environment, which could be physical, social or psychological. Man can only exist in his varied environments, by understanding, interacting, organising and running his society in an orderly cultural, economic and political setting. As a result, this curriculum try to

gather relevant knowledge, values, skills, centred around the subjects that form parts of these broad spheres of man.

### **1.2.1 THE SCOPE OF NIGERIA PRIMARY SCHOOL SOCIAL STUDIES**

Social studies becomes a subject after it has stated its objectives and formulated the correct materials that would be passed on to learners. It is centred around man, that is, how man manipulates and is manipulated by the various environments in which he finds himself. Thus, the subject has to include knowledge, skills, concepts, attitudes and values drawn from history, geography, physical science, economics, psychology, sociology, philosophy, and anthropology. In going through the various disciplines of social science it aimed at selecting and incorporating relevant content materials related to man, society and the interaction that resulted from the inter-relationship.

The general pattern of content arrangement seems to follow a spiral or expanding horizon format as shown below:

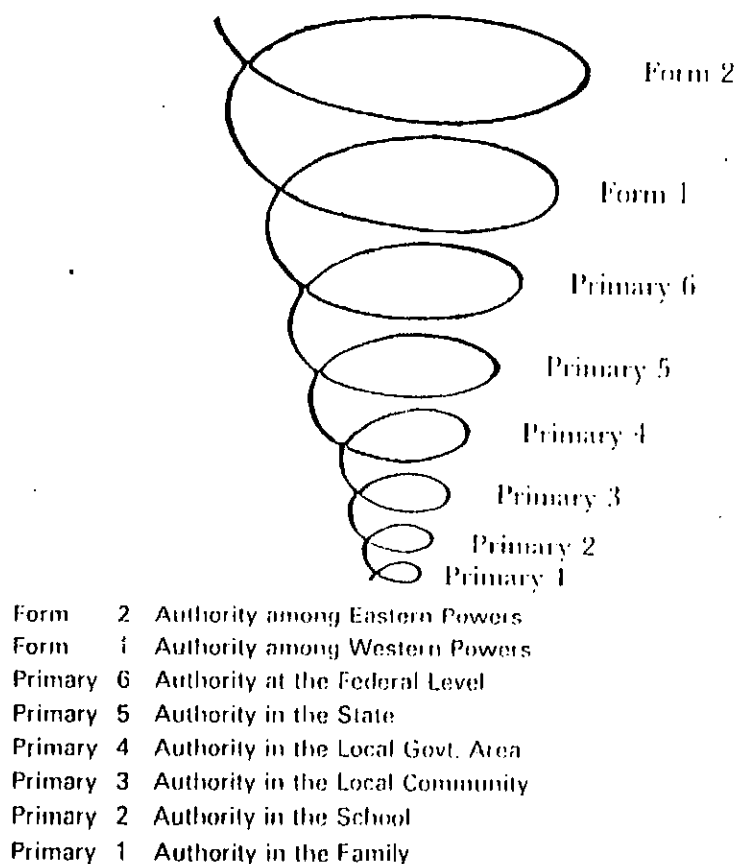


Figure 1.1

### A SPIRAL OR EXPANDING HORIZON PATTERN

Source: Aina, N.F. (1982): "Organising Social Studies" in, Social Studies. A Book on Methodology. Pp.24.

#### 1.2.2 THE CONTENT OF NIGERIAN PRIMARY SCHOOL SOCIAL STUDIES

The primary school social studies curriculum draws its content from all the social sciences and humanities discipline. Its content are based on its integrated concept. The contents focus on problems of man's survival in the process of interaction with the environment.

In focusing on problems, it takes into consideration all conceivable factors and aspects of the problem be these historical, geographical, political, economical, sociological, religious, psychological, scientific and technological. The curriculum thus, employs the systems analytical approach to the identification and study of problems of man in his multi-faceted environment. It also uses a horizontal and

spiral approach for the analysis of societal problems. Social studies is no longer seen as the study of traditional subjects as separate and individual subjects, with many over-lapping areas. It is not just a mere amalgamation of these traditional subjects, but an integrated curriculum for wholesome education.

This curriculum was trial-tested all over the nation and series of reviews were carried out by Nigerian Educational and Research Development Centre (NERDC) before the final draft of 1983.

### **1.3 STATEMENT OF THE PROBLEM**

A newly developed programme instantaneously informs its plan for evaluation at the time of inception into the school system. As Tanner (1966) opines, a new curriculum must be regarded as an experiment and the proffered solutions as hypothesis until they have withstood the test of time. The function of evaluation is to ensure quality control of the programme with a view of injecting possible feedback into the curriculum and its targets. Moreover, both the changed agent and the users desire to attain evidence that the new programme (in this case primary school social studies curriculum) produces worthwhile results as planned for. Also of importance is the relevance of the new programme to the changing needs of the society, the ability of the curriculum to elicit certain teachers' and students' behaviours and the actual outcome of using a given set of instructional materials.

Little evidence exists in research to support that a correlation exists among the components of the social studies curriculum, materials and learning outcomes. For example, Akinlaye (1981) carried out a study on the relationship among the content, teaching methods and objectives of social studies curriculum in selected primary schools in Lagos, and Olakulehin (1995) evaluated social studies curriculum at Junior Secondary School in Oyo and Ogun states. In the same vein, Adeyoyin (1981)'s study also centred on samples constituted of Grade Two teacher trainees. On a different dimension, attitudes of Niger state Junior Secondary School students towards social studies were examined (Gajere, 1992). It is not out of place to indicate that the National Primary Education Commission carried out a study on the primary education costs, financing and management in all the states of the Federation, but not on the social studies curriculum.

The National Primary School Social Studies Curriculum was nationally introduced to schools in the Federation. For these past two decades, there has been no national project evaluation of this curriculum to justify its worth. While research findings on social studies education have emanated from individual and localised efforts, the findings cannot be generalised for the entire primary school population. Moreover, the findings of such studies are also inconclusive. For social studies to be effective at all levels of our educational system, a solid foundation must be laid at the very root which is primary school. Primary education is the most important level of education, since it forms the basis of a child's ability or inability to function later in school. In view of the foregoing, this study focuses on:

- (a) the extent to which the strategies needed to accomplish programme objectives are put in place;
- (b) the extent to which the National Primary School Social Studies Curriculum reflects the stated objectives for its inclusion in the school curriculum;
- (c) the extent to which the content of the curriculum is being covered by teachers;
- (d) the extent to which teachers employ the suggested teaching methods;
- (e) the quality and quantity of the human and material resources available in schools for the teaching of social studies;
- (f) the extent to which implementation is being accomplished;
- (g) the extent to which the stated objectives are achieved; and
- (h) the level of learners performance in social studies education

#### 1.4 THEORETICAL FRAME WORK

Educational evaluation takes diverse forms. This is as a result of different purposes of evaluation, different philosophies and methodologies being modelled over time. These differences gradually led to the development of different formal models of carrying out an evaluation study.

Many models of curriculum evaluation have been widely used. Each one focuses on some particular features of evaluation, calls attention to some of its unique functions, and prescribes specific patterns of evaluation activities. Some of these models are convergent in purpose but divergent in approaches. These include Goal-oriented evaluation (Bloom, 1971, Provus, 1971); Decision-oriented evaluation

(Stufflebean and associates, 1971); Transactional evaluation (Rippey, 1973; State, 1975); Goal-free evaluation (Scriven, 1974); Adversary evaluation (Levine, 1973; Owens, 1973); Formative evaluation (Scriven, 1967); Responsive evaluation (Stake, 1972); Illuminative evaluation (Parlett, 1974); etc.

The accent of evaluation is not on theory but on product delivery or mission accomplishment. The essence of evaluation is to provide feedback leading to successful outcome defined in partial, concrete terms. Such a process has functioned informally since the beginning of time. Its more formal version coincided with the advent of the computer to give rise, in the 1950's, to the "man-machine systems" movement and currently, to the "systems approach". In other words, the framework for this study is the "systems approach" which can be diagrammatically shown below:

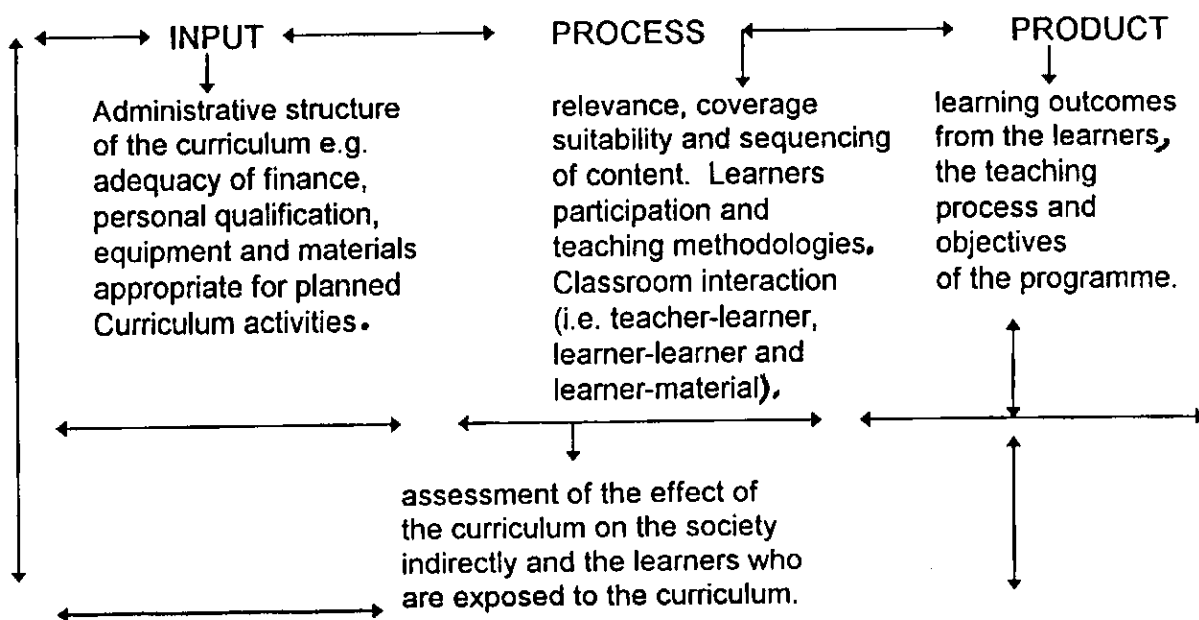


Figure 1.2 SYSTEMS APPROACH TO CURRICULUM EVALUATION

Source: Adapted and Modified from Baiyelo T.D. Curriculum Evaluation, in (Ivowi, U.M.O. (1993)(ed), Curriculum Developments in Nigeria. pg 65 - 66.

## **1.5 PURPOSE OF THE STUDY**

The primary purposes of this study are to

- (a) Assess the adequacy of the strategies needed to accomplish programme objectives;
- (b) Find out whether desired outcomes of the objectives are being achieved;
- (c) Examine the suitability of primary school social studies curriculum content i.e. the extent of coverage and sequencing of the topics;
- (d) Assess the availability and proper use of instructional materials;
- (e) Examine the adequacy and effective use of teaching methods in operation; and
- (f) Make recommendations for improvement based on the findings.

## **1.6 RESEARCH QUESTIONS**

The following research questions were raised for the study:

- 1. What differences exist among inspectors of Education (IE), Ministry of Education Officials (MEO) and Headteachers' (HT) perceptions of resources put in place for primary school social studies curriculum across the zones?
- 2. What relationship exists among teachers' perceptions of the suitability of primary school social studies content and their experience, area of specialisation and qualification?
- 3. What major differences exist in human and material resources available for primary school social studies across the zones?
- 4. Do the methods employed by teachers to teach social studies curriculum differ across the zones?



5. Are the differences in the extent of primary school social studies topics covered by teachers across the zones?
6. How much of the developmental objectives are achieved through the teaching of primary school social studies curriculum across the zones?
7. Do the level of learner's performance in social studies curriculum differ by gender across the zones?
8. Are the suggested evaluation procedures employed by teachers across the zones?

### 1.7 RESEARCH HYPOTHESES

From the research questions, the following hypotheses were deduced.

1. There is no significant difference among Inspectors of Education (IE), Ministry of Education Officials (MEO), and Head teachers' (HT), perceptions of the resources put in place for primary school social studies curriculum across the zones.
2. There is no significant difference in the teachers' perceptions of the suitability of primary school social studies content among the six zones by experience, area of specialisation and qualification.
3. There is no significant difference in the availability of human and material resources for primary school social studies across the zones.
4. There is no significant difference in the use of suggested methods of teaching primary school social studies curriculum across the zones.
5. There is no significant difference in the extent of primary school social studies topics covered by teachers across the zones.

6. There is no significant difference between the achievement of primary school social studies objectives across the zones.
7. There is no significant difference between the achievement of male pupils and that of female pupils in the National Common Entrance Examination Social Studies Section across the zones.

### **1.8 SIGNIFICANCE OF THE STUDY**

The result of this study, will assist social studies teachers to measure their competencies or otherwise, and to improve on the quality of their instruction for meaningful and permanent learning. It will also assist in measuring pupils' performance in social studies education.

It is also anticipated that the findings will aid decision makers and curriculum developers to have an insight into the implementation of their ideas for making adjustment and improvement.

### **1.9 SCOPE OF THE STUDY**

This study is limited in scope to primary school social studies curriculum agents such as the inspectors of education and ministry of education officials, head teachers, primary four and five teachers and pupils. This target population was considered free from any external examination at the time of their study.

Primary four and five pupils can read and write and answer short questions that appeared in the questionnaires. At this stage too, pupils do not have the psychological fear when giving their responses about situation especially when objectivity is required in the responses.

This study is also limited in scope to only six states of the Federation in Nigeria. The sample size is generalisable since most primary schools in Nigeria are today guided by the same primary school policy and have the same core curriculum for primary social studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

When compared to other traditional subjects (like history, geography, mathematics), social studies is a fairly new subject all over the world. In the developed countries such as the United State of America (USA) its introduction dates back to a century ago (1896). It is from the United States of America that the idea started spreading and almost all the countries of the world have come to embrace social studies as an important subject in the school curriculum. This is because social studies is the study of people in the society and each society needs to understand his own people.

In the Nigeria scene, if we should ask the question how old is social studies, the answer will be two folds. First fold, when we think of it in terms of a subject matter alone, the answer is that it has always been part of the curriculum in schools. Social studies content is the content of history, geography, civics and in fact other social sciences for the purpose of instruction in schools. The truth is that the earliest attempt at introducing social studies was by social science scholars. Second fold, when we come to think of social studies in the new concept of the subject (content, methodology, scope and evaluation) it is really very new in this country, dating back to 1963 (Aiyetoro Comprehensive High School experiment).

Since the introduction to the Nigerian school curriculum in the sixties, the problem of redefining its scope, content selection, teaching techniques etc to meet the Nigerian life and need has been largely handled by the Nigerian Educational Research Council (NERC), Social Studies Association of Nigeria (SOSAN), the Comparative Education Study and Adaptation Centre (CESAC), social studies educators in the institutes and Faculties of Education in the Nigerian Universities. After many seminars, conferences and workshops, a uniform national syllabus for primary, secondary and teachers' training colleges emerged for the whole country (Nigeria). It is certain that literature on this subject will be very scanty especially in the Nigerian context, since it is a fairly new subject on the school curriculum. However, attempts are made to review the relevant areas focusing on the following:

- (a) Concept of social studies education.
- (b) Objectives of social studies education.
- (c) Definition of curriculum
- (d) Social studies as it evolved in United States of America, Britain, Africa and Nigeria.
- (e) Evaluation defined.
- (f) Basic concepts in curriculum evaluation
- (g) Models of curriculum evaluation
- (h) Studies related to social studies curriculum evaluation.

## 2.1 CONCEPT OF SOCIAL STUDIES EDUCATION

Recent efforts in social studies development have identified the study of man as a social being as the central focus, trying to point out man's interaction in the environment. Based on this, many conceptions of social studies education have emerged. Johnson (1940) gave the story of the emergence of social studies in 1916 in the U.S.A. and brought out two early definitions of the subject. The first (in 1916) depicted social studies as plural "those whose subject matter relate directly to the organisation and development of human society and to men as members of social group." The second definition referred to by Johnson was that of Wesley (1952); social studies are the social sciences simplified for teaching purposes. While the first conception is largely vague, the second tends to depict social studies as a soft field. Johnson remarked that social studies was yet to stand the full test of time.

Wesley and Adams (1952) stressed the original meaning of social studies; the school subjects which deal with human relationships. They noted that the term had been confused with socialism, social services, social reforms, social problems, and social welfare. The term social studies became the collective name for the instructional materials concerned with human relationships just as the social sciences became the collective term for the scholarly research materials dealing with human relationships. No particular type of organisation of materials is required. The programme can be organised as subjects, as series of fused subjects, as problems or projects, as units or topics, or as activities and experiences. Perhaps

the conclusion of Wesley and Adams emphasised the dynamic nature of social studies.

Allen (1960) quoted a point from Dray et. al. (1950 pp.154):

The purpose of social studies from the point of view of the teacher is to provide the child with the opportunity, incentive and equipment to ask questions about life and find as many as varied answers as possible.

The purpose here implies objectives of social studies and the emphasis is from the point of view of the teacher towards open-ended approach to learning. Enquiry is considered as one of the best approaches to the teaching and learning of social studies. It suggests that the content may not underscore absolute facts and figures.

Smith (1967) viewed social studies as learning and practising the necessary knowledge and skills needed to function effectively in the society both as children and adults. The parent subjects are the social sciences but social studies do not wholly depend on them; the documents of the mother subjects can even become outdated. Smith seems to have underscored social studies as skill development.

Jaromilek (1967) asserted that "the term social studies can be applied to programmes of a single subject type as well as those of the unified variety." He added that social studies is not synonymous with social education. The social studies are those portions of the social science pulled out for instructional purposes.

Social education is more inclusive, broader in concept, embracing the entire interpersonal social life of the child. It appears that the Nigerian conception of social studies is almost synonymous with social education.

Jaromilek and Walsh (1969) observed that the social studies are concerned with human relationships; their content is derived principally from the scholarly disciplines of economics, geography, history, political science, sociology, anthropology, archaeology, and social psychology. Social studies implies no particular form of curricular organisation. Saylor et. al (1981) agreed with Jarolimek and Walsh if their humanism education is similar.

Shipman (1974) gave a case study report. The purpose of the study was to identify how a possible integration in the humanities could be achieved. In this project, integration was defined as utilising the unique contributions of the academic disciplines. This conception of integration is one of the three referred to by Lucan (1981); we shall see it later. Following this conception, individual subjects should be stressed and social studies would merely remain as an umbrella term. The current Nigerian concept, however, is integration by fusion such that the parent subjects lose their identity (Ogunsanya, 1984; Ezewu, 1985).

Thompson et. al. (1977) believed that what is significant about any subject is the way of thinking it encourages in those who teach and learn it. In their opinion, social studies encourages three vital ways of thought: awareness of the world,



development of skills of looking at the world and of interpreting what we see and development of attitudes towards our fellow human beings in society.

Thompson and his associates distinguished between social studies and environmental studies: the latter is the study of place, people and work, while the former takes a wider look at society. They added that environmental studies may also stress the scientific aspects of the environment more than social studies. Thompson and his colleagues ended that section on the note that there is a great deal in common in the two.

A point worth mentioning is that social studies focuses on attitudes and values more than rigorous study of natural or physical phenomena. Social studies centres on the effects of situation and things on man rather than those situations and things which the natural and physical sciences dwell on.

Thompson and his associates identified three problems of separate subjects:

- (1) Children do not think in subjects.
- (2) The world cannot be divided completely into separate subjects
- (3) Learning and thinking are not divided into separate little compartments unless schools and teachers force this artificial division on them.

Something which emerges is that social studies is perhaps more suitable for learners from the age of accountability to adolescence than separate subjects.

Banks and Clegg (1977) observed that the concept of structure enables us to identify the key ideas of the disciplines which are the most beneficial kind of knowledge for sound decision-making. Students must not only master higher levels of knowledge (key concepts and generalisation) in order to make intelligent decisions but also learn to view their social environment from the perspective of the social science disciplines. Thus a curriculum which hinges on decision-making must not only teach children higher levels of knowledge; it must also be inter-disciplinary and incorporate key concepts and generalisations from all the social science disciplines. Through this exposition, we may view social studies as specialising in decision-making.

Ozoro (1979) saw social studies as "a way of looking at the society in order to understand its structure, its problems and to see ways of solving some of the problems. Social studies should be studied as an important tool to understand the diversity that exists in a society like Nigeria where there are belief systems. Ozoro recommended that a broad framework of studying the society will hopefully help the pupils to grow up to be good citizens of Nigeria and the world.

Comparative Education Studies and Adaptation Centre (CESAC) and Heinemann Educational Books (1979) conceptualised social studies as the study of man in his social and physical environments and how man uses science and technology to exploit the two environments. The scope, accordingly, is three dimensional: man and his social environment; man and his physical environment; man and science and technology.

✦ Mafuyai (1979, quoted by Ezuka, T.C, 1995) commenting on the general public support now being given to social studies in Nigeria explains that it is largely due to the recognition of its role in the development of good citizenship, moral character and social understanding in Nigerian students. Social studies he continued "touches at the very heart of our society. It deals with the important problems of national unity and economic development of international understanding and ethnic tolerance. At the same time it also prepares students for the world of work and understanding of the everyday problems that they will face as adult citizens in their own communities.

✦ Adaralegbe (1980) opined that social studies is not the study of individual subjects nor is it an amalgam of such subjects, adding that social studies is totality of experiences a student goes through having been exposed to such a course on man's interminable problems in chosen environments.

Something obvious is that the Nigerian Educational Research Council (NERC) and Adaralegbe's conceptions are quite similar. The seemingly over-ambitious nature of the conception and the practical problems it poses on content selection are obvious. However, these issues may only depict the dynamic nature of the subject. This, perhaps, is the reason why Adeyoyin (1990) referred to social studies as relevant education. Succinctly, any education considered relevant qualifies as aspect of social education.

The Nigerian Educational Research Council (1980) perceived social studies as totality of experiences: the study of man as a biological, social, spiritual, political, economic being, responsible and responsive to nature in all its ramifications. The dynamic nature of social studies is emphasised as noted above.

Adejunmobi (1981) identified two main versions of social studies' meaning: integrated and uni-disciplinary approaches. The researcher preferred integrated approach to uni-disciplinary approach. Uni-disciplinary approach is a situation whereby different disciplines are adopted in different forms. This may lead to various versions and standard setting may be a problem. The organisation of the curriculum itself may not be easily conceptualised. Integrated approach calls for a unified concept, and standard content.

Nwagwu (1981) intended to educate people on the teaching of concepts, values, and attitudes in social studies but gave a kind of conception of social studies. He cited John Lee as noting that social studies is concerned with the study of five major topics: man, ideas, environment, time, space. Environment, time, space, are all meant to serve man. We may therefore say that the focus is still man.

Akinlaye (1981) proposed to show the emergence of social studies and why, by presenting documentary evidence. There was the need for a subject that would pick up the neglected areas such as the nature and crisis of environment, plight of men, food supply, housing and health inflation, population etc. Akinlaye conceived social studies as involving a study of the basic characteristics of man and a detailed

investigation into the many and varied expressions of the adaptation with other men. This definition and the whole of Akinlaye's paper depicted social studies as focusing on man more than other subjects. However, this assertion is questionable as other subjects can equally claim to centre on man at least implicitly (Johnson 1948). Nevertheless, Akinlaye's paper tends to show us that social studies is a searcher for relevant education as theorised by Adeyoyin (1990).

Mehlinger (1981) in his literature defined generalisation as a sentence and concept as a term concluding that a carefully planned social studies programme provides for teaching concepts and generalisations from primary to secondary school. The message is that concepts and generalisations should form part of social studies content. Regarding conception, we can see social studies specialising at higher cognitive learning (Banks and Clegg, 1977).

Lucan (1981) identified three forms of integration: integration while preserving the disciplines, integration through social science concepts and generalisations, and integration through unification. The unified approach is perhaps most appealing to many educators according to Lucan, because unification involves all types of integration. It is a fully developed educational system where no more separation of disciplines is envisaged. Yet he felt that less ambitious approaches to integration were more probable or more practicable in the interim. Lucan remarked that there are eight concepts around which social studies lie: adaptation, communication, similarities and differences, inter-dependence, co-operation, change, growth and development, and cause and effect. Lucan suggested proper pre-service training of

social studies teachers to perfect integrated studies approach. Lucan's conception does not seem to be far from relevant and social education.

Lawton (1981) observed that the three main approaches to education: child, society, and subject, are today to be approached holistically rather than commitment to one. He added that a good social studies curriculum must help youths to develop into full adults relating them to their society through proper knowledge and experience drawn from the old disciplines: sociology, anthropology, political studies, economics, psychology, history and geography. Lawton's conclusion stressed that the basic principles of social science and social philosophy must be universal to some extent adding that "it is a useful exercise to see the extent of this universality". Lawton's conception of social studies appears similar to social sciences or social sciences simplified for pedagogical purpose.

Wronski (1981) used both theoretical and empirical evidence to air his view about social studies. He showed that the conception of social studies are perhaps mainly two: uni-disciplinary and integration. Wronski noted that due to the dynamic nature of the subject, it is amenable to improvements, adding that some countries like Germany and Australia had not accepted social studies, rather, subjects like history and geography continued as separate disciplines.

Balyejusa (1981) saw social studies as "the study of man as he interacts with the various environments: physical, economic, psychological, social and intellectual. It is concerned with how man influences and is influenced by others- the way man

solves his problem.” Balyejusa viewed social studies as problem-solving. With regard to structure, he demonstrated the expanding horizon pattern from man in the home to school, community, state, nation, world, underscoring knowledge, skills, values, and attitudes. (See figure 1.1)

Ogunsanya (1984) was of the opinion that social studies deals with man within the context of his environment adding that the conception he stuck to was a synthesis rather than mixture. However, Ogunsanya admitted that the structure of the subject was not stable. In the organisation of the curriculum, he suggested that the following approaches might be used: concept, concentric, problem-solving, pupils' activity and horizontal approach. This suggestion seems to be an answer to the unstable structure of social studies.

Ezewu (1985) wrote a textbook on social studies mainly based on literature search. In the introduction and in chapter one, the author stressed that the conception of social studies was that of integration by fusion. Integration by fusion appears to be a cardinal conception of Nigerian social studies.

Adeyoyin (1987) exposed the current conception of social studies as it relates to curriculum development. She observed that social studies draws from the relevant old subjects like geography, history, anthropology, political science, economics etc. Adeyoyin added that social studies has varied conceptions which include: citizenship education, skill development, ecological studies, social sciences and as a discipline. In her 1993 impression she identified the following conceptions;

cultural integration, dynamic education, knowledge of self and relevant education. The latter conception tends to give social studies the liberty to draw content from any desirable area of knowledge.

Ololubou (1989) sees social studies as focusing on man and his environmental problems and man's attempt at solving those problems. Furthermore, social studies, according to Ololubou seeks to produce an "effective citizenry" through promotion of cognition, development of needed skills, and encouragement of desirable attitudes and actions, using integration approach.

Osunde (1989) attempted to demonstrate a thorough understanding of social studies concept and clarify its objectives. The writer used literature search mainly for the conceptual clarification but supported the objectives with empirical evidence. In the conceptualisation which is the main area of interest, social studies was conjectured as citizenship education, development of skills, fostering inter-national understanding and ability to make personal decisions. Osunde ended on the note that social studies should solve societal problems through creation of self reliant economy and ensure democracy. This conclusion points to both the type of content to select as well as teaching methods to employ for meaningful social studies teaching-learning-process. Moreover, the idea that social studies covers all the high cognitive level is apparent.

Adeyemi (1989) aimed at justifying integrated approach in social studies teaching by using both theoretical and empirical evidences from literature which were carried out



in United State of America (U.S.A.) in 1933 and 1940. Both results favoured integration. The third empirical evidence was his own (in 1979). Teachers who had pre-service training did better in integrated approach to social studies. Adeyemi advocated for researchers to compare the approach with other approaches.

Before the above conclusion, Adeyemi, defined integrated approach to social studies as organising instruction around fundamental questions, topics, or social problems. He added that this method employs the holistic approach - a problem or a topic is best tackled by using appropriate knowledge from the social sciences, seeing the topic as a whole.

The objectives of social studies were given by Famwang (1989) as the inculcation of desired knowledge, attitudes, interests, values, behaviour pattern, thinking process and certain basic skills. Inculcation of desired knowledge agrees with relevant education.

In the same vein, Okam (1989) effected a theoretical exposition of the impact of language on social studies teaching and learning. He asserted that the ultimate objective of a social studies programme is to develop and improve living generally from the classroom to the outside world. Unlike the social sciences, social studies underscores knowledge utilisation more than given knowledge. The concept utilitarianism: using knowledge for acceptable pleasure of the society (Barrow, 1976) is called for here.

Mkpa (1989) conjectured social studies as "the study of man in his social and physical environment and his interaction with science and technology....." The subject matter contained in the syllabus are rich in cognitive and affective learning that can provide the types of experiences necessary for raising a generalisation of disciplined, well adjusted, responsible and useful members of the Nigerian society. This conception is similar to totality of experiences.

Imogie (1989) gave an operational definition of social studies: that of Adaralegbe (1980) which summarily depicted the subject as the totality of man's experiences. Briefly, social studies should extract any relevant content from any existing or yet to be identified body of knowledge; dynamism is also emphasised.

Oduaran (1989) viewed social studies as an analytical integration of a body of knowledge comprising history, geography, civics, economics, sociology, anthropology, religion, current affairs and other related areas of studies which enhance good living and harmony. This conception combines the probable sources of social studies content.

Ogundare (1989) opined that 'the new social studies, is a multi-disciplinary study of man and his social and environmental problems of survival....." He later clarified that the subject is more of 'social studies' than 'integrated social sciences, as it is wrongly conceptualised.

The idea about man and his environmental problems of survival are helpful to us. Notwithstanding Ogundare's distinction between social studies and integrated social sciences appears vague. Perhaps he meant that social studies aims at problem-solving more than social sciences which may be studied for intrinsic value.

Ali and Akubue (1989) wrote: Equal educational opportunities for nomadic and other migrant in Nigeria: Problems, prospects, and modalities. In their background Ali and Akubue stated that "For orderly human and material development to occur in any society through education, every citizen regardless of where he lives, works, or his occupation, religious and political affiliation must have access to any of the types of formal education available in the country; human and material development are closely and positively linked to high quality good education."

Ali and Akubue noted that scanty educational opportunities were available at migrant locations throughout the country. Problems confronting migrant education included remoteness, neglect by various governments, and that social and educational programmes introduced were haphazard and were not in the interest of migrants. Ali and Akubue believed that adequate funding, provision of human and material infrastructure to execute migrant programmes which were geared towards the needs, interest and aspirations of migrant children could largely solve the above problems.

One may question the relevance of this study to social studies. The point is that social studies is largely social education or life searcher, problem solver, a special

field of research for the neglected aspect of life, in essence, complementary education. These conceptions which are largely similar become more apparent as we remember social studies as totality of experiences or as the study of man that is responsible and responsive to nature in all its ramifications. Accordingly, any aspect of education that is lacking has to be picked up by social studies. As social studies ventures into any aspect of education, it largely breaks new grounds.

The fore-going has identified several concepts/conceptions of social studies including; social studies as social sciences simplified for teaching purposes, the subject which deals with human relationships, reflective inquiry, skill development, integrated study, fostering decision-making, man and his environments and how man uses science and technology to exploit the environments, totality of experiences, man being responsible and responsive to nature in all its ramifications, the discipline which specialises at higher cognitive levels, citizenship education, ecological studies, discipline, cultural integration, dynamic education, knowledge of self, relevant education, life searcher, special field of research, complementary education, education for survival, social education.

It is important to note that the more conceptions we have or are aware of, the more are the dynamic classroom interactions which take place (Adeyoyin, 1981 and 1986). It is equally important to note that some of the conceptions are more outstanding and or more embracing.

## 2.2 OBJECTIVES OF PRIMARY SCHOOL SOCIAL STUDIES CURRICULUM IN NIGERIA

The 1971 Primary School Social Studies Curriculum Committee in Nigeria identified the following objectives for primary social studies education:

- (i) To create an awareness and an understanding of the evolving social and physical environment as a whole, its natural and man-made, cultural and spiritual resources together with the conservation and rational use of these resources for development.
- (ii) To develop a capacity to learn to acquire certain basic skills, including not only those of listening, speaking, reading and writing, and of calculation, but also the skills of observation, analysis and inference which are essential to the forming of sound judgement.
- (iii) To ensure the acquisition of basic knowledge as essential pre-requisite to personal development as well as positive contribution to the betterment of mankind.
- (iv) To develop a sympathetic appreciation of the diversity and interdependence of all members of the local community and the wider national and international community.
- (v) To develop in children a positive attitude to citizenship and a desire in them to make positive personal contribution to the creation of a united Nigeria.

In 1981, a committee was set up under the initiative of the Nigerian Educational and Research Council (NERC) to revise primary school social studies education curriculum. At the meeting, Adaralegbe (1981) outlines the main objectives of social studies as:

The development of children's self confidence and initiative,

power of imagination and resourcefulness, desire for knowledge and continued learning, appreciation of dignity of man and labour, sense of compassion for the less fortunate, sense of respect for and tolerance of conflicting opinions, willingness to accept necessary changes, and favourable attitudes, integrity, trustworthiness and hard work.

All these can be summarised as the ability to help children to acquire ideas and concepts of their immediate environments and the large society; to enable them to possess minimum physical and mental skills necessary for living; and to inculcate in them the most significant values and attitudes for survival (Grade II Teachers' Syllabus, Lagos, 1974 Pg. 427).

In 1983 the national committee on Nigerian Primary Social Studies Education Curriculum emphasised that social studies as a school subject should in line with the National Policy on Education (1981), help the Nigerian child to:

- (a) develop the ability to adapt to his changing environment,
- (b) inculcate national consciousness and national unity,
- (c) become good citizen capable of and willing to contribute to the development of the society, and
- (d) inculcate the right types of values and attitudes (NERC, 1983).

If the teaching of social studies is to achieve these objectives, Uche (1980) is of the opinion that the strategy and materials adopted must among others, aim at:

- (1) Promoting responsible and active citizenship,
- (2) Making the environment - physical, social, economic, political, more intelligible,
- (3) Promoting broad interests in cooperation, tolerance for and sympathy with all ethnic groups, race and creeds,
- (4) Transmitting our cultural heritage and
- (5) Creating a knowledge for intelligent, willing participation in civic and social activities and also providing students with knowledge, skills for occupation and for independent thinking and judgement.

Makinde (1979) describes social studies as the key to the achievement of the objectives of primary education in Nigeria which include:

‘inculcation of permanent literacy and numeracy, and the ability to communicate effectively, the laying of a sound basis for scientific and reflective thinking, citizenship education as a basis for effective participation in and contributing to the life of the society, character and moral training and the development of sound attitudes, and developing in the child the ability to adapt to his changing environment”.

The main objectives of social studies can thus be seen to be the same as for the total school programme in the development of effective citizens. On the whole, Adeyoyin (1993) observes that social studies curriculum objectives in Nigeria centre on the personal, social and intellectual development of the individual in the society.

### 2.3 DEFINITION OF CURRICULUM

To arrive at a correct and definite concept of curriculum has for long been a subject of debate. Many authors and curriculum experts have attempted to define the concept "curriculum".

Johnson (1967, quoted by Ehindero, 1986) defined curriculum as a structured series of intended learning outcomes which prescribes or anticipates instruction. In the same vein Hirst (1974) defined curriculum simply as activities designed or deliberately planned to meet certain needs or objectives. Sharp (1951) looked at curriculum as consisting of all the evaluative experiences under conscious guidance of the school. Yet Regan (1966) saw the curriculum as the whole life and programme of the school. It is all the experiences of the children for which the school accepts responsibility. It denotes the results of efforts on the part of the adults of the community, state, and nation to bring children the finest, most wholesome influences that exist in the culture.

Nduanya (1986) tended to agree with Regan when he defined curriculum as a school's plan for all the learning experiences the learner is expected to engage in under the guidance of the school. The concept of curriculum according to Nduanya is total, i.e total of all the learning experiences the school envisages for the learner under its guidance. They therefore, include the experiences in which the learner may engage in the classroom, outdoors, in the playground, working in the school garden, in the school library, as a member of a school club, as long as they are experiences the learner engages in under the guidance of the school. This then



means that the so-called extra curricula activities the learner engages in under the guidance of the school are really curricula experiences within the total concept of the curriculum.

Oliver (1960) quoted by Brown et al 1982 used curriculum to describe

- a) All the experience a child has under the guidance of a school
- b) All the courses or subjects which the school offers
- c) The systematic arrangement of subject matter and activities within a course offered by a school.

Brown et-al asserted that the most complete and generally accepted definition of curriculum is 'a' above. What is described under 'b' could be a collection of syllabi and 'c' could be a scheme of work drawn up by a teacher. They added that curriculum is a broad term meant to include the complete experience of the student while under the guidance and direction of the school. It includes activities which are academic and non-academic, vocational, emotional, and recreational. Brown et-al also went further to identify at least three components of curriculum:

- (1) What is studied; the 'content' or "subject matter" of instruction.
- (2) How the study and teaching are done; the 'method' of instruction.
- (3) When the various subjects are presented: the order of instruction.

From a different dimension Jossey Bass (1977), quoted by Akande (1995) said: The curriculum is the major statement any institution makes about itself, about what it can contribute to the intellectual development of students, about what it thinks is important in its teaching service to society. In this conception curriculum, identifies

the school, students and the society as important variables to be considered in the planning stage.

Adopting a derivative or etymological approach, Bobitt (1969) traced the Latin root of the word curriculum and defined it as "a runway or a course which one runs to reach a goal". Using the same approach Onwuka (1981) referred to curriculum as "a race track".

From etymological definitions one is presented with the notion of an activity that has "cause", "course" and consequences".

Brown (1969) quoted by Onwuka (1981) defined curriculum as "the total situation through which the school makes behavioural changes in those who pass through it. This means that the curriculum is not just the subjects taught in school but also includes such areas as social interactions, moral behavioural patterns which make up co-curricular activities. To others like Becher and Maclure (1978), curriculum relates to all "educational encounters". It is the entire set of chosen activities by which the school seeks to achieve its educating purpose. It is what happens in school as a result of what teachers do. It is all the experiences of children for which the school accepts responsibility. It is in the words of Bell, (quoted by Akande, 1995) "the offering of socially valued knowledge, skills and attitudes made available to students through a variety of arrangements during the time they are at school, college or university."

Also in the words of Zais (1979, quoted by Ehindero) curriculum is the master play by which educational purposes are accomplished.

Like Johnson, Goodlad (1967, quoted by Ehindero) used the term curriculum to mean a set of intended or planned learning experiences. He went on to describe four apparently different curricula:

- a) The formal curriculum (prescribed by the local and state boards of education)
- b) The perceived curriculum (the learners' opinion, conception and utterances by what they are doing)
- c) The observed curriculum ( a neutral and attached opinion of what a stranger or a visitor sees in operation during classroom visits)
- d) The experimental curriculum (the experiences and reactions of students as a result of exposure to some learning engagements).

Busari, 1998 referred to curriculum as certain educational programmes specified to meet individual's needs in the formal education system.

The above definitions among the host of others did not do justice to the concept of curriculum. However, two definitions which aptly describe the concept of curriculum in line with the focus of this study view curriculum as a proposal or programme through which intended outcomes are achieved. Thus, Stenhouse (1975) defined curriculum as an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice. Mkpa (1987) saw curriculum as the vehicle

through which the school strives towards the achievement of educational ends, be they those of the nation, state, local government or even community.

These two latter definitions imply curriculum as an enterprise in guided living. It represents a special document that has been systematised, edited and simplified for a special purpose. These definitions also imply that curriculum is essentially a plan for learners and teachers involving opportunities for engagement with things, in certain arrangements of time, and space. This then must be implemented and open to critical scrutiny. This stage of critical scrutiny calls for evaluation which is the focus of this study.

#### **2.4 SOCIAL STUDIES AS IT EVOLVED IN USA, BRITAIN, AFRICA AND NIGERIA**

There is no way we can talk of social studies development in Nigeria without mentioning America, and Britain because they have really made great impact on African education. Most of what obtains in the African type of western education is not indigenous to African nations. Even after independence we continue to eliminate, substitute or add to the curriculum handed over to us by our colonial masters. In this light also the history of social studies in Nigeria cannot be complete without the contribution made from American and British Scene. Hence, the literature review on their own developments in social studies education.

#### 2.4.1. THE AMERICAN SCENE

The concept of social studies started in USA where it has been evolving for over a century now (1896). A computer search made by Obebe (1981) for literature on social studies in the American scene between the late sixties and 1981 yielded 7,372 documents. These documents are clear evidences that much have been done on social studies education in America. Moreover, it has been discovered from the documents that there is no national social studies syllabus for all schools in USA. Each school district writes its own social studies syllabus. It is also noted by Obebe (1981) that most of these documents are oriented to particular school districts. It is no wonder Jarolimek (1977) points out that social studies programme not only vary from one region to another but vary considerably even within the same school district.

The beginning of social studies education in USA was rough, but scholars like John Dewey, George Counts, Edgar Wesley and other notable scholars in the field gave social studies a face-lift in its early development. In 1905 a committee under Thomas Jesse Jones used social studies to include economics, sociology, and civics. In (1911) its definition embraced history as well. The subject was officially recognised in the report of the committee on social studies of the commission on the re-organisation of Secondary Education Association of the USA in 1916. In the same year the committee defined social studies as "those whose subject matter relates directly to the organisation and development of human society and to man as a member of the social group".

The 'new social studies' that began in the 1960s in American scene was a result of events in the world scene, such as the Russian launching of Sputnik (1957) and American internal social problems of the 1960s. The curriculum materials of the 'new social studies' emphasised the study of the 'structure' of the disciplines to employ their methodologies and engage in inquiry discovery using a wide range of materials (Jerome Brunner, 1960). The inclusion of history as part of social studies was highly criticised and therefore in 1970, the emphasis moved to 'relevance' to social problems and self realisation. From 1970 to date the emphasis has shifted to citizenship education, social matters, societal problems and education for the good life, at the same time finding common grounds in concepts, objectives, inquiry, a concern with process and the problem of scope and sequence in social studies.

#### **2.4.2 THE BRITISH SCENE**

Dubby (1980), Adeyoyin (1981), Obebe (1990) all agreed that innovation in social studies education started in Britain after world war II. Britain propagated a more relevant liberal education which would furnish a greater understanding of mankind and enable the pupils to become socially conscious and responsible members of society. In 1945 there was the formation of "social studies movement" which addressed itself to the content of social studies education. Industrialisation was the object of concern. Members of the "social studies movement" therefore, suggested a social studies syllabus that would make a complex, pluralistic society meaningful

to adolescent bearing in mind the economic life, personal relations of an individual to organised or semi-organised groups and personal problems.

Another revival of interest in social studies came again in the late 1950s and early 1960s because of such government reports as the "Crowther Report" in 1959 and the "Newson Report" of 1963 (as observed by Obebe, 1990 and Adeyoyin, 1981).

The two reports suggested that the new curricula should be relevant to an industrialised and changing society. From this time to now social studies has received more attention in the British school curriculum. According to Lawton and Dufour (as quoted by Obebe, 1990) the problems that still remain are the questions of what process are involved in inquiry-based learning in social studies, whether there are some procedures or strategies more effective than others and how to develop methods and find materials appropriate for children of all ages and levels of ability. All these have implications for the training of teachers for social studies teaching in British schools.

#### **2.4.3 AFRICAN AND NIGERIAN SCENES**

Some scholars asserted that from 1950s to 1960s there was the need for African countries to restructure their education and socio-economic and political life. It is no wonder that 1962 UNESCO Report states that a new system by which the "African personality could be asserted" and the "African culture heritage rediscovered" was necessary. The above report led to the 1967 curriculum conference at Queen's College, Oxford by Educational Development Centre (EDC), Curriculum Renewal and Educational Development Overseas (CREDO) attended by British, American

and African educators. The emphasis was on curriculum development in social studies. This was followed by the 1968 Mombasa conference at Kenya. There, the discussion was centred on the need for a new approach to the teaching of social studies and the urgent necessity for the African educators to design a social studies curriculum (African Social Studies Programme, ASSP).

It was at the Mombasa conference that credit was given to Nigeria for the development done so far in social studies curriculum. Needless to go into the history of social studies development by teachers of Aiyetoro Comprehensive High School in 1963 as this has been discussed earlier.

Recall that, 1969 is a turning point in the history of social studies curriculum in Nigeria. All along, Nigeria has continued to redefine the concepts, nature, scope and methods of teaching social studies to meet the Nigerian societal needs and aspirations just as other developed countries have done for a long time. Unlike America, Nigeria has a national curriculum for both primary and secondary schools.



## 2.5 EVALUATION DEFINED

Ndubuisi (1990), quoted by Julius 1995, defines evaluation as frequent decision-making and judgements which individuals, groups, institutions or government pass on what affect their lives and the lives of others.

Gay (1979), quoted by Arie, 1977, described evaluation as a systematic process of collecting and analysing data for the purpose of determining whether and to what extent objectives are being achieved or to make decisions.

Ate (1992) sees evaluation as an integral part of the curriculum. It goes on continuously. Through evaluation evidence is gathered on changes in pupils' behaviour, the progress or lack of progress in the development of the objectives, the success of the learning experiences and teaching strategies, and also on how successful the curriculum meets pupils' needs.

In another vein, Obe (1998) sees evaluation as a continuous process which underlines all good activities, including teaching and learning. The teacher who has set the instructional objectives and taught accordingly, will like to know the extent to which these objectives have been attained or how much the students have learnt.

The teacher, therefore, has to evaluate preferably through measurement based on testing. This notion appeared to have agreed with Baiyelo (1987)'s view of evaluation as an umbrella which embraces measurement and assessment.

Cronback (1963) sees evaluation as the collection and use of information to make decisions about an educational programme. Supporting Cronback, Alkin (1970) quoted by Julius (1995) sees evaluation as the process of ascertaining the decisions to be made, selecting related information and collecting and analysing information in order to report summary data useful to decision makers in selecting among alternatives. Cronback (1963) identifies three types of decisions for which evaluation is used as follows:

- (a) for course improvement
- (b) for making decisions about individuals
- (c) for administrative regulations.

Welch (1974) sees evaluation as an information generating process. The information is obtained for the purpose of aiding decision makers. The process of evaluation is that set of activities which will yield information that decision makers find helpful.

For the purpose of this study Cronback's definition of evaluation was adopted, that is collecting information about the curriculum meeting its objectives, adequacy of the human and material resources, and other conditions that are being used to carry forward the instructional programme, thereby providing evidence as to the suitability or otherwise of the Primary School Social Studies Curriculum.

It should be clear that the investigator is looking at evaluation as a process of finding out how far the learning experiences as developed and organised, are actually producing the desired results and this involved identifying the strengths and weaknesses of the plans. This study helped to check the validity of the basic hypotheses upon which the instructional programme had been organised and developed and it also checked the effectiveness of the particular instruments ie. the teachers and other conditions that are being used to carry out the instructional programme. The result of this evaluation, noted in what respect the primary school social studies curriculum is effective and in what respect it needs improvement.

## **2.6 BASIC CONCEPTS IN CURRICULUM EVALUATION**

This goes beyond the general concepts of evaluation. Baiyelo (1993) sees curriculum evaluation as the process, techniques and strategies employed to estimate, adjust and control the gap between the planned activities and the actual outcomes of instruction.

Cronbach (1963) and Copper (1976) go beyond assessment and testing of students to include decision-making.

Ndubuisi (1990), quoted by Julius, 1995, sees curriculum evaluation as "a continuous process which may look for diagnosis of strengths and weaknesses in the curriculum or an identification of the results of instruction or a recognition of the need for teacher education or the selection of a new basis for changing educational policy.

Urevbu (1985) states that curriculum evaluation involves assigning values to activities, goals, and procedures done by others.

#### **2.6.1 ACCOUNTABILITY AND CURRICULUM EVALUATION**

The issue of accountability is very crucial in curriculum evaluation. It is important to note that the 1960s witnessed a rapid increase in educational investment in most parts of the world. Different countries have different reasons for this huge investment. The most common reason was the effect of the launching of sputnik by Russia in 1957. Because of this huge investment there was an urgent need to justify the massive input of resources. Thus, by the 1970s, the age of accountability had arrived and the concept of educational evaluation had acquired a new meaning.

Accountability usually presupposes evaluation, but evaluation does not necessarily imply accountability. Evaluation like accountability, is concerned with effectiveness and the worth of programmes. Ehindero (1986) notes that with the growing dissatisfaction with many public institutions, accountability has become a prime issue in curriculum evaluation. The initiators/change agent of any curriculum must be ready to defend it as there is a general public state of accountability in education - whereby decision in curriculum must be justified. Justification of any curriculum decision implies a close monitoring of the curriculum which can only be achieved by a regular evaluation of it.

★ Three facets of accountability were identified by the East Sussex Accountability project as

- (a) answerability to one's client i.e pupils and parents (moral accountability)
- (b) responsibility (professional accountability)
- (c) accountability in the strict sense to one's employers or political masters (contractual accountability).

No matter which way we look at accountability, one important factor that moderates accountability is "cost effect analysis". In this wise, we are not just looking at every money spent on the curriculum, but rather we want to justify the wisdom behind any money expended on the curriculum. Another important issue of accountability is the ability to answer the question "who is accountable to whom?" The answer is always "teachers", but the extent to which teachers are accountable to whether resource provider, clients or profession is not defined. However, unless there is some agreement about purposes, how can schools and teachers be expected to render account? How will they know what they are being held accountable for?

All the above boil down to the question of evaluation. Evaluation is therefore, necessary to justify to what extent the content of any curriculum is relevant or irrelevant to both the immediate and long-term needs of the society. Wolf (1979) points out that evaluative information provides feedback to curriculum workers, teachers and administrators so that intelligent decisions regarding programme improvement can be made. This investigator believes that a complete and comprehensive evaluation of this nature will be a step in the right direction.

## 2.6.2 PROFESSIONAL DEVELOPMENT AND EDUCATIONAL IMPROVEMENT AND CURRICULUM EVALUATION.

Another crucial area of concern in curriculum evaluation is the question of professional development and educational improvement. Earlier, three facets of accountability were identified as moral, professional and contractual. If we accept that accountability can be interpreted in a moral, professional, as well as a contractual sense, then it is possible to assume a concept of professional development. A commitment to maintenance and improvement of teaching will surely be enhanced if teachers regard themselves as professionally accountable to themselves and their colleagues. In other words professional development becomes a condition of professional accountability.

The most important reason for the concept of professional accountability is taken from the argument that this has the best chance of promoting positive change in the practices of individuals and institutions. In other words effective change depends on the sincere commitment of those required to implement, and that commitment can only be achieved if those involved feel that they have control of the process. As a result teachers and schools will readily seek to improve their practice if they regard it as part of their professional responsibility, whereas they are likely to resist change that is forced on them.

Bolam (1975) when considering those things that prevent the successful implementation of the curriculum project materials and strategies, located most barriers with the "user system".

Thus, a school's organisational structure, the role of its head, and the values and attitudes of its teachers come to be regarded as crucial to the survival of any curriculum project. Hoyle (1975) also observes that curriculum innovation requires change in the integral organisation of the school. Change in the integral organisation of the school is a major innovation. Hoyle therefore, came out with the concept of the "creative school", a school whose organisational character is sufficiently 'open' and flexible to enable changes to its authority structure, its decision-making procedures, its professional relationship, and its pedagogical 'code' (e.g moving from traditional to progressive). Hoyle moves further to observe that the most important characteristic of a school internal organisation is a "collaborative" professional relationship among teachers. He then argues the case that teacher professionalism is both an input and output of the school. In other words teacher professionalism contributes to the creativity of the school, but the school itself can also be an agent of professional development in teachers. It is in the above context that Hoyle develops another distinction between 'restricted' and 'extended' professionalism. Restricted professionalism is intuitive, classroom - focused, and based on experience rather than theory. On the other hand extended professionalism is concerned with locating his classroom teaching in a broader educational context, comparing his work with that of other teachers, evaluating his own work systematically and collaborating with other teachers.

In the above respect Hoyle tends to share some of the Stenhouse's view of teacher-as-a-researcher, since his concept of the "creative School" and his concept of "extended professionalism" imply that innovations are unlikely to be effective unless they take account of the need for organisational support within the school, or teacher commitment to professional development.

In summary, evaluation in the context of professional development and educational improvement, refers to close monitoring of practice in order to diagnose problems and develop, implement and evaluate remedies, or to assure oneself that all is well. It is assumed that the evaluation of particular practices in particular contexts is more relevant to the educational and professional needs of teachers and schools and therefore, more likely to result in improvement. All these can only be achieved through a complete and comprehensive evaluation such as this study intends to carry out.

### **2.6.3 CURRICULUM REVIEW AND CURRICULUM EVALUATION**

No work on curriculum evaluation will be complete without mentioning curriculum review. This is because curriculum review is one of the three contexts in which evaluation operates. The first two are accountability (moral, professional and contractual) and professional development and educational improvement already discussed.



There are various levels of review of curriculum: Time-tabling; separation of courses into core and electives; creation of specialisation, option courses, grouping students according to levels of performance, aptitude, skill acquisition; content selection for innovation and diffusion leading to the introduction of new courses merely fitted into the timetable. In these modes of curriculum review, assumptions are questioned and sometimes the curriculum as a whole is not reviewed. This in effect means that there is general lack of attention to whole curriculum issues which has resulted in fragmentation as noted by Becher and Machure (1978). The concentration on parts rather than the whole, Becher and Machure (1978) claimed is the result of decentralisation of curriculum responsibility. They felt that clear national guidelines would perhaps help. The Department of Education and Science (DES) and His Majesty Inspectorate (HMI) toe the same line of national guidelines. In fact the HMI has argued for a common curriculum at secondary level up to sixteen because of the variety of curriculum offerings, the lack of whole curriculum planning and the need for national decisions in a political democracy to balance the autonomy of the school. But it would be wrong to see the fragmentation as somehow the fault of narrow, self-interested teachers. Not only do teachers operate under a variety of influences which limit their room for manoeuvre, but public examinations, based on subjects are a major constraint, recently reinforced by the subject-based GCSE Examinations.

All the above issues led to the Great Debate which resulted into many changes surrounding curriculum in recent years. The Great Debate has fuelled the formation of consensus on the nature of the demand being made on the school system to

review the whole curriculum. The idea of a national framework, teachers involvement in curriculum review all featured. But whether teachers should be left solely to carry out curriculum review is a point to seriously look at. Do teachers have the requisite skill? Bridges (1979), quoted by McCornick and James, doesn't think so because he sees the curriculum as a selection from culture requiring value judgements over which teachers have no monopoly of wisdom. Mills (1980) argues that both initial and in-service teacher education fail to prepare them for the task. Skilbeck (1981, quoted by McCornick and James) in the Australian context, also wonders whether teachers are yet ready for the task, and states that the importance of in-service education and training has not yet been organised.

Regarding the involvement of others, the Taylor Report (DES, 1977) recommended a strong role for the governing board in keeping the school's activities under review. This position was backed by the Education, Science and Arts Committee (1981, quoted by McCornick and James ) of the house of commons. In Victoria State, in Australia, Schools councils (a form of governing body) do participate in review activities (Skilbeck, 1981).

Whatever angle we look at the Debate the idea of curriculum review has been brought into the schools' arena though whether it will take off as a regular and meaningful exercise seems doubtful. What have we to say in Nigerian context? Nigeria of course, has a national curriculum on all subjects at both primary and secondary school levels, hence Nigeria has a national framework. But the question is to what extent are the school and teachers involved in curriculum review? Are

teachers professionally capable of carrying out the curriculum review in Nigeria? What is the involvement of others in curriculum review? All these questions, it is hoped will be answered in a complete and comprehensive evaluation such as this study is set out to do.

#### **2.6.4 ACCOUNTABILITY, PROFESSIONAL DEVELOPMENT, CURRICULUM REVIEW AND SOCIAL STUDIES EDUCATION IN NIGERIA.**

Having looked at the three principles guiding evaluation procedure, let us try to see how far social studies education in Nigeria has addressed these principles. In doing this attempts are made to examine the accountability pressures in the evaluation of social studies curriculum that have helped to sustain its development, the major thrusts of professional development in social studies that are geared towards educational improvement and the major review efforts in social studies curriculum in Nigeria and how far reaching these reviews are in bringing about change in social studies education.

The introductory section of chapter one of this study discussed three accountability pressures that gave rise to the development of social studies education in Nigeria. These accountability pressures were the urgent need for education to meet the Nigerian needs as opposed to the type of education handed over to us by the colonial masters; the urgent need for pupils to develop faith and confidence in themselves to learn more about themselves and the communities in which they live; the emerging dysfunctionality and the experience of the civil war in Nigeria (1967 - 70).

Added to the above accountability pressures in social studies education is prohibitive amount of knowledge constantly being discovered. Adaralegbe (1980) observes that as a result of the scope and depth of knowledge available it is important to compartmentalise knowledge into broad areas of related knowledge not only in the interest of the searcher after knowledge but also for the convenience of the giver of knowledge. It is no wonder all the arts and social science subjects come under the umbrella of social studies at both primary and secondary school levels of education in Nigeria.

Since the introduction of social studies into the Nigerian school curriculum in the sixties, the problem of redefining its scope, content selection, teaching techniques etc., to meet the Nigerian life and needs has been largely handled by the NERC, SOSAN, CESAC, Social Studies educators in the institutes and faculties of education in the Nigerian Universities. The above bodies carried out their activities through seminars, workshops and conferences. It is important to highlight some of such conferences as these relate to professional development in social studies education.

August 1967	-	Staff of Aiyetoro Comprehensive High School, Department of Social Studies left for University of Washington, Seattle for one month for training and writing out of materials based on the social studies syllabus prepared for forms I and II.
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April 22nd - May 4th 1968- The above completed materials were presented to critique conference of Nigerian educators at the University of Lagos, under the auspices of the Comparative Education and Adaptation Centre (CESAC). At this conference the Nigerian educators recommended social studies at primary level.

August 19th-30th 1968- Conference of African educators at Mombasa, Kenya under the auspices of the Education Development Centre (EDC) and the centre for Curriculum Renewal and Educational Development Overseas (CREDO). The participant recommended social studies at primary and teachers training colleges in Africa.

January 1969- 14 day seminar on social studies at the Cooperative College, Eleyele, Ibadan. Social studies teachers from 25 secondary schools from all over the Federation were in attendance. The outcome was double folds. The first was to demonstrate both the theory and practice of social studies teaching in Nigeria. A useful scheme of work was prepared by participants, which after discussion, was accepted and adopted by the conference. The second outcome was the launching of the Social Studies

Association of Nigeria (SOSAN) with Babs Fafuwa as its 1st president.

#### 1969 National Curriculum

##### Conference -

Landmark in the history of Education in Nigeria which marked a great success in the development of social studies education. Participants came with a genuine desire to exchange ideas, learn and make recommendations. M.A. Makinde represented SOSAN and presented a paper titled "A case for social studies in the primary and lower classes of secondary schools.

#### April 1970 Feedback

##### Conference-

This was held at Comprehensive High School, Aiyetoro. 55 participants from the schools that had experimented in the teaching of social studies in their schools attended. The aim of the conference was to enable the teachers inducted in the 14 day seminar of January 1969 to report on the result of their experiences in the actual teaching of Social Studies for Nigerian Secondary Schools as their model. Criticisms, suggestions, recommendations were made and the exchange of ideas was very helpful both to the writers of the Social Studies for Nigerian secondary

Schools Course as well as to the teachers who had been using the materials.

17<sup>th</sup> - 20<sup>th</sup> Aug. 1970-

Kwara and then Benue Plateau states invited teachers of Aiyetoro to come and introduce social studies in their states. This was under the auspices of CESAC and Ministries of Education of the then Western, Kwara and Benue Plateau states of Nigeria.

27<sup>th</sup> - 30<sup>th</sup> Aug. 1971-

The East-Central state attended for the 1<sup>st</sup> time and were very interested. Delegates from East suggested a report of the Social Studies Association of Nigeria (SOSAN) on the teaching of social studies in Nigerian schools. This was completed in July 1971 and distributed to all ministries of education in Nigeria and all institutions of education and individuals for whom the subject would be of relevance and interest.

15<sup>th</sup>-19<sup>th</sup> April 1973

Conference -

This was the fourth annual conference of SOSAN at Government College, Ibadan. The theme of the conference was the place of culture in the integrated social studies programme in the primary, secondary and teachers' training colleges in Nigeria. 110 registered members and many others as observers were in

attendance. Various topics such as "culture and social studies"; "The use of Green Inserts in the Social Studies for Nigerian Secondary School Books I and II" "The place of culture in a school curriculum"; "Culture: a means of social integration" and "The place of festivals in Nigerian culture" and a hosts of others, were presented by eminent personalities.

23<sup>rd</sup>-29<sup>th</sup> Aug. 1976 - Conference at St. Andrew College Oyo. Induction courses and workshop conference on social studies under the auspices of SOSAN in collaboration with the African Social Studies Programme. This was organised for inspectors and teachers in the Federation of Nigeria. Represented are Ministries of Education of Plateau, Niger, Oyo, Borno, Ondo, Kwara, Sokoto, Lagos and Ogun states and Federal Ministry of Education.

All the above seminars, workshops, conferences no doubt contributed a lot to the professional development of social studies education in Nigeria, especially considering the fact of its newness in the school curriculum.

Social studies education has gone through various stages of review before getting to the stage it is today in Nigeria. Between 1940s and 1950s social studies appeared in schools especially at the primary level under titles like "General



Knowledge", "General Studies", and "Civic Education". In the 1960s social studies was introduced on an experimental basis at Aiyetoro Comprehensive High School in the old western state of Nigeria in its present scope, form and content and perhaps under the name 'social studies'. In view of the above it is important to discuss the curriculum review carried out so far in social studies education from the activities of the African Social Studies Programme, Nigerian Educational Research Council (NERC) Comparative Education Study and Adaptation Centre (CESAC) with the support of Ford Foundation of America, and Nigerian Universities.

The African Social Studies Programme (ASSP) is an organisation of eleven African countries namely: Botswana, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Nigeria, Sierra Leone, Tanzania, Uganda, and Zambia, with its headquarters in Nairobi (Obebe 1990 quoting EDC). The programme came into prominence after the Mombasa conference of August 1968 which was co-sponsored by the Educational Development Centre (EDC) Newton, Massachusetts, USA and the Centre for Curriculum Renewal in Educational Development Overseas (CREDO), London. At this conference members discussed in detail the development of new and more relevant curricular in social studies for African Schools, starting with primary schools.

The conference was a follow-up of the Oxford Conference of 1967 when African educators explored cooperatively with their British and American counterparts the needs and priorities in curriculum development in the African countries represented at the conference. At the Oxford conference a consensus emerged on the need to

give prior attention to the development of social studies in the primary schools of African countries.

The objectives of the ASSP were as follows:-

- (1) To promote the development of new curriculum in social studies for schools in Africa which will be relevant to the needs and educational goals of the participating countries.
- (2) To establish a centre which will be responsible for dissemination of information on social studies projects in Africa and elsewhere through reports, newsletters, journals and original documents;
- (3) To assist member countries to organise seminars, courses, workshops and conferences for the exchange of ideas and for the in-service training of teachers to enable them to adopt the new approaches to the teaching of social studies.
- (4) To encourage the initiation of research in social studies teaching and in the development of materials in the primary and secondary schools of Africa and to interest and involve teachers at all levels (ASSP Brochure, Obebe, 1990)

The new social studies curriculum (as stated in the Brochure) will help to:

- (a) Produce responsible citizens who are imbued with a sense of pride in their own culture and respect for the cultures of other people.
- (b) Produce the type of citizen who can think reflectively on national and international issues; who has a clear understanding of some of the basic

problems in society, and who is willing to assist in the progress of nation building.

- (c) Promote national integration within the various member countries and also international understanding in Africa and in the world at large

Some of the observed innovations from ASSP are:

- (a) It advocates the integrated approach to the teaching of social studies and activity involving the pupils in the learning process;
- (b) It reflects critical and creative thinking as against factual knowledge ;
- (c) Social studies is to become a vehicle for drawing attention to problems of rapid economic growth and for promoting national integration, self-confidence and initiative based on an understanding of one's worth and of the essential dignity of man; and
- (d) It recommends inquiry method of learning with a multi-media presentation of material.

As earlier indicated the Nigeria Educational Research Council was not left out of curriculum development in Nigeria. There are some activities of the council which are of immense importance to the improvement of social studies curriculum in this country. These are production of primary education materials, the U.P.E. Teacher Education material production project, secondary education curriculum and primary social studies curriculum revision.

The 1969 curriculum conference recommended that primary education in Nigeria should no longer lead to blind alley, but should prepare the child for effective participation in and contribution to the life of the society, in addition to making him permanently literate and numerate among other objectives (NERC). This led to the (1971) national curriculum workshop organised by NERC for the designing of a new curriculum. Consequently they came out with guidelines on primary education curriculum. The national curriculum guidelines for social studies was published in that year. This publication gave the first official definition of social studies in the Nigerian context.

Following the curriculum guidelines was the production of standard textbooks based on the guidelines for use in schools throughout the Federation. Up to this time there was no uniformity in the use of textbooks which was responsible for the divergencies in standards between some states and others. The production of the textbooks to a very large extent brought about uniformity among our primary schools. In order of priority, social studies textbooks was third (following mathematics and science) to come out, an indication that social studies education ranks third in order of importance in the country as far back as 1971.

Following the production of textbooks was the production of a new breed of knowledgeable and competent teachers who alone can implement the primary school social studies education curriculum. With this aim in mind the UPE Teacher Education material production project emerged. This was to produce suitable instructional materials for use in Grade II Teachers' Training Colleges. In addition the old

curriculum was reviewed and new Guideline on Grade II Teacher Education curriculum emerged in 1973. This led to the production of suitable textbooks. Among the textbooks published so far is social studies 1- 5.

Developing a new curriculum entails more than production of textbooks. Teachers are needed to implement it properly and so they were inducted into it. This then led to the mounting of orientation courses for teachers in zonal centres in respect of the completed textbooks. That of social studies came up from November 1979 to March 1980 and by special request for teachers of social studies in primary, secondary and Teachers' Training Colleges in Niger state at Minna, from July 25<sup>th</sup> to August 2<sup>nd</sup> 1980.

With the 6-3-3-4 system of education secondary education is of six year duration. Offered in 3-3 year sequence (FGN, 1977). This policy states that secondary education prepare the Nigerian child for life as well as for higher education unlike the then five year system which only prepared the secondary school leaver mainly for further education and hardly for any employment.

In order to cope with the above task of the policy, the NERC organised in 1973 and 1974 series of workshops to design a curriculum of a comprehensive or multi-lateral system of secondary education. Among the guidelines/syllabuses produced and distributed throughout the federation, social studies was one of them. Prior to this time, social studies was only heard of in Aiyetoro Comprehensive High School.

There were certain subjects which as a result of their peculiar nature and the special problem they posed to teachers and pupils in Nigeria, have compelled extra attention to be paid to them in addition to the attention already paid (NERC). These included social studies and mathematics. The peculiarity of social studies arises from the fact that it is relatively new on the primary, secondary and teacher education curriculum. There was still confusion on its concept, nature, meaning and scope as a school subject. Secondly, only a few Nigerian teachers studied it in the form in which it could best be taught as a subject with great potential for effecting the right condition for social, political and economic changes in Nigeria. Thirdly, the resource materials necessary to facilitate its teaching were virtually none existent.

As a result NERC organised series of workshops, seminars and conferences for the purpose of

- (a) Clarifying the meaning, concept, nature, and scope of social studies in general;
- (b) Making an analysis of the problems associated with the teaching of social studies in Nigeria;
- c) Producing a social studies methodology book that could be adapted and used by teachers at the primary, secondary and tertiary levels of the country's educational system.

In the above connection many publications have been produced namely;

- (i) Social Studies Teaching: Issues and Problems (1980)

- (ii) The dynamism of social studies as a course of study in developing countries (1980)
- (iii) The concept and scope of social studies education for schools and colleges (1981)
- (iv) Social studies methods for teachers (1981).

These publications have cleared a lot of doubts on the meaning, concept, scope and nature of social studies. The seminars, conferences and workshops co-opted a lot of university lecturers into the issues of social studies programme at the primary and secondary levels of our educational system. Many teachers are now equipped with the various methods of teaching social studies curriculum (ie presentation, construction, creative, activity, inquiry, and discussion methods) and are becoming more confident in themselves as professionals.

With the support of United Nations International Children Education Fund (UNICEF) a national primary social studies curriculum workshop was organised by NERC in 1981 at Kano. The purpose was to appraise the 1971 National Social Studies Curriculum Guidelines which will reflect the needs of the learners as well as the nation. The final product was presented for approval, later pilot-tested and is in use in the Federation since 1983.

The 1983 curriculum guide is governed by the belief that social studies should positively influence, modify, and change pupils' behaviour in the direction of acceptable norms, values, beliefs, attitudes and practices of the society. In the

selection of content, special attention is given to man's encounter with other man made elements in the society. The guide was developed to reflect the philosophy of the Nigerian Social Studies Programme (NSSP) which focuses on man as he influences and as he is influenced by his environment. The approach to content selection has a characteristic feature of all process-oriented and problem-solving based curricula. This guide is not simply history, geography, government, economics etc., but all of these and more, a blended educational curriculum which subsumes individual subject identity. The inquiry method, role-playing, dramatisation, field-trips and simulation are some of the tested methods to be used in this 1983 guide. In this guide, evaluation is based on continuous assessment involving constant observation of pupils' behaviour in and outside the classrooms to identify their level of affective and psychomotor domains of educational objectives (NERC, 1983).

Work on innovations in social studies curriculum can never be complete without giving credit to the defunct Comparative Education Study and Adaptation Centre (CESAC) of the University of Lagos.

The development of CESAC's new social studies curriculum is a group effort. CESAC conceived the idea of evolving a new comprehensive social studies curriculum for secondary schools and then invited selected individuals to assist with the development.



What is interesting is that all the members were men of proven integrity from our various universities and colleges of education, an indication that this group represented a cross-section of the country, hence, a nationalistic approach to the efforts put in to the programme.

The first book published by CESAC was an outgrowth of the pioneering efforts of the staff of Comprehensive High School, Aiyetoro, to develop a social studies course for use in that school. The scope of the work was limited to the then Western Region and was meant for the first two forms of the school. In the course of the project, the Ford Foundation became interested and vowed to support it, if the materials so far developed could be re-written for use throughout the country. Under the joint efforts of the Ford Foundation and CESAC, the rewritten materials were submitted to a critique workshop. The materials, which were revised on the basis of inputs from the critique workshop were published by CESAC as Social Studies for Nigerian Secondary Schools Books I & II.

The project was a pilot one to test the reception of social studies as a new subject. Though, slow, when it started, the subject is now well established in the Junior Secondary School throughout the country. The initial Social Studies for Nigerian Secondary Schools was revised, when it became clear that there is need to develop the subject in a more comprehensive and systematic way. This then brought in the new series of Nigerian Secondary Schools Social Studies Project. Books 1- 3 are in circulation now in all secondary schools in the Federation. Book 4 is out for Senior

Secondary but unfortunately social studies education is yet to be offered at this level.

1974 was another milestone in social studies education. This was the period of social studies education in the universities. According to Dubey, social studies was introduced as a three year degree level course in 1974, in the faculty of education at Ahmadu Bello University, Zaria. It was the first of its kind. The same course was also implemented at its then, Kano branch, now Bayero University. Thus, Ahmadu Bello University, Zaria was the first to offer social studies at the degree level in the country. In 1978, at the request of the Federal Government, Ahmadu Bello University, Zaria designed and implemented a two year B.Ed course in social studies which was for NCE graduates only. In 1981 the social studies B.Ed programme was also introduced in almost all its then affiliated colleges of education (now autonomous). Most Nigerian Universities now offer social studies at the post-graduate level. The emergence of social studies as a discipline of study in the Nigerian Universities has added another milestone to the academic pursuit of the subject.

In all the seminars, workshops and conferences listed above, at various stages efforts are made at improving the following:

- i) establishing the concept of social studies education;
- ii) arriving at methods of effective teaching of the subject;
- iii) providing efficient and professional teachers to teach the subject;
- iv) production of instructional materials for its effective teaching'
- v) devising accurate evaluation procedures.

## **2.7 MODELS OF EVALUATION**

Models are convenient ways of carrying out any assignment in curriculum evaluation. Models are not very rigid but rather it can be dynamic. Hence, it is important to examine these models to determine which one best suits a purpose and philosophical approach to go about this study. From literature these models are classified into quantitative and qualitative oriented evaluation models.

The quantitative oriented models lay emphasis primarily on positivistic methods of inquiry. These models emphasise objective measurement, representative sampling, experimental control, and use of statistical technique to analyse data. These models emphasise a concern for determining what is generally true and worthwhile about the programme being evaluated rather than a concern for the individual case and idiosyncratic phenomenon (Gall and Borg, 1989) .

The first evaluator to work on curriculum evaluation was Ralph Tyler (1940s). Tyler's work on curriculum evaluation brought about a major change in educational evaluation. Tyler's model stipulates that curriculum should be organised around specific objectives and that the success of the curriculum should be judged on the basis of how well students achieve the objectives. The model marked a shift from evaluating individual students to evaluating the curriculum. Tyler's model also implied that students might perform poorly not because of lack of innate ability, but because of weaknesses in the curriculum such as lack of clarity in the language of the curriculum, ambiguity in the stated objectives, lack of resource materials and poor implementation of the planned curriculum. Tyler's rational focused on the

refinement of curricula and programmes as the central thrust for evaluation, and not merely using tests to classify students as over achievers, under achievers, normal achievers. Tyler forged a new dynamic for evaluation, making it the mechanism for continuous curricula and instructional improvement.

Tyler saw evaluation as an integral part of the curriculum development process. He believed that:

- a) educators must clarify and validate their objectives;
- b) educators must develop learning experiences to help students attain these objectives;
- c) educators must continually evaluate student's progress in their attaining the objectives.

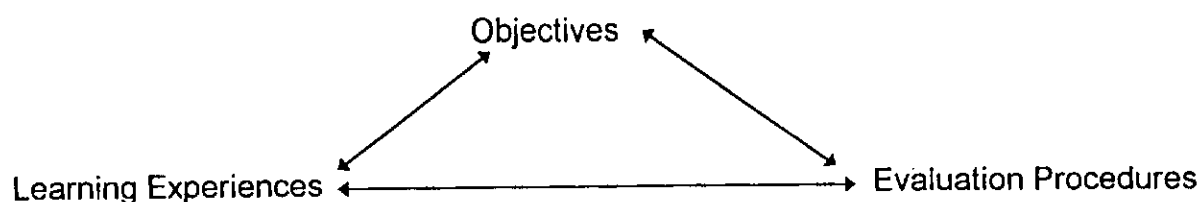


Figure 2.1

#### Tyler's Objective Based Curriculum Evaluation Model,

Source: Arie Lewy (1977) (ed), Handbook of curriculum evaluation, Longman Inc. New York

Tyler is credited with having identified three key sources of educational objectives;

1. studies of the learners themselves;
2. studies of the contemporary life outside the school;
3. suggestions about objectives from subject-matter specialists.

Though put in another way, many educationists agree with Tyler over the above sources of educational objectives. Examples are Bode (1931, quoted by Kliebard, 1977) lists three sources as:

- (1) the standpoint of the subject-matter specialist;
- (2) the standpoint of the practical man;
- (3) the interest of the learners.

Taba (1962) discussed in some detail three sources of data in curriculum planning:

- (1) studies of the society;
- (2) studies of learners;
- (3) studies of the subject-matter content

While Tyler's model was good it nevertheless has certain limitations. One of such limitations lies in the very nature of an aim or objective and whether it serves as the terminus for activity in the sense that the Tyler's rational implies. Put in another way, is an objective an end point or a turning point? In arguing for the latter, Dewey (1902, quoted by Kliebard, 1977) maintains that "ends arise and function within action. They are not as current theories too often imply, things lying outside activity at which the latter is directed. They are not ends or terminals of deliberation and so turning point activity."

Klibard (1977) argues that if ends arise only within activity, it is not clear how one can state objectives before the activity (learning experiences) begins. Klibard then concludes, judging from Dewey's point of view that the starting point for a model of curriculum and instruction is not statement of objectives but the activities and whatever objectives do appear, will arise within that activity as a way of adding a new dimension to it. Under these circumstances, the process of evaluation would not be seen as one matching anticipated consequences with actual outcomes, but as one of describing and of applying criteria of excellence to the activity itself. This view would recognise Dewey's claim that "even the most important among all the consequences of an act is not necessarily its aim".

Cronbach (1963) emphasises the importance of description this way; "when evaluation is carried out in the service of course improvement, the chief aim is to ascertain what effects the course has ..... This is not to inquire merely whether the course is effective or ineffective. Outcomes of instruction are multidimensional, and a satisfactory investigation will map out the effects of the course along these dimensions separately".

Tyler's model led to no explicit judgement of work merit or on how evaluation data might be manipulated and interpreted.

In addition, the model failed to provide ways to evaluate objectives themselves. The question is, whether the evaluator always accept stated objectives as a starting point even when he feels that the objectives are somehow inappropriate.

Other evaluators came out with some models which are replicas of Tyler's model. (Emphasis on measurement of explicit objectives as the basis for determining the merits of an educational programme). Malcolm Provus (1971) developed the discrepancy evaluation model. This model lays emphasis on the search for discrepancies between the objectives of a programme and students' actual achievement of the objectives. This in essence means looking at the intended objectives and actual objectives achieved by the students. The information gathered about the discrepancies can be used to guide programme management decisions.

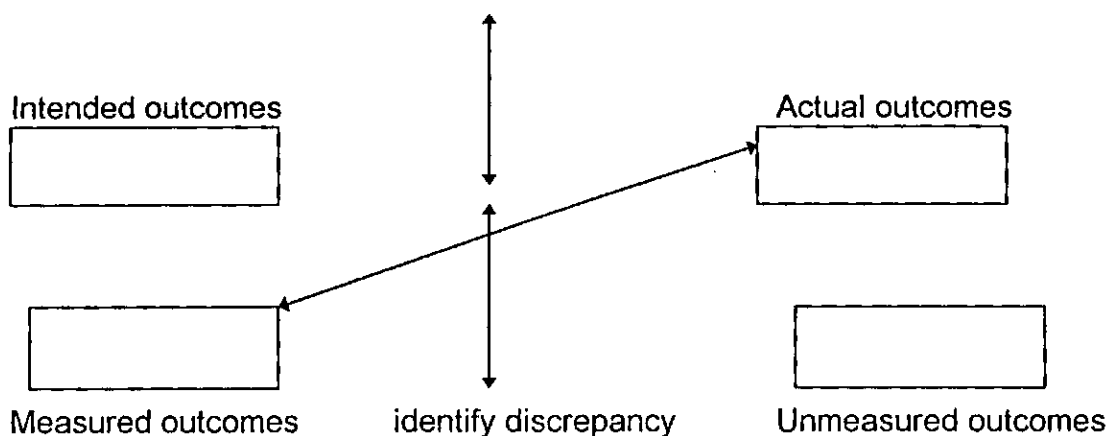


Figure 2.2

#### Malcolm Provus Discrepancy Curriculum Evaluation Model

Also identified as an objective based model is the cost benefit evaluation model of Henry Levin (1983). This model seeks to determine the relationship between the cost of a programme and the objectives, that it has achieved. This is an attempt to marry the costs of a programme and the objectives that it has achieved from such programme. Different programmes can be compared to determine which is most

cost-effective, that is, which programme promotes the greatest benefits for each unit of resource expenditure.

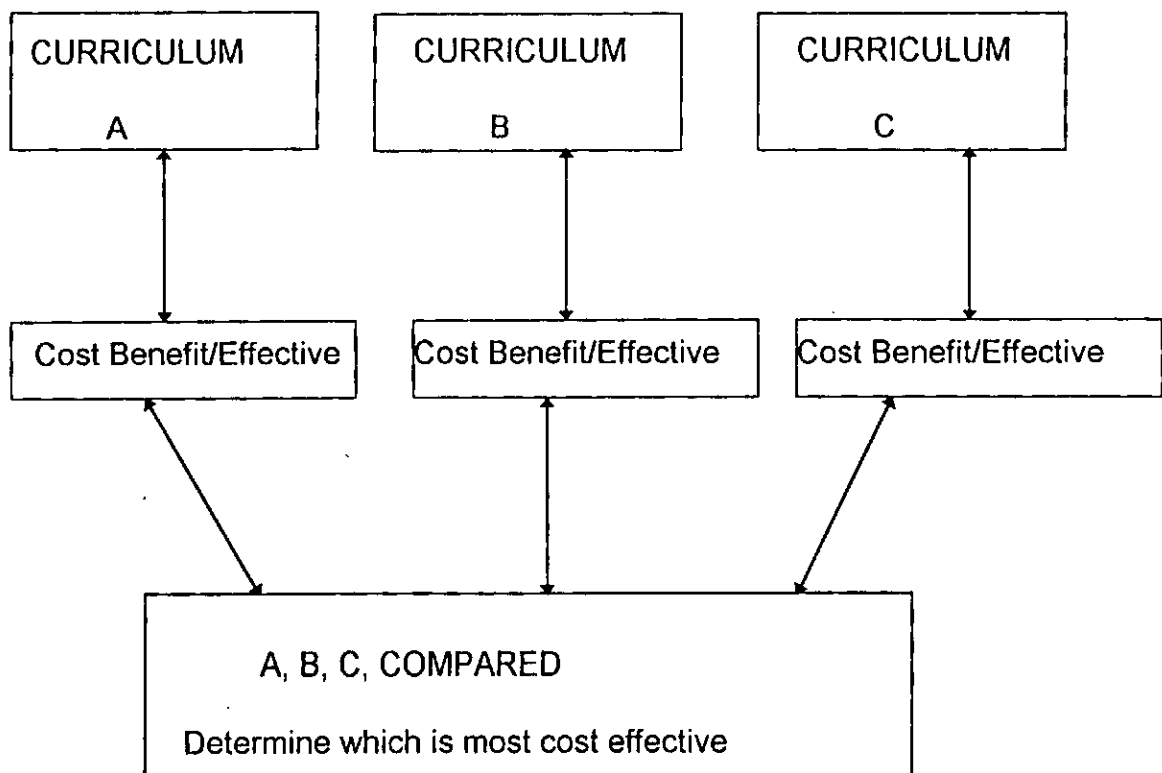


Figure 2.3

#### Henry Levin Cost Benefit Curriculum Evaluation Model

All the models identified above boil down to measurement of the objectives. To ensure measurement, one will find it helpful to state objectives in behavioural terms, meaning that the programme outcomes are stated as behaviours, that anyone, including evaluators can observe in a programme participant. Behavioural objectives have been criticised on the grounds that they reduce education to a matter of only teaching that which can be stated and measured in the language of behavioural objectives. Another issue in evaluating programme objectives concerns which objectives to measure. Evaluators, most of the time, rely on the programme developers or experts to make this decision. Based on this criticisms, Michael



Scriven (1974) argued that evaluators should not know the programme goals in advance. Rather, the evaluator should conduct a research to discover the actual effects of the programme in operations. The actual effect may differ from the programme stated goals. Knowledge of the goals in advance may lead to some biases and one may tend to overlook other effect, Scriven's strategy for evaluation has come to be known as goal-free evaluation model. There are many situations in which an evaluator is employed to collect evaluative data about specific programme goals. In these situations the evaluator is required to attend to certain goals. Yet it is advisable to remain alert to the possibility that the programme may have actual effects, both beneficial and adverse, that are quite different from those intended by the programme designers.

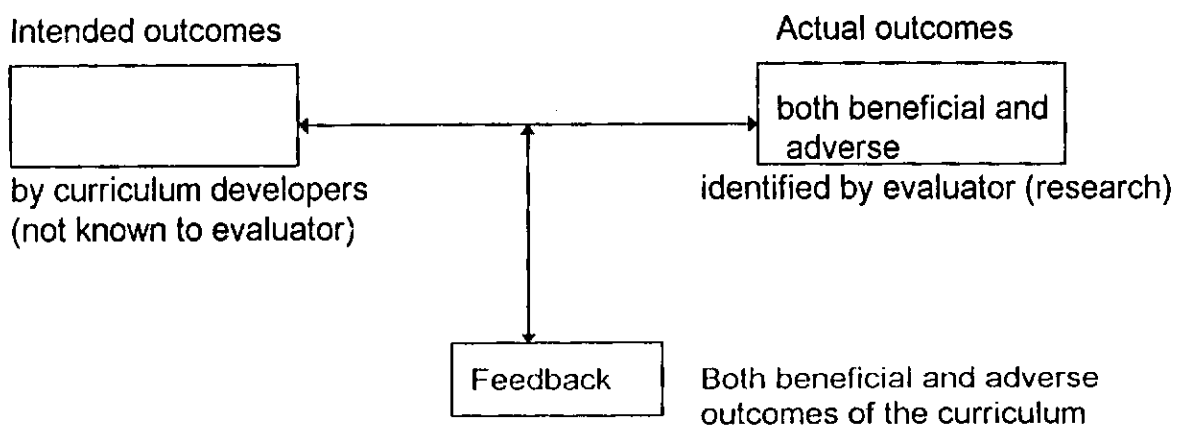


Figure 2.4  
Scriven Goal-Free Curriculum Evaluation Model

The objective based models described above tend to focus on evaluation of completed programmes, such as the one the investigator intends carrying out. As one began to work more closely with staff of ongoing programme under

development, one becomes interested in how you might contribute to this process. It is important to note that critical decisions need to be made by programme managers, and that they could collect evaluative data; that evaluators could help the managers make these decisions. It was on the basis of making decision that the CIPP model emerged under the chairmanship of Daniel Stufflebean (1971). The CIPP model was formulated to show how evaluation could contribute to the decision making process in programme management. CIPP is a combination of four types of educational evaluation. That is context, input, process and product evaluation. Each type of evaluation is linked to a different set of decisions that must be made in planning and operating in programme.

► Context evaluation involves identification of problems and needs in a specific educational setting. A need is a discrepancy between an existing condition and a desired condition. The information gathered at this stage enables goals and objectives to be formulated.

Input evaluation gives information on judgements about the resources and strategies needed to accomplish programme goals and objectives. This information helps decision makers choose the best possible resources and strategies within certain constraints. Input evaluation deals with certain issues like.

- a) whether certain resources are too costly or not available,
- b) whether a particular strategy is likely to be effective in achieving programme objective,

- c) whether certain strategies are legally or morally acceptable, and
- d) how best to utilise personnel as resources.

It is important to note that input evaluation requires the evaluator to have a wide range of knowledge about possible resources and strategies, as well as knowledge about research on their effectiveness in achieving different types of programme outcomes.

Process evaluation provides information for monitoring a chosen procedure or strategy as it is being implemented so that its strong points can be preserved and its weak points eliminated. It involves the collection of evaluative data once the programme has been designed and put into operation. The evaluator might be called upon to design a data collection system for monitoring the day-to-day operation of a programme.

Product evaluation affords information to ascertain to what extent the objectives are being achieved and to determine whether the strategies, procedures or methods being implemented to attain these objectives should be terminated, modified or continued in their present form.

Each of the types of evaluation described above requires that three broad tasks be performed:

1. delineating the kinds of information needed for decision making;
2. obtaining the information, and

3. synthesising the information so that it is maximally useful in making decisions.

The delineating and synthesis should be done as a collaborative effort between evaluator and decision maker. Obtaining information is a technical activity and should be delegated primarily to the evaluator (Borg and Gall, 1989).

It is important to observe that the CIPP model incorporates elements of the other evaluation models discussed earlier in this review i.e. objective based evaluation models. The CIPP model is distinguished by its comprehensiveness, by the fact that it is an ongoing process, and by its purpose, which is to guide the decision-making function in programme management.

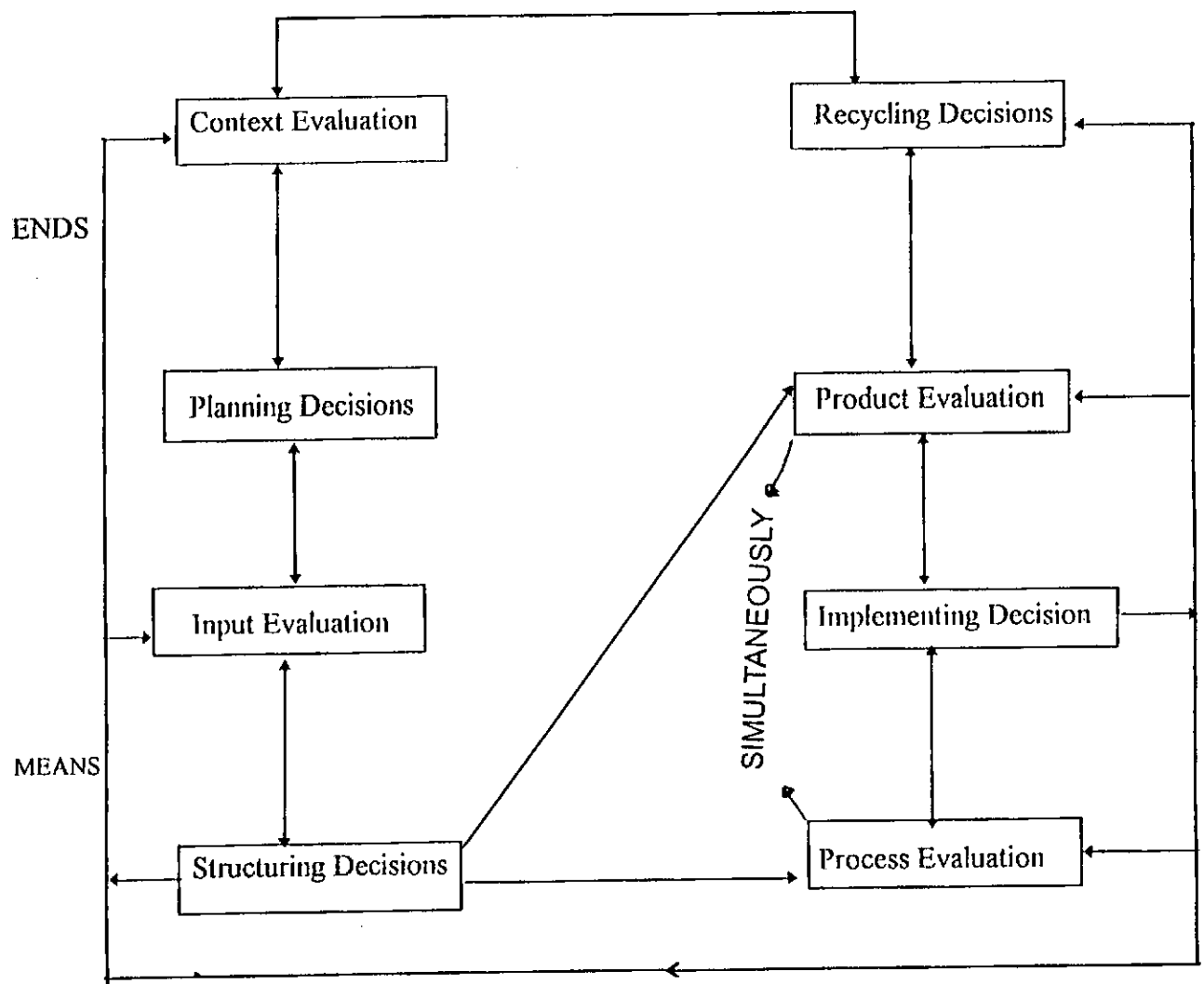


Figure 2.5  
Dynamic Action in CIPP Evaluation Model

Source: Stephen I. and William B.M (1971) Handbook in Research and Evaluation.  
San Diego, California.

### QUALITATIVE - ORIENTED MODELS

The qualitative oriented models lay emphasis on qualitative methods such as participant observation, case studies, interviewing, and they address aspects of evaluation ignored or given little emphasis in quantitative oriented models. Qualitative oriented models assume that the worth of an educational programme

or product depends heavily on the values and perspectives of those doing the judging. As a result, the selection of persons or groups to be involved in the evaluation is critical. Some of these models are described below.

Responsive evaluation model according to Stake (1967), focuses on the concerns and issues affecting the stakeholders. The stakeholders are persons who are involved in or affected by the programme being evaluated. A concern is any matter about which a stakeholder feels threatened or any claim that they want to substantiate. An issue is any point of contention among the stakeholders.

Guba and Lincoln (as quoted by Borg & Gall, 1989) identified four major phases in responsive evaluation model.

- (a) **Initiating and Organising the Evaluation:** At this stage the evaluator and client negotiate an evaluation contract that specifies such matters as identification of the entity to be evaluated, the purpose of the evaluation, rights of access to records, and guarantees of confidentiality and anonymity. The importance of identifying the stakeholders in the evaluation is also emphasised. Such stakeholders have the right to have their concerns reflected in the evaluation process.
- b) **Identifying the Concerns, Issues, and Values of the Stakeholders:** At this stage the evaluator identifies the concerns, issues and values of the

stakeholders. These factors are usually identified by series of interviews and questionnaires administered to all or a sample of stakeholders.

- c) **Gathering Information:** This is the stage to gather information that pertains to the concerns, issues, and values identified by the stakeholders. The evaluator should also collect descriptive information about the entity being evaluated and about standards that will be used in making judgements concerning the entity. Information in this model can be gathered by a variety of methods; naturalistic observation, interview, questionnaire, standardised test.
- d) **Preparation of Reports:** The final phase is to prepare reports of result and recommendation. This report will contain extensive descriptions of the concerns and issues identified by the stakeholders. The evaluator in negotiation with the stakeholders should make judgements and recommendations based on the gathered information.

In responsive evaluation model, evaluators do not specify a research design at the outset of their work. Instead evaluators use emergent designs, meaning that the design of the research changes as the evaluator gains insights into the concerns and issues of the stakeholders. It is also important to stress the fact that sampling is almost never representative or random but purposive, intended to exploit competing views and fresh perspectives as fully as possible. Sampling stops when information becomes redundant.

Another qualitative oriented model is Adversary evaluation model. In this model evaluation should present the best case for each of two competing alternative interpretations of the programme's value with both sides having access to the same information about programme. This model was derived from procedures used in jury trials and administrative hearings in the field of law.

The following features can be identified in adversary evaluation model

- a) use of wide array of data,
- b) reliance on human testimony,
- c) it is adversarial -meaning that both positive and negative judgements about the programme are encouraged.

Adversary evaluation has four major stages

- 1 The first stage is to generate a broad range of issues. To succeed in doing this, the evaluation team survey various groups involved in the programme (users, managers, funding agencies etc) to determine what they believe are relevant issues.
2. The second stage is reducing the list of issues to a manageable number. One way of doing this is to list the issues in order of importance and priority.
3. The third stage is to form two opposing evaluation teams and provide them an opportunity to prepare arguments in favour of or in opposition to the programme on each issue. In this process, the teams can interview potential witnesses, study existing evaluation reports and collect new data.



4. The final stage is to conduct pre-hearing sessions and a formal hearing. In this formal hearing the adversarial teams present their arguments and evidence before the programme's decision makers.

Also to be identified with the qualitative oriented model is the expertise based evaluation model. This in essence is the ability to use experts to make judgement about the worth of an educational programme. For example, most institutional programme are reviewed periodically by accreditation boards composed of experts. Commissions that include experts and lay persons are often used to appraise the status of some aspect of the educational enterprise. Examples are the National Curriculum Conference of 1969, and the National Commission for Colleges of Education instituted in 1992.

It is not how many these models are that matter. What matters is the one that best suits a particular study to be carried out at any particular time.

## **2.8 STUDIES RELATED TO SOCIAL STUDIES CURRICULUM EVALUATION**

Evidence from literature show that many teachers of social studies have no previous formal training exposure to social studies content and methods of teaching. In addition, many educators in social studies have little or no knowledge of the philosophy, the concept, and the methods of teaching social studies.

Studies in Lagos State Educational Institutions by Obebe (1981), Akinlaye (1981) have shown that teachers rely heavily on the lecture method, that the contents of

social studies in Lagos state primary schools were mainly the "fact recall" examination oriented type and that affective and psycho-motor aspects were almost totally neglected. Other findings from these studies show that wrong attitudes to learning in social studies <sup>have</sup> has their roots in wrong methods of teaching and that material resources to make the teaching of social studies more meaningful to students were grossly inadequate in the schools.

Inadequate grasps of language of instruction was noted as a barrier to effective teaching and learning of social studies. Ojerinde (1982) in a study evaluated the social studies and Yoruba Language of the Ife Six Year Yoruba Primary Project (SYPP) and concluded that there is every evidence to claim that the Yoruba children in experimental groups learned the social studies better in their mother tongue than in the English language. This in effect emphasised that adequate grasp of language of instruction can and do affect achievements positively.

Obebe (1981) carried out a summative evaluation of a social studies programme in four Teachers' Training Colleges in Nigeria. The purpose of the study were two folds:

To assess students' and faculty members' judgement about how much of the prepared syllabus in social studies was actually taught by the social studies lecturers and what methods they employed in teaching their prospective elementary social studies teachers;

To assess the knowledge of social studies content and method possessed by prospective elementary social studies teachers. The result showed that Teachers' Training College lecturers at that time employed more of the traditional method, "lecture method" and "whole class discussion" in teaching social studies. They also tended not to cover the topics dealing with attitudes and values. Obebe recommended that prospective social studies teachers should be instructed in all areas of social studies and that there was need to expose would be social studies teachers to a greater varieties of methods of teaching social studies at the primary level.

Hausen (1965) as quoted by Olakulehin in his study surveyed the social studies programme in selected Junior High School in Winsconsin to determine the relationship of the programme to the professional preparation of the social studies teachers. He found that approximately 62% of the social studies teachers in the sample had neither a major nor a minor in any area of the social studies, that 18% of the social studies teachers in the sample had not been certificated by the state to teach social studies, and that most commonly taught units in the seventh and ninth grades are also those which the teachers are least prepared in terms of academic background. Hausen's recommendation include a re-examination of existing certification statutes.

In finding out the ramifications of the Nigerian Social Studies Programme as it affects the students, teachers, and the society, Olukulehin (1995) evaluated JSS

social studies curriculum in Oyo and Osun states. In the study Olakulehin concluded that social studies can be adopted with man and environment as its focus; pedagogical techniques that take the needs of the learners into account are preferable as students are exposed to real life situations; there is need for use of instructional materials that promotes learning; a good and effective programme of evaluation should be a continuous feature in the school system.

Tyler, (1949), Doll (1979), and Inn (1966) as quoted by Akinlaye (1981) identified four problems associated with developing and planning effective teaching. These are: selecting sequential experiences each related to the stated objectives; selecting the best learning experiences to lead pupils to the main ideas of stated objectives; clarifying the purpose of experiences for pupils; problems of how learning experiences can be effectively organised to help provide continuity for the pupils, and to help them in integrating what might otherwise appear as isolated learning experiences. To provide answers to the above, Fraser and West (1961) raise an observation that learning experience should be organised in a sequence that will help develop meanings and understanding. Here we should note that knowledge is organised in sequence and the way you present knowledge differs from subject to subject. Social studies is based on a more organised sequence. Teachers of social studies are more of facilitators of knowledge than a teacher or lecturer in other disciplines.

In addition all specific or behavioural objectives need to be implemented by appropriate learning experiences or sensitizing activities designed to help students

to develop and practice the powers and behaviours they are supposed to learn. Achievement of objectives such as thinking, skills and attitudes are relatively independent of the content but highly dependent on the types of learning experiences or processes which are used.

Students' participation in any classroom lesson cannot be overemphasised in the teaching of social studies. This is what the inquiry based curriculum, has emphasised. The students should be made to participate actively in any social studies lesson. Susskind (1968, quoted by Adeyoyin, 1981) focused on what the school or classroom teacher can do to explore the students' interest and initiative through questioning and effective students' participation. Susskind came out with two observations:

that in classroom interaction, the teacher must set the students such tasks that will be complex enough to make students think but not complex that he will not gain from it. To achieve this he concluded that high order questions which will encourage students to think should be asked by the teacher;

that subject-matter should be relevant i.e. pupils should not simply be told that it is essential or relevant for them to study an identified lesson in social studies, but they should see the relevance of that lesson to the existing events around them.

He concluded that such relevance would enable the students to apply themselves to the lesson taught and to make positive contributions which would enable them to initiate discussion, give reasonable responses based on careful thinking.

On the appropriate teaching strategies to adapt Olakulehin (1986) as quoted in his Doctoral Thesis (1995) compared the effects of the Reflective Teaching Model (RTM) with the Lecture Approach Method (LAM) on 160 form two (JSSII) students selected from four secondary schools in Oranmiyan Local Government Area of Oyo state and concluded by recommending that while there is no method called "the method" for teaching social studies; the RTM should be incorporated into an overall instructional strategies for teaching social studies in the secondary schools. It seems reasonable to suggest that the RTM is more rewarding than the lecture approach method when evaluated.

There should equally be an awareness and readiness on the part of the teacher to look out for textbooks and audio-visual materials to illustrate, emphasise, explain and portray the new knowledge of facts, information, skills, values and attitudes to be presented or acquired (Adaralegbe, 1980). In relation to textbooks, Ayanda's study of the relationship of curriculum guidance and teacher effectiveness in primary social studies observes how the specificity of teachers' guidance has a positive effect on teachers' performance. For this he advised that publishers should incorporate instructions to the teacher into their curriculum resources in order to enhance their proper use by teachers. Ivowi (1990) supported the above assertion

when he said that curriculum guide may lead to an improved teacher effectiveness in the classroom especially if the resource textbooks are new innovations.

In a survey of social studies resources in twenty primary schools in Ibadan, Dahunsi (1978) attempted to discover the adequacy and inadequacy of the resources, the extent to which they are utilised by teachers and the factors constraining their effective use. Twenty head teachers and 115 class teachers were involved in the study. The result showed that both human and material resources were neither adequate nor well utilised, and the major constraints were finance and shortage of social studies teachers. The study also discovered that social studies teaching to some teachers meant teaching separate subjects while others were merely trying to integrate the traditional subjects. They were still some who substitute it with civics, retaining history and geography as well.

Macauley (1991) in appraising primary school curriculum in Nigeria maintained that social studies appears to be a popular subject in primary schools, because of its relatedness to the child's life and community. She also asserted that there was the need to examine closely some of the units presented in this integrated subject, and that resource books should be provided for teachers, especially those who did not take social studies during their training. Such resource books will assist teachers to improve their performance.

## **2.9 SUMMARY OF THE CHAPTER**

This literature review has indicated that social studies education is highly rated in the school curriculum. This started in USA over a century ago. The idea got

diffused to other countries of the world and now it is becoming institutionalised in most of Nigerian's level of educational system. The review has also indicated a lot of concepts. Reasonable and meaningful objectives to be attained through the teaching of social studies education.

Evaluative studies reviewed have shown that a lot of work have been carried out and among the findings were that:

- (1) Teachers rely mostly on the traditional methods of teaching i.e. the lecture method. It is recommended that teachers be introduced to varieties of methods of teaching social studies.
- (2) Both human and material resources are grossly inadequate. Hence the need to provide adequate human and material resources.
- (3) Some valuable topics of the curriculum contents are not taught, an indication that the curriculum may be poorly planned or too wide to be covered within the specified period.
- (4) Attention was not paid to primary school social studies curriculum.

It is to be noted that the studies reviewed were done in peace meal i.e. either on methods, material resources or content. Concentration was mainly on secondary school social studies education. This might be a clear indication that a complete and comprehensive evaluation of the primary school social studies curriculum, on a national basis has not been carried out, unless proved otherwise.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter presents a detailed explanation of the procedures taken. The research design, sampling techniques, instrumentation, data collection measures as well as the statistical tools used in the data analysis for both pilot and main study are described below.

#### **3.1 RESEARCH DESIGN**

This study employs the evaluation survey research that centres on ex-post facto design. Cohen and Manion (1986) defined a 'survey' research as perhaps the most commonly used descriptive method in educational research which typically informs the gathering of data at a particular point in time with the intention of describing the nature of existing conditions, identifying standards against which conditions can be compared, determining the relationships that exist between specific events. In the same vein Cohen and Manion (1994) referred to ex-post facto as a method of events that have happened and cannot, therefore, be engineered or manipulated by the investigator.

The various descriptions lucidly described what this study has set out to do. This study assumed that the National Primary School Social Studies Curriculum has been in use in all the schools of the Federation for well over two decades ago. Therefore,

both teachers, and pupils are expected to possess some amount of knowledge of social studies.

The investigator bearing this in mind sampled opinions about the perceptions of this curriculum in use and at the same time went into past records to examine the learning outcomes making use of pupils performance records in the National Common Entrance Examination Results (NCER).

### **3.2 POPULATION OF THE STUDY**

The target population for this study include all inspectors of education in-charge of Nigerian primary schools, all social studies curriculum specialists from the Ministries of Education, all Head teachers in Primary School in Nigeria and all teachers and pupils of primary schools.

#### **3.2.1 SAMPLE FOR THE PILOT STUDY**

With purposive random sampling technique, two states were selected to give the pilot study a national outlook. All the states and the Federal Capital Territory were grouped into zones, that is, Northern and Southern zones. Through random sampling technique Niger and Ondo states were selected: Niger representing Northern zone and Ondo representing Southern zone.

With stratified random sampling technique, a total of 10 inspectors of education, 2 social studies curriculum specialists from Ministry of Education, 20 head teachers and 80 teachers and 120 pupils were drawn randomly from twenty primary schools in stratified sample of 4 local government areas of Niger and Ondo states of Nigeria. (see table 3.1).

**TABLE 3.1**

**SUMMARY DESCRIPTION OF THE PRESAGE VARIABLES FOR THE PILOT STUDY**

Categories	Presage Variables																					
	Sex		Age					Qualification				Teaching Experience						Area of Specialisation				
Teachers N = 80	M 23	F 57	1 4	2 12	3 21	4 35	5 8	1 10	2 58	3 5	4 7	1 1	2 8	3 26	4 19	5 21	6 2	1 10	2 9	3 28	4 24	5 6
Headteachers N = 20	8	12	-	-	8	10	2	-	12	8	-	-	-	-	9	11	-	4	5	5	6	-
Inspectors N = 10	4	6	-	-	4	5	1	-	6	4	-	-	-	-	4	6	-	2	2	2	4	-
Ministry of Education Officials N = 2	1	1	-	-	1	1	-	-	1	1	-	-	-	-	1	1	-	-	-	-	2	-

**Keys**

M = Male  
F = Female

**Age**

1 = 20 - 25 Years  
2 = 26 - 30 Years  
3 = 31 - 35 Years  
4 = 36 - 40 Years  
5 = Above 40 Years

**Qualification**

1 - GD II  
2 - NCE  
3 - BA/BSC/B.Ed  
4 - Others

**Teaching Experience**

1 - less than 1 year  
2 - 1 - 5 years  
3 - 6 - 10 years  
4 - 11 - 15 years  
5 - 16 - 20 years  
6 - Above 20 years

**Area of Specialisation**

1 - Arts subject  
2 - Education Arts  
3 - Education Science  
4 - Social Studies Education  
5 - Others

In Table 3.1, effort is made to tabulate the presage variables of all the respondents involved in the pilot study. Their inclusion are considered important because they show more light on personal data of the respondents and the characteristics which influenced their perceptions of social studies curriculum. The presage variables were mainly sex, age, qualification, teaching experience and area of specialisation. As can be observed on the table, 45% of the respondents were male and 55% were female. The respondents ranged from 26 - 40 years of age. In the aspect of qualification 18% had GD II Teachers' Certificate, 60% had Nigerian Certificate in Education, 20% had BA/B.Sc./B.Ed., 20% had other qualifications (like PGDE, Diploma Degree). Under teaching experience, 35% had 1 - 5 years teaching experience, 30% has 6 - 10 years teaching experience, 20% had 11 - 15 years while 15% had 16 - 20 years teaching experience. In the area of specialisation, 20% specialised in Arts subjects, 20% specialised in Education Arts, 20% specialised in Education Science while 30% specialised in Social Studies Education and 10% specialised in other areas (not indicated).

### **3.2.2 SAMPLE FOR THE MAIN STUDY**

The federal republic of Nigeria was divided into six geo-political zones for the purpose of this study. These were North-West, North-East, North-Central, South-West, South-East and South-South. The states in each zone are shown in Table 3.2

**TABLE 3.2**

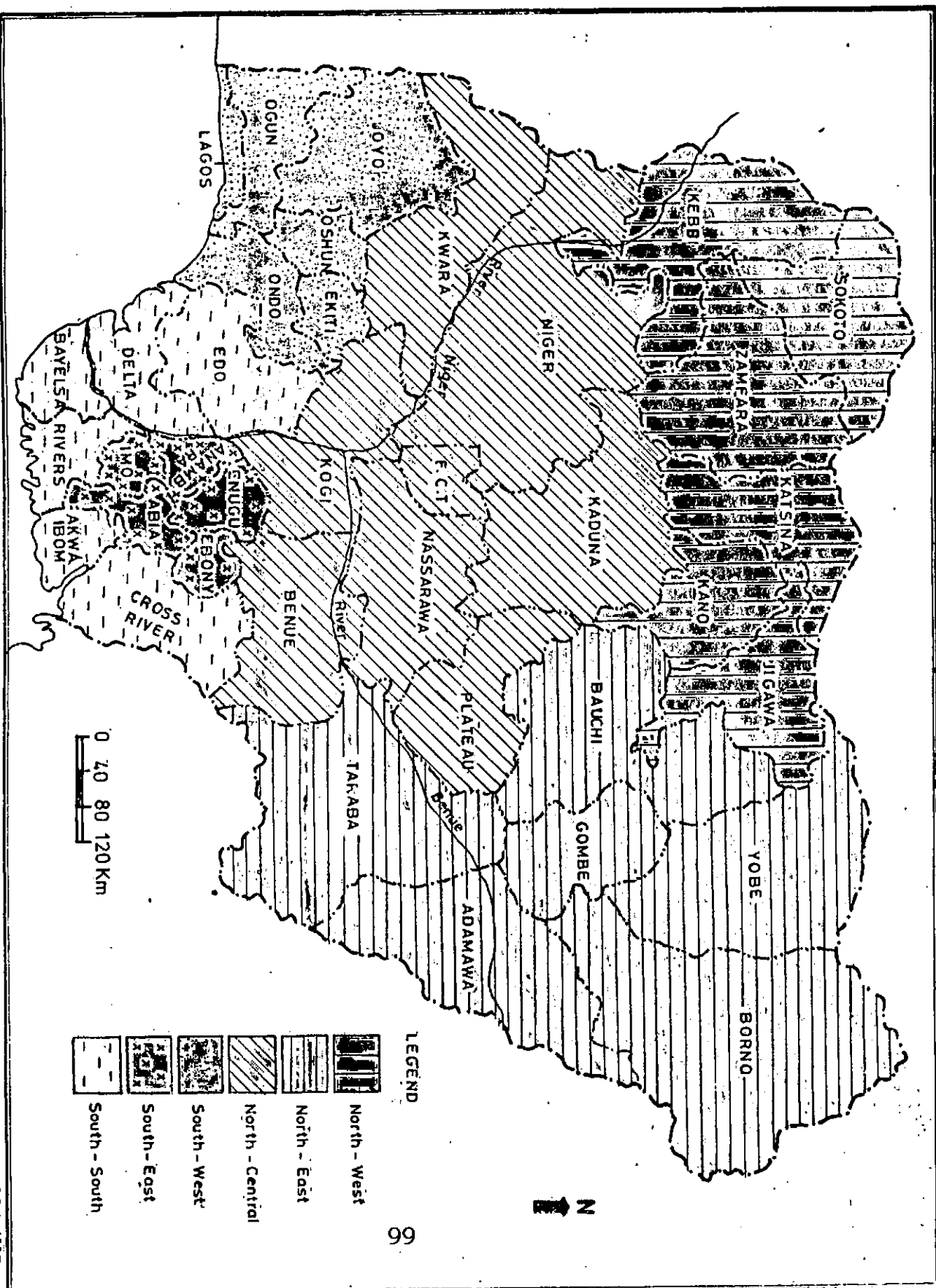
**ZONES AND PARTICIPATING STATES FOR THE STUDY**

	ZONES	STATES
1.	North-West	Sokoto, Kebbi, Zamfara, Katsina, <u>Kano</u> and Jigawa
2.	North-East	<u>Borno</u> , Yobe, Bauchi, Gombe, Adamawa and Taraba
3.	North-Central	Kaduna, Plateau, Benue, Nassarawa, Kwara, <u>Kogi</u> , Federal Capital Territory and Niger
4.	South-West	<u>Lagos</u> , Oyo, Ondo, Ogun, Osun, and Ekiti
5.	South-East	<u>Anambra</u> , Enugu, Ebonyi, Imo and Abia
6.	South-South	<u>Edo</u> , Delta, Rivers, Bayelsa, Akwa-Ibom and Cross Rivers

Note: The participating states are underlined.

The Federal Republic of Nigeria was a creation of amalgamation of the Northern and Southern protectorates in 1914 by Lord Lugard. It was after this that the country gained her independence in 1960 and became a Republic in 1963. The country then was divided into three regions after 1963. In 1967, it was divided into twelve states, then nineteen states in 1976, twenty-one in 1986 and presently divided into thirty-six states and a Federal Capital Territory, Abuja. This geo-political evolution is likely to affect the educational developments of the various created states of the country. Thus, the choice of zoning the country in the above manner for the purpose of this study. (see map of Nigeria below).

FIG.3.1:MAP OF NIGERIA SHOWING THE ZONING AS USED IN THE STUDY



SOURCE : FEDERAL SURVEYS, LAGOS/ FIELD WORK, 1997

With stratified random sampling techniques two local government areas from each selected state were involved in the study. From the selected local government areas, five primary schools were randomly drawn bringing the total to twelve local government areas (2 local government areas x 6 states) and sixty primary schools (5 primary schools x 12 local government areas) in all.

Using the same sampling technique, four classroom teachers, that is, two each from primary four and five were involved in each school. Twenty pupils participated in each school, ten each from primary four and five levels. This brought the total samples to two hundred and forty (240) teachers (4 teachers x 60 primary schools) and one thousand, two hundred (1,200) pupils (20 pupils x 60 primary schools). Also involved in this study were six (6) Ministry of Education officials, thirty (30) inspectors of education and sixty (60) head teachers from the participating states. Table 4.1 in chapter four gives a full information on the sample for the main study.

### **3.3 INSTRUMENTATION**

This gives a detailed explanation of the types, development and validation of research instruments used for this study.

#### **3.3.1 TYPES OF INSTRUMENTS**

Five major research instruments were used for this study. These include:

- (1) **Questionnaires:** This is to measure teachers and pupils' perceptions of primary school studies curriculum.

- (2) Structured Observation Schedule for Social Studies to assess practical social studies classroom interactions.
- (3) Social studies checklist to assess lists of materials in social studies classroom and other resources intended to be put in place for social studies at primary level. Thus, the checklist assessed the energy, efforts, human and material resource input into the social studies curriculum for the desired change.
- (4) Record Analysis of School Assessment Scales (RASAS): This was aimed at finding out if the three domains of educational objectives were taken care of and to check the extent of content coverage of such items.
- (5) National Common Entrance Examination Results (Social Studies Section) (NCER) to analyse the performance level of the learners.

### 3.3.2 DEVELOPMENT OF RESEARCH INSTRUMENTS

**Questionnaires:** Two questionnaires were developed, namely:

A. **Teachers Perceptions of Elements of Social Studies Curriculum Questionnaire (TPCQ).**

A hundred item TPCQ was developed by this researcher and used for teachers to rate the elements of the primary school social studies curriculum. These elements included the antecedents (i.e. content structure, organisation of topics in the curriculum), the transactions (i.e. topics covered by teachers in the classroom, activities carried out by the teachers in the classroom), and the outcome (i.e. evaluation procedure employed by teachers



and developmental objectives that could be achieved through the teaching of primary school social studies curriculum). (NERC, 1981).

The questionnaire (See appendix IA) was structured/closed and divided into eight parts. Part one sought for teachers' biographical data consisting of 8 items. Part two consisted of 13 items to be rated as in the likert scale type. This part had responses which ranged from strongly agree, agree, undecided, disagree to strongly disagree on the basis of a five-to-one point scale. Part three had a 'Yes' or 'No' responses of 24 items.

Part four consisted of 11 items on methods employed by teachers in the classroom. It is on the basis of four-to-one point scale which ranged from frequently used, used, occasionally used and seldom used. Part five consisted of 13 items on availability and usefulness of human and material resources in the schools. This also employed the likert scale type of responses which ranged from strongly agree, agree, undecided, disagree to strongly disagree on the basis of a five-to-one point scale. Part six consisted of 8 items on the activities carried out by teachers in the classroom. It also employed the likert scale type of responses which ranged from strongly agree, agree, undecided, disagree to strongly disagree on the basis of a five-to-one point scale. Part seven consisted of 5 items on evaluation procedure employed by teachers in the classroom, also in the likert scale type of responses on the basis of a four-to-one-point scale which ranged from frequently used, occasionally used, sometimes use to seldom used. Part eight consisted of 18 items of developmental objectives that could be achieved through the teaching of social studies curriculum. This part had a 'Yes' or 'No' responses.

To test for reliability this questionnaire was administered to forty teachers not involved in both the pilot and main studies. The scores were recorded and after about four weeks interval the questionnaire was re-administered to the same group of teachers. Using a pearson-product moment correlation coefficient formula, a test-re-tested reliability coefficient of 0.92 was obtained.

**B. Pupils Perceptions of Social Studies Curriculum Questionnaire (PPCQ)**

A thirty-seven item PPCQ was also developed and used for the study. The PPCQ was also a structured one divided into two parts. Part one sought information on pupils biographical data while part two consisted of items to rate pupils' perceptions of the social studies curriculum under the sub-headings of content, methods employed by teachers, materials available for pupils' use, evaluation procedures employed by teachers in the classroom and activities carried out in the classroom. The items had statements which pupils had to respond. Their responses ranged from strongly agree, agree, undecided, disagree to strongly disagree on the basis of five-to-one point scale.

The questionnaire was tested for reliability, by administering them to sixty pupils not involved in both pilot and main studies. Their scores were recorded. After four weeks interval the questionnaire were re-administered to the same group of pupils and their scores also recorded. Using a pearson-product moment correlation coefficient formular a test - re-test coefficient of 0.85 was obtained.

## (2) Structured Observation Schedule for Social Studies (SOSSS)

This was adapted and modified for use from the College of Education, Minna, teaching practice assessment form which had been in use for ten years. This was to assess practical social studies classroom interactions. Certain behaviours as evidently demonstrated by the teachers were identified and rated. These behaviours were teachers' level of preparation, ability to introduce the lesson, the flow of the lesson in form of presentation, teaching materials used by the teacher, effective use of teaching methods, evaluation procedures employed by teachers and the level of pupils' participation in the teaching-learning process.

The SOSSS consisted of 20 items divided into 7 parts. Parts one consisted of 4 items on level of teachers' preparation. Each item was scored over 5 marks bringing the total to 20 marks. The marks were coded in the following manner:-

1 - 5 mks (01)

6 - 10 mks (02)

11 - 15 mks (03)

16 - 20 mks (04)

Part two consisted of an item under introduction and scored over 5 mks. It was also coded in the following manner

1 mark (01)

2 marks (02)

3 marks (03)

4 marks (04)

5 marks (05)

Part three consisted of 4 items on presentation of the lesson by the teacher. Each item was scored over 5 marks also bringing the total to 20 marks. The coding of the marks was similar to that of part one.

Part four consisted of 4 items on teaching materials. Each item was scored over 5 marks bringing the total to 20 marks and coded as part one above.

Part five consisted of two items on use of questioning techniques. Each item was scored over 5 marks bringing the total marks to 10. The coding was done in the following manner:-

1 -2 marks (01)

3 - 4 marks (02)

5 - 6 marks (03)

7 - 8 marks (04)

9 - 10 marks (05)

Part six had 3 items under evaluation procedures. Each item was scored over 5 marks bringing the total marks to 15 marks and coded in the following order:-

1 - 3 marks (01)

4 - 6 marks (02)

7 - 9 marks (03)

10 - 12 marks (04)

13 - 15 marks (05)

Part seven had 2 items under teaching method. Each item was scored over 5 marks bringing the total score to 10 marks and coded as in part five above.

The SOSSS was tested for reliability by selecting ten teachers not involved in the study. The teachers were observed by two research assistants and their set of scores correlated. The Spearman's Rank order correlation coefficient was employed to determine the relationship between the two set of scores. When computed there is a substantial relationship of 0.80 between the scores.

### 3. **SOCIAL STUDIES CHECKLIST (SSC)**

Three SSC was developed and used for this study.

#### (a) **Input Evaluation Checklist (IEC)**

A twelve item checklist was developed for inspectors of education and Ministry of Education officials to assess the amount of efforts, energy, human and material resources put in place for primary school social studies curriculum to achieve the desired objectives.

Items included in this checklist were number of teachers, number of schools, teacher-pupil ratio, teachers' training on the use of the curriculum, duration of organisation of training, number of teachers sent out on in-service training, amount expended on in-service training, instructional materials used in the school, school supervision and teachers' participation in curriculum review.

This was tested for reliability using a test- re-test reliability coefficient. The instrument was administered to five respondents in this group and the data scored. After about four weeks, the same group of respondents were administered the same instrument. A test re-test reliability coefficient of 0.87 was obtained.

(b) **Input Evaluation Checklist for Head teachers (IEC)**

A nine item IEC was developed for head teachers of all the schools visited, since they were only familiar with events in only their own school. The checklist had similar items like that of inspectors of education.

This was validated and tested for reliability using the same formular like that of inspectors of education.

(c) **Social Studies Checklist (SSC) to assess availability of material resources in schools**

A 15 item checklist was developed and used for this study. The items were divided into three sub-headings namely: reading materials, visuals aids, and auditory aids. The checklist was to be rated using a 3 - to - 1 point scale which ranged from evident, minimally evident to not evident.

This instrument was tested for reliability using the same formular above.

(4) **Record Analysis of School Assessment Scale (RASAS)**

This was aimed at finding out if the three domains of educational objectives were addressed and to check the extent of content coverage of such items. Twenty - item

questions for each three years (1996, 1997, 1998) were used. This means that 60 questions were used in all. A consensus among three assessors was reached to classify the items into the three domains of educational objectives.

### **NATIONAL COMMON ENTRANCE EXAMINATION RESULTS (NCER)**

- (5) National Common Entrance Examination Results (NCER) social studies section was used to assess the performance level of the learners. The 1998 NCER was used because that was the only record available on the computer as of the time of visit to the National Board for Educational Measurement. Results of 300 pupils were collected from each participating state in the study, that is, Kano, Borno, Kogi, Lagos, Edo and Anambra. From these results 200 pupils were randomly selected from each state bringing the total number to 1,200 pupils scores in all the six states.

### **3.3.3. VALIDATION OF RESEARCH INSTRUMENTS**

Instruments 1 - 3 were constructed by the investigator and validated by a team comprising of 3 experts from University of Lagos, Faculty of Education, the Executive Secretary, Nigerian Educational Research and Development Council (NERDC), two social studies lecturers from School of Arts and Social Science, College of Education, Minna and 15 practising primary school social studies teachers who are knowledgeable about the objectives of this study. They went through the instruments to ascertain their face validity, reliability and readability.

From the various reactions from the supervisors, panel of experts and practicing social studies teachers, certain items were either rewarded, removed or modified for clarity while a few ones were added.

Added to the above is the fact that the instruments were pre-tested on a pilot group who did not form part of the sample used for the main study. This was to ensure the reliability of the instruments. Thus, further validation and reliability testing was done during the pilot study.

Some scholars noted that in social research, instruments are employed to gather necessary information about a particular object of interest to the researcher. The accuracy or reliability of the results obtained from such instruments are of utmost importance since such results are often used in making major decisions about people or a programme.

#### **3.4 PROCEDURE FOR ADMINISTRATION OF THE RESEARCH INSTRUMENTS**

The following procedures were taken in administering the instruments.

- a) Training research assistants
- b) Introduction and familiarisation of the investigator to acquaint the participating respondents with the study and the necessary instruments.
- c) Completion of instrument 1A and B by teachers and pupils.
- d) Completion of instrument II by research assistants and the investigator.



- e) Completion of instrument IIIA and IIIB by the researcher and her assistants, the inspectors of education, the head teachers, and the Ministry of Education officials (social studies curriculum specialists).
- f) Collection of instruments 4 and 5 by the investigator from the National Board for Educational Measurement in Minna.

#### 3.4.1 **TRAINING RESEARCH ASSISTANTS**

The first procedure taken by the researcher in administering the instruments was to train 10 research assistants who would help in collecting and collating data collected from the different zones. The research assistants were lecturers II and III from School of Education, College of Education, Minna. They were supposed to administer the various instruments to the respondents and collect them back for subsequent scoring.

The research assistants were necessary because the researcher alone would not be able to cover all the zones at the same time. Moreover, the samples were too large, hence, the need for more hands to avoid stress and be able to cope in the data collection from the large samples. In addition, multiple validation was essential to this study. The researcher needed more than two observers for validation and reliability purposes.

The 10 research assistants were trained for a period of two weeks using some selected primary schools not included in both pilot and main study. The instruments

were the most important guide to the training. Two research assistants took charge of each zone.

### **3.4.2 INTRODUCTION AND FAMILIARISATION**

The second procedure was to introduce and get the respondents familiar with the nature and purpose of the study. Though, mentioned earlier, the respondents were 30 inspectors of education, 6 Ministry of Education officials, 60 head teachers, 240 teachers and 1,200 pupils from six states representing the six zones. In the zones visited the researcher and her assistants gathered all the respondents through an oral and friendly invitation to a school to discuss the nature of the study and what was expected of them. This was to ensure that they understood fully what was expected of them. This procedure lasted 2 hours daily for the first week of visitation.

### **3.4.3 ADMINISTRATION OF THE QUESTIONNAIRE (TPCQ AND PPCQ)**

Questionnaires were physically distributed to the teachers and pupils by the investigator and her assistants and the completion was done immediately and collected back on the spot to eliminate some biases and possible similarities in their perceptions.

The distribution of instrument IA and B to teachers and pupils by personal contact helped to clarify a lot of questions. Some explanations were given because of questions raised by both teachers and pupils. Such questions included whether or not they should respond to all the statements, whether or not they should mark column three in most cases if they did not really hold certain views exactly as were

stated in the questionnaire. By further asking them their exact position regarding these statements the respondents were able to take a stand instead of taking the easy way out by simply filling column three which indicated undecided. The investigator, however, did not in any way influence their decision as a few responses still indicated that the respondents were undecided over certain statements.

#### **3.4.4 COMPLETION OF INSTRUMENT II (SOSSS)**

Observation was carried out during some social studies lessons on 60 teachers selected from among the 240 participating teachers. The structured observation schedule for social studies was used to assess the necessary traits exhibited by teachers during the 40 minutes per lesson. It is important to note that each teacher was observed three times a week for a period of 6 weeks to arrive at the scoring procedures as agreed by two observers.

#### **3.4.5 COMPLETION OF INSTRUMENT IIIA AND B (SOCIAL STUDIES**

##### **CHECKLIST; SSC)**

Instrument IIIA was completed by the researcher and her assistants. This consisted of available instructional materials in each school visited. The scores were recorded under evident, minimally evident and not evident depending on the degree of evidence seen on ground. The detailed information can be seen in table 4.33.

Instrument IIIB is the input evaluation checklist to check the energy, efforts and resource materials put in place for the desired outcomes of the objectives. This was

completed by inspectors of education, Ministry of Education officials (social studies curriculum specialist) and head teachers of the schools under study. This instrument was distributed by personal contact. This made the data collection easier, though, it involved a lot of travelling and expenses.

#### **3.4.6 COMPLETION OF THE INSTRUMENTS FOR THE PILOT STUDY.**

All the three instruments discussed above were properly completed by all the respondents. There was no confusion at all the levels where the instruments were distributed. However, it was discovered at the pilot study that a different input evaluation checklist should be constructed for head teachers as they dealt with only their own schools in particular and not all the schools in the state. This was quickly constructed, validated and distributed immediately. At the pilot level the distribution of the instruments was carried out by the investigator and two trained research assistants in Niger and Ondo states respectively.

#### **3.4.7 RESULTS OF PILOT STUDY**

To arrive at the results of the pilot study simple frequency distribution table, simple percentage, chi-square test and 't' test were statistically used. See the tables in appendix 7 for the results.

Based on the above the following deductions were made:

- a) <sup>There</sup> The is no significant difference between inspectors of education, social studies curriculum specialist and head teachers' perceptions of the strategies

to accomplish the goals and objectives of primary school social studies curriculum put in place in Niger and Ondo state.

- b) There is no significant difference in the perceptions of teachers on suitability of social studies content in Niger and Ondo states. To confirm whether this results have any relationships with teaching experience, area of specialisation and qualification, a chi-square was computed. It was discovered that there was no significant relationship at 0.05 level of significance.
- c) The numbers of teachers and schools vary in the two states.
- d) 18 out of 24 topics in the syllabus were indicated as being covered by teachers within the specified time allotted to social studies education. To be precise, 75% of the items were rated as being satisfactorily covered while 25% registered below average.
- e) It has been discovered that both human and material resources are seriously lacking in the schools visited.
- f) The most frequently used methods of teaching as rated by teachers were chalk and talk, demonstration, assignment and discussion methods. Result of 't' test showed that there is no significant difference in the use of the recommended methods of teaching in Niger and Ondo states.
- g) 15 out of 18 objectives were rated as being successfully achieved based on a decision margin of 60% rating.

- h) There is no significant difference in the achievement of male and female pupils in the National Common Entrance Examination on social studies section.

On the whole the primary school social studies curriculum is fairly suitable. However, it was important to carry out the main study since a larger population sample was involved. This was to enable the investigator to determine the isomorphism of results in the main and pilot study. The main study was subsequently carried out.

#### **3.4.8 EXPERIENCE GAINED FROM THE PILOT STUDY**

It is not out of place to say that the investigator gained immensely from the pilot study. Among the experiences are the modification and removal of certain items not necessary for the study. In other word further validation and reliability testing was done at the pilot level. Also experienced is the importance of training some research assistants to assist in running around and distributing the instruments to collect the necessary data. It was also discovered that one needed a lot of time to convince the respondents to complete the instruments. It was easier to administer the instruments by personal contact.

### **3.4.9. COLLECTION OF RECORD ANALYSIS OF SCHOOL ASSESSMENT SCALE (RASAS) FROM NATIONAL BOARD FOR EDUCATIONAL MEASUREMENT**

It is important to note that the researcher intended to collect this instruments from the schools under study. On getting to the schools, it was discovered that all the questions were objective type instead of essay type question in all the schools visited. Hence, the researcher resorted to using the National Common Entrance Examination Questions (Social Studies section) of 1996, 1997 and 1998 to ensure standardisation. Also to be noted is that a consensus among three assessors was taken to arrive at the classification of the questions into the three domains of educational objectives.

### **3.4.10 COLLECTION OF NATIONAL COMMON ENTRANCE EXAMINATION RESULTS (NCER)**

The 1998 NCER (social studies section) was collected from the National Board for Educational Measurement (NBEM) Minna after many visits and peaceful dialogue. The researcher intended using three consecutive results of 1996, 1997 and 1998 but unfortunately the computer had no record of 1996 and 1997 results. Consequently only the 1998 result was used to assess pupils performance in social studies.

### **3.5 STATISTICAL ANALYSIS OF THE COLLECTED DATA**

Both descriptive and inferential statistics were used to analyse the collected data. The descriptive statistic which involve the use of frequency distribution table, simple

percentage and standard deviation were used for organising and describing the characteristics of the variable in concise and meaningful quantifiable terms. The inferential statistic which involved the use of chi-square test, 't' test (pilot study). Analysis of variance (ANOVA) and Multiple regression analysis were used to test the research hypothesis raised for the study.

To test hypothesis one, which states that there is no significant difference among Inspector of Education (IE), Ministry of Education Officials (MEO), and Head teachers' (HE) perceptions of the resources put in place for primary school social studies curriculum across the zones, simple frequency distribution table and a chi-square test was used.

Analysis of Variance (ANOVA) was statistically used to test hypothesis two which states that there is no significant difference in the teachers' perceptions of the suitability of primary school social studies content among the six zones by experience, area of specialisation and qualification. Further testing of the hypothesis to ascertain the significant relationship between teachers' perceptions of social studies curriculum and their teaching experience, area of specialisation and qualification was carried out using a chi-square test.

Analysis of Variance (ANOVA) was also the statistical tool used in testing hypothesis three which states that; there is no significant difference in the availability of human and material resources for primary school social studies across



the zones. This hypothesis was sub-divided into three, that is, the level of teachers, teaching aids and materials available in schools.

In testing hypothesis four which states that there is no significant difference in the use of recommended methods of teaching across the zones, frequency distribution table, mean and standard deviation were statistically used to arrive at the mean ratings and relative weight of each method used by teachers in the classroom in each zone and all the zones put together. To further test for a significant difference in the use of the recommended teaching methods across the zones, Analysis of Variance (ANOVA) was statistically used.

Simple percentage and chi-square test was statistically used to test hypothesis five stating that there is no significant difference in the extent of primary school social studies topics covered by teachers across the zones. To determine the extent of coverage, simple percentage was employed. A 60% margin was considered to arrive at the topics that were successfully covered by teachers within the time limit allotted to social studies education on the school time-table. To further test for the significant difference in the extent of coverage across the zones, a chi-square test was statistically used because of the discrete nature of the data collected. It might interest my readers to note that discrete data is a counted data expressed in frequency.

The same statistical tools and procedure used in testing hypothesis five was used for testing hypothesis six which states that there is no significant difference between the achievement of primary school social studies objectives across the zones.

2 x 6 Analysis of Variance (ANOVA) was statistically used in testing hypothesis seven which states that there is no significant difference between the achievement of male pupils and that of the female pupils in the National Common Entrance Examination (Social Studies section) across the zones.

To correlate the input and process variables to output variable, factorial and multiple regression analysis were computed to determine the extent of the effect of the independent variables (input and process) on the dependent variable (output).

All analyses were carried out at  $P < 0.05$  level of significance.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.0. INTRODUCTION

The analysis of data, the findings of results and discussion based on the various responses of the subjects involved in the study are presented in this chapter. The findings are in three sections. Section one presents summary data of the respondents. Section two presents the results of testing the hypotheses under input, process and product/outcome evaluation. Section three presents other findings and discussion.

#### 4.1 DESCRIPTIVE STATISTICS

In table 4.1 effort is made to tabulate the presage variables of all the respondents involved in the study. Its inclusion is considered important because it shows more light on personal data of the respondent and the characteristics which influence their perceptions of social studies curriculum. The presage variables focused on were sex, age, qualification, teaching experience and area of specialisation. As can be observed on the table, 47.7% of the respondents were male and 52.3% were female. The respondents ranged from 26 - 40 years of age. To be precise, 2.5% were between 20-25 years; 28.3% were between 26 - 30 years; 32.9% were between 31 - 35 years; 36.3% were between 36 - 40 years. In the aspect of qualification, 5.6% had Grade II Teachers' certificate; 41.9% had Nigerian Certificate in Education, 48.3% had BA/BSc/B.Ed, 4.3% had other qualifications (like PGDE, Diploma and Master's degree). Under teaching experience, 8.9% had 1- 5 years teaching experience, 45.1% had 6-10 years teaching experience, 28% had

11 - 15 years while 16.7% had 16 - 20 years teaching experience. In the area of specialisation 18.1% specialised in Arts subjects, 23.9% specialised in Education Arts, 19.9% specialised in Education Science and 2.1% specialised in other areas of specialisation not indicated by the respondents. 36% specialised in social studies education.

**TABLE 4.1**

**SUMMARY DESCRIPTION OF THE BIOGRAPHICAL DATA OF RESPONDENTS (PRESAGE VARIABLES)**

Categories	Presage Variables																					
	Sex		Age					Qualification				Teaching Experience						Area of Specialisation				
	M	F	1	2	3	4	5	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5
Teachers N = 240	132	108	-	120	60	60	-	30	178	15	17	3	45	73	49	60	10	30	37	95	58	20
Headteachers N = 60	12	48	6	18	24	12	-	6	36	12	6	-	-	-	35	25	-	18	24	12	6	-
Inspectors N = 30	20	10	-	10	10	10	-	-	10	20	-	-	5	15	10	-	-	9	12	6	3	-
Ministry of Education Officials N = 6	3	3	-	-	2	4	-	-	-	6	-	-	-	6	-	-	-	-	-	-	6	-

**Keys**

M = Male  
F = Female

**Age**

1 - 20 - 25 years  
2 - 26 - 30 years  
3 - 31 - 35 years  
4 - 36 - 40 years  
5 - Above 40 years

**Qualification**

1. GD II  
2 - NCE  
3 - BA/BSC/B.Ed  
4 - Others

**Teaching Experience**

1 - less than 1 year  
2 - 1 - 5 years  
3 - 6 - 10 years  
4 - 11 - 15 years  
5 - 16 - 20 years  
6 - Above 20 years

**Area of Specialisation**

1 - Arts subject  
2 - Education Arts  
3 - Education Science  
4 - Social Studies Education  
5 - Others

## 4.2 INPUT EVALUATION

Input evaluation gives information on judgements about the resources and strategies needed to accomplish programme goals and objectives. The hypothesis raised to address this issue is: There is no significant difference among Inspectors of Education (IE), Ministry of Education Officials (MEO), Head Teachers' (HT) perceptions of the resources put in place for primary school social studies curriculum across the zones.

**TABLE 4.2**

**SUMMARY OF SIMILARITY OF RESOURCE INPUT AS PERCEIVED BY INSPECTORS,  
MINISTRY OF EDUCATION OFFICIALS AND HEADTEACHERS ACROSS THE ZONES**

ZONES	Categories	NT	NS	TPR	AS	TB	SS	TPCR
1 (SW)	Inspectors	20272	913	1:51	Not Known	6 Recommended	Weekly	Not at all
	Ministry Officials	20272	913	1:51	Not Known	6 Recommended	Termly	Not at all
	Headteachers	-	-	1:51	Not Known	6 Recommended	Termly	Occasionally
2 (NC)	Inspectors	9,383	1010	1:40	Not Known	6 Recommended	Weekly	Not at all
	Ministry Officials	9,383	1010	1:40	Not Known	6 Recommended	Termly	Not at all
	Headteachers	-	-	1:40	Not Known	6 Recommended	Termly	Occasionally
3 (SE)	Inspectors	13,123	914	1:20	Not Known	6 Recommended	Weekly	Not at all
	Ministry Officials	13,123	914	1:20	Not Known	6 Recommended	Termly	Not at all
	Headteachers	-	-	1:20	Not Known	6 Recommended	Termly	Occasionally
4 (NW)	Inspectors	19,626	2079	1:53	Not Known	6 Recommended	Weekly	Not at all
	Ministry Officials	19,626	2079	1:53	Not Known	6 Recommended	Termly	Not at all
	Headteachers	-	-	1:53	Not Known	6 Recommended	Termly	Occasionally
5 (SS)	Inspectors	10,383	1012	1:45	Not Known	6 Recommended	Weekly	Not at all
	Ministry Officials	10,383	1012	1:45	Not Known	6 Recommended	Termly	Not at all
	Headteachers	-	-	1:45	Not Known	6 Recommended	Termly	Occasionally
6 (NE)	Inspectors	10,826	1242	1:65	Not Known	6 Recommended	Weekly	Not at all
	Ministry Officials	10,826	1242	1:65	Not Known	6 Recommended	Termly	Not at all
	Headteachers	-	-	1:65	Not Known	6 Recommended	Termly	Occasionally

**Keys**

NT - Number of Teachers in the state  
 NS - Number of schools in the state  
 TPR - Teachers' / Pupils' ratio

AS - Amount spent on teachers' training -  
 TB - Textbooks  
 SS - School Supervision  
 TPCR- Teachers' participation in curriculum review

S.W.- South-West  
 N.C. - North-East  
 S.E. - South-East  
 N.W.- North-West  
 S.S. - South-South  
 N.E. - North-East

TABLE 4.3

CHI-SQUARE ANALYSIS OF DIFFERENCES IN SUMMARY OF RESOURCE INPUT AS PERCEIVED BY INSPECTORS OF EDUCATION ACROSS ZONES

ZONES	TT	TO	TIT	SSS	IM	TB	SS	TPCR
	1 2 3 4	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3
1 (S.W)	3 1 1 - (2.60) (1) (1) (.30)	5 - (3.10) (1.80)	5 (3) (0.60)	Not Known	5 - - - (5)	5 (5)	5 (5)	5 (5)
2 (N.C)	3 3 1 - (2.60) (1) (1) (.30)	1 4 (3.10) (1.80)	3 2 (3) (0.60)	Not Known	5 - - - (5)	5 (5)	5 (5)	5 (5)
3 (S.E)	3 1 1 - (2.60) (1) (1) (.30)	5 - (3.10) (1.80)	5 (3) (0.60)	Not Known	5 - - - (5)	5 (5)	5 (5)	5 (5)
4 (N.W)	2 1 1 1 (2.60) (1) (1) (.30)	1 4 (3.10) (1.80)	- 1 1 1 1 1 (3) (0.60) (0.2) (0.2) (0.5) (0.5)	Not Known	5 - - - (5)	5 (5)	5 (5)	5 (5)
5 (S.S)	3 1 1 - (2.60) (1) (1) (.30)	5 - (3.10) (1.80)	5 (3) (0.60)	Not Known	5 - - - (5)	5 (5)	5 (5)	5 (5)
6 (N.E)	2 1 1 1 (2.60) (1) (1) (.30)	2 3 (3.10) (1.80)	- 1 - - 2 2 (3) (0.60) (0.5) (0.5)	Not Known	5 - - - (5)	5 (5)	5 (5)	5 (5)
X <sup>2</sup> cal	5.40	* 17.48	* 15.58	0	0	0	0	0

Note: Expected frequencies in parentheses \* significant,  $P < 0.05$   $X^2$  critical (0.05) (df = 5) = 11.07

Keys: TT - Teachers' Training

- 1 - Workshops
- 2 - Conferences
- 3 - Seminars
- 4 - In-services

TO - Organisation of Training

- 1 - Weekly
- 2 - Monthly
- 3 - Termly
- 4 - Annually
- 5 - Not at all

TIT - Teachers In-service Training

- 1 - None
- 2 - 20
- 3 - 40
- 4 - 50
- 5 - 60
- 6 - Above 60

SSS - Social Studies Specialists

- 1 - 1 specialist
- 2 - 2 specialists
- 3 - 3 specialists
- 4 - 4 specialists
- 5 - Above 5 specialists

IM - Instructional Materials

- 1 - Textbooks
- 2 - Visual Aids
- 3 - Auditory Aids
- 4 - Audio Visuals Aids

- TB - Textbooks
- 1 - 1 textbook
- 2 - 2 textbooks
- 3 - 3 textbooks
- 4 - 4 textbooks
- 5 - 5 textbooks
- 6 - 6 textbooks

- S.W. - South-West
- N.C. - North-Central
- S.E. - South-East
- N.W. - North-West
- S.S. - South-South
- N.E. - North-East

SS - School Supervision

- 1 - Weekly
- 2 - Monthly
- 3 - Termly
- 4 - Annually

TPCR - Teachers Participation in Curriculum Review

- 1 - Frequently
- 2 - Occassionally
- 3 - Not at all



**TABLE 4.4**  
**CHI-SQUARE ANALYSIS OF DIFFERENCES IN SUMMARY OF RESOURCE INPUT AS RECEIVED BY HEADTEACHERS ACROSS ZONE**

CHI-SQUARE ANALYSIS OF DIFFERENCES IN SUMMARY OF RESOURCE INVENTORY																																						
ZONES	TT				TO					TIT						SSS					IM				TB						SS				TPCR			
	1	2	3	4	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	1	2	3	4	5	6	1	2	3	4	1	2	3	
1 (S.W)	5	3	2	-	-	-	-	10	-	10	-	-	-	-	-	-	-	3	3	4	10				9	1	-	-	-	-	-	-	8	2	-	5	5	
	(4.8)	(2.3)	(1.8)	(0)				(6.5)	(3.5)	(6.0)	(0)							(3)	(2)	(4.5)	(10)				(7.2)	(2.5)						(1)	(5.5)	(3.5)	(0.2)	(6.3)	(3.5)	
2 (N.C.)	6	2	1	1	-	-	-	3	7	6	4	-	-	-	-	2	1	1	2	4	10				8	-	2	-	-	-	-	-	1	2	7	1	3	6
	(4.8)	(2.3)	(2.3)	(0)				(6.5)	(3.5)	(6.0)	(0)					(0.33)	(0.2)	(3)	(2)	(4.5)	(10)				(7.2)	(2.5)	(0.3)					(1)	(5.5)	(3.5)	(0.2)	(6.3)	(3.5)	
3 (S.E)	6	2	2	-	-	-	-	10	-	10	-	-	-	-	-	-	-	3	1	6	10				5	5	-	-	-	-	-	-	2	7	1	-	6	4
	(4.8)	(2.3)	(2.3)	(0)				(6.5)	(3.5)	(6.0)	(0)							(3)	(2)	(4.5)	(10)				(7.2)	(2.5)						(1)	(5.5)	(3.5)	(0.2)	(6.3)	(3.5)	
4 (N.W)	4	2	2	2	-	-	-	2	8	-	1	1	1	1	6	-	-	4	1	5	10				6	4	-	-	-	-	-	-	1	3	6	-	7	3
	(4.8)	(2.3)	(1.8)	(0)				(6.5)	(3.5)	(6.0)	(0)	(0.2)	(0.2)	(0.7)	(2)			(3)	(2)	(4.5)	(10)				(7.2)	(2.5)						(1)	(5.5)	(3.5)	(0.2)	(6.3)	(3.5)	
5 (S.S)	5	3	2	-	-	-	-	10	-	10	-	-	-	-	-	-	-	2	2	6	10				7	3	-	-	-	-	-	-	1	6	3	-	8	2
	(4.8)	(2.3)	(1.8)	(0)				(6.5)	(3.5)	(6.0)	(0)							(3)	(2)	(4.5)	(10)				(7.2)	(2.5)						(1)	(5.5)	(3.5)	(0.2)	(6.3)	(3.5)	
6 (N.E)	3	2	2	3	-	-	-	4	6	-	1	-	-	3	6	-	-	5	3	2	10				8	2	-	-	-	-	-	-	1	7	2	-	9	1
	(4.8)	(2.3)	(1.8)	(0)				(6.5)	(3.5)	(6)	(0)			(0.7)	(2)			(3)	(2)	(4.5)	(10)				(7.2)	(2.5)						(1)	(5.5)	(3.5)	(0.2)	(6.3)	(3.5)	
X <sup>2</sup> cal	1.99				* 33.08					* 54.09						* 18.12					0				4.76						*14.74				*15.02			

NOTE: Expected frequencies in parentheses \* significant,  $P < 0.05$   $X^2$  critical (0.05) (df = 5) = 11.07

Keys: TT - Teachers' Training

- 1 - Workshops
- 2 - Conferences
- 3 - Seminars
- 4 - In-services

TO - Organisation of Training

- 1 - Weekly
- 2 - Monthly
- 3 - Termly
- 4 - Annually
- 5 - Not at all

TIT - Teachers In-service Training

- 1 - None
- 2 - 20
- 3 - 40
- 4 - 50
- 5 - 60
- 6 - Above 60

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- 1 - 1 specialist
- 2 - 2 specialists
- 3 - 3 specialists
- 4 - 4 specialists
- 5 - Above 5 specialists

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- 1 - Textbooks
- 2 - Visual Aids
- 3 - Auditory Aids
- 4 - Audio Visuals Aids

TB - Textbooks

- 1 - 1 textbook
- 2 - 2 textbooks
- 3 - 3 textbooks
- 4 - 4 textbooks
- 5 - 5 textbooks
- 6 - 6 textbooks

S.W. - South-West

N.C. - North-Central

S.E. - South-East

N.W. - North-West

S.S. - South-South

N.E. - North-East

SS - School Supervision

- 1 - Weekly
- 2 - Monthly
- 3 - Termly
- 4 - Annually

TPCR - Teachers Participation  
in Curriculum Review

- 1 - Frequently
- 2 - Occassionally
- 3 - Not at all

TABLE 4.5

CHI-SQUARE ANALYSIS OF DIFFERENCES IN SUMMARY OF RESOURCE INPUT AS RECEIVED BY MINISTRY OF EDUCATION OFFICIALS

ZONES	TT				TO					TIT						SSS					IM						TB						SS				TPCR		
	1	2	3	4	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3								
1 S.W	1						1			1						Not Known					1							1				1							
2 (N.C)	1						1			1						Not Known					1							1				1							
3 (S.E)	1						1			1						Not Known					1							1				1							
4 (N.W)	1						1							1		Not Known					1							1				1							
5 (S.S)	1						1			1						Not Known					1							1				1							
6 (N.E)	1						1							1		Not Known					1							1				1							
																0																							

**Keys:** TT - Teachers' Training

- 1 - Workshops
- 2 - Conferences
- 3 - Seminars
- 4 - In-services

## TB - Textbooks

- 1 - 1 textbook
- 2 - 2 textbooks
- 3 - 3 textbooks
- 4 - 4 textbooks
- 5 - 5 textbooks

## TO - Organisation of Training

- 1 - Weekly
- 2 - Monthly
- 3 - Termly
- 4 - Annually
- 5 - Not at all
- S.W. - South-West
- N.C. - North-Central
- S.E. - South-East
- N.W. - North-West
- S.S. - South-South
- N.E. - North-East

## TIT - Teachers In-service Training

- 1 - None
- 2 - 20
- 3 - 40
- 4 - 50
- 5 - 60
- 6 - Above 60

## SSS - Social Studies Specialists

- 1 - 1 specialist
- 2 - 2 specialists
- 3 - 3 specialists
- 4 - 4 specialists
- 5 - Above 5 specialists

## SS - School Supervision

- 1 - Weekly
- 2 - Monthly
- 3 - Termly
- 4 - Annually

## IM - Instructional Materials

- 1 - Textbooks
- 2 - Visual Aids
- 3 - Auditory Aids
- 4 - Audio Visuals Aids

## TPCR - Teachers Participation in Curriculum Review

- 1 - Frequently
- 2 - Occassionally
- 3 - Not at all

The tables 4.2 - 4.5 analyse the data collected on input evaluation. A checklist was distributed to both inspectors of education, ministry of education officials and head teachers to assess the level of commitment of the curriculum developers as regards the input evaluation. In other words all the resources and strategies put in place to realise the programme goals.

It is noted in table 4.2 that the number of teachers and schools vary from zone to zone. There is no recommended teachers'/pupils' ratio but it is observed from the table that North-East represented by Borno had the highest teacher/pupil ratio of 1:65 while South-East represented by Anambra had the least teachers'/pupils' ratio of 1:20. South-West represented by Lagos had 1:51, Edo state representing South-South has 1:45, Kogi representing North-Central had 1:40 and Kano representing North-West zone had 1:53. Comparing the six zones, North-East and North-West zones are still under staffed. This can be attributed to the rapid growth in primary school population as a result of increase awareness of western education in the present day Northern Nigeria.

All the respondents i.e. inspectors of education, ministry of education officials and head teachers claimed ignorance of the amount spent on training of teachers. Also noted on the table (4.2) is that all the respondents have similar views in the use of six recommended textbooks as instructional materials.

The recommended textbooks are:

1. Nelson Primary Social Studies
2. Macmillian Primary Social Studies

3. Modular Social Studies
4. Onigbonoje Primary Social Studies
5. Ilesanmi Primary Social Studies
6. Longman Primary Social Studies

In each of the schools visited the textbooks used varied. Some schools could afford the use of a combination of two textbooks while others depended on just one textbook. But to the greatest surprise of the researcher pupils did not have any of these textbooks. One wonders then, how these pupils could cope with their studies on their own.

On school supervision inspectors of education indicated a weekly basis visits. On the other hand, ministry of education officials and head teachers indicated a termly basis visits. This can be interpreted to mean that even though the inspectors went out weekly to schools, they might not be able to cover the whole schools within a week as the number of schools might be too large to be supervised within one week. By the time they were to go round the schools, they could end up visiting a school just once in a term.

On the aspect of teachers' participation in curriculum review, only the head teachers agreed that they occasionally participated in the review of social studies curriculum. Both inspectors of education and ministry of education official indicated that teachers did not participate at all. This could partly mean that teachers might

have been invited by curriculum developers without necessarily informing the ministry of education officials or inspectors of education.

To further test for the significant difference of the inspectors of education, ministry of education officials and head teachers across zones, a Chi-square test was conducted and presented in Tables 4.3 - 4.5. A significant difference was shown on organisation of teachers' training and teachers' in-service training by inspectors across the zones. All others, e.g. teachers' training on the use of the curriculum, social studies specialist, instructional materials, textbooks, school supervision and teachers' participation in curriculum review show no significant difference at 0.05 level of significance. One may say that there is no significant difference among inspectors of education across the zones (Table 4.3).

Also presented in Table 4.4 is the chi-square analysis of differences in summary of resource input as perceived by head teachers across zones. 5 out of 8 items show a significant difference. Therefore, one can conclude that there is a significant difference between head teachers on resource input put in place across the zones. Table 4.5 does not indicate any significant difference.

#### 4.3 PROCESS EVALUATION

Four hypotheses were raised to address the process evaluation.

1. There is no significant difference in the teachers' perceptions of the suitability of primary school social studies content among the six zones by experience, area of specialisation and qualification.

2. There is no significant difference in the availability of human and material resources for primary school social studies across the zones.
3. There is no significant difference in the use of the suggested methods of teaching primary school social studies curriculum across the zones.
4. There is no significant difference in the extent of primary school social studies topics covered by teachers across the zones.

**TABLE 4.6**

**MEANS AND STANDARD DEVIATIONS OF TEACHERS' PERCEPTIONS ON  
SUITABILITY OF PRIMARY SCHOOL SOCIAL STUDIES CONTENT ACROSS  
ZONES**

ZONES	N	$\bar{x}$	S.D
South-West (Lagos)	40	50.02	5.30
North-Central (Kogi)	40	49.32	5.34
South-East (Anambra)	40	50.67	4.92
North-West (Kano)	40	50.27	4.83
South-South (Edo)	40	49.20	5.55
North-East (Borno)	40	50.82	4.68

**TABLE 4.7**

**ONE-WAY ANOVA SUMMARY DATA ON MEAN DIFFERENCES IN THE  
TEACHERS PERCEPTIONS OF THE SUITABILITY OF SOCIAL  
STUDIES CONTENT ACROSS ZONES**

SOURCE OF VARIATION	SS	DF	MS	F.cal	sig. of F
Between Zones	91.62	5	18.32		
Within Zones	6284.68	234	26.88	0.68	n.s
TOTAL	6376.3	239			

n.s. = not significant at 0.05

Table 4.7 shows that there is no significant difference in the perceptions of teachers on suitability of social studies content across zones. In table 4.6, it is observed that the highest mean score of 50.82 was recorded in North-East zone represented by Borno state while the lowest mean score of 49.2 was recorded in Edo state representing South-South.

**TABLE 4.8**

**THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF THE  
SUITABILITY OF PRIMARY SCHOOL SOCIAL STUDIES CONTENT AND THEIR  
TEACHING EXPERIENCE**

Suitability of Content / Experience	High	Low	Total	X <sup>2</sup> cal
Less than 1 year	3(2.40)	0(0.50)	3	
1 - 5 years	42(36.50)	3(8.40)	45	
6 - 10 years	56(59.30)	17(13.60)	73	
11 - 15 years	43(39.80)	6(9.10)	49	10.71(ns)
16 - 20 years	44(48.70)	16(11.20)	60	
Above 20 years	7(8.10)	3(1.80)	10	
TOTAL	195	45	240	

Note: Expected frequencies are in parentheses

n.s. = not significant, at 0.05

$\chi^2$  critical, (df = 5) = 11.070

In table 4.8, it is observed that there is no significant relationship between teachers perceptions on the suitability of primary school social studies curriculum and their teaching experience.

In other words teachers' perceptions of the suitability of primary school social studies content is not dependent on their teaching experience. It is to be noted that



a decision margin of 3.5 mean score was taken to arrive at the high and low level scores of perceptions.

**TABLE 4.9**

**THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF THE  
SUITABILITY OF PRIMARY SCHOOL SOCIALS STUDIES CURRICULUM  
CONTENT AND THEIR AREA OF SPECIALISATION**

Suitability of content/ Area of Specialisation	High	Low	Total	X <sup>2</sup> cal
Arts subject	24(24.30)	6(5.60)	30	
Education Arts	28(30.00)	9(6.90)	37	
Education Science	71(77.10)	24(17.80)	95	
Social Studies	55(47.10)	3(10.80)	58	10.31*
Others	17(16.20)	3(3.70)	20	
TOTAL	195	45	240	

Note: Expected frequencies are in parentheses

\* = significant,  $P < 0.05$

X<sup>2</sup> critical, (d.f = 4) = 9.488

Table 4.9 shows that there is a significant relationship between teachers' perceptions of the suitability of primary school social studies content and their area of specialisation.

In other words teachers' perceptions of the suitability of primary school social studies curriculum is dependent on their area of specialisation. It is to be noted that a decision margin of 3.5 mean score was taken to arrive at the high and low level.

scores of perceptions. It is also to be noted that teachers who specialised in social studies gave a more positive perceptions of primary school social studies curriculum. Hence the more social studies specialists we have in the primary school, the better it is for the system.

**TABLE 4.10**

**THE RELATIONSHIP BETWEEN THE PERCEPTIONS OF TEACHERS ON THE  
SUITABILITY OF PRIMARY SCHOOL SOCIAL STUDIES CONTENT AND THEIR  
QUALIFICATIONS.**

Suitability of Content / qualification	High	Low	Total	X <sup>2</sup> cal
GD II	24(24.30)	6(5.60)	30	
N C E	151(144.60)	27(33.36)	178	
BA/B.Sc./B.Ed.	15(12.10)	0(2.80)	15	35.82*
Others	5(13.80)	12(3.10)	17	
Total	195	45	240	

Note: Expected frequencies are in parentheses

\* = significant, at 0.05

X<sup>2</sup> critical, (d.f. = 3) = 7.82

Table 4.10 shows that there is a significant relationship between the perceptions of teachers on the suitability of primary school social studies curriculum content and their qualification. In other words qualification has bearing on the perceptions of teachers on primary school social studies curriculum content.

**TABLE 4.11**

**MEANS AND STANDARDS DEVIATIONS OF AVAILABILITY AND USEFULNESS  
OF TEACHERS ACROSS ZONES**

ZONES	N	$\bar{X}$	S.D
South-West (Lagos)	40	19.37	2.85
North-Central (Kogi)	40	19.20	3.24
South-East (Anambra)	40	18.47	3.33
North-West (Kano)	40	18.55	2.99
South-South (Edo)	40	19.52	3.12
North-East (Borno)	40	18.62	3.03

**TABLE 4.12**

**ONE-WAY ANOVA SUMMARY DATA ON AVAILABILITY AND USEFULNESS OF  
TEACHERS ACROSS THE ZONES**

Source of variation	SS	df	MS	F.cal	sig. of F
Between Zones	42.57	5	8.51		
Within Groups	2311.01	234	9.88	0.86	n.s

n.s. = not significant, at 0.05

**TABLE 4.11**

**MEANS AND STANDARDS DEVIATIONS OF AVAILABILITY AND USEFULNESS**  
**OF TEACHERS ACROSS ZONES**

ZONES	N	$\bar{X}$	S.D
South-West (Lagos)	40	19.37	2.85
North-Central (Kogi)	40	19.20	3.24
South-East (Anambra)	40	18.47	3.33
North-West (Kano)	40	18.55	2.99
South-South (Edo)	40	19.52	3.12
North-East (Borno)	40	18.62	3.03

**TABLE 4.12**

**ONE-WAY ANOVA SUMMARY DATA ON AVAILABILITY AND USEFULNESS OF**  
**TEACHERS ACROSS THE ZONES**

Source of variation	SS	df	MS	F.cal	sig. of F
Between Zones	42.57	5	8.51		
Within Groups	2311.01	234	9.88	0.86	n.s

n.s. = not significant, at 0.05

**TABLE 4.13**

**MEANS AND STANDARD DEVIATIONS OF TEACHING AIDS ACROSS ZONES**

ZONES	N	$\bar{x}$	S.D
South-West (Lagos)	40	17.00	2.43
North-Central (Kogi)	40	17.12	2.59
South-East (Anambra)	40	17.57	2.15
North-West (Kano)	40	17.45	2.21
South-South (Edo)	40	17.10	2.51
North-East (Borno)	40	17.42	2.09

**TABLE 4.14**

**ONE-WAY ANOVA SUMMARY DATA ON AVAILABILITY AND USEFULNESS OF  
TEACHING AIDS ACROSS ZONES**

Source of Variation	SS	d.f	M.S	F.cal	sg. of F
Between Zones	10.86	5	2.17	0.39	s.n
Within Zones	1319.44	234	5.64		
TOTAL	1330.30	239			

n.s. = not significant at 0.05

**TABLE 4.15****MEANS AND STANDARD DEVIATIONS OF MATERIALS ACROSS ZONES**

ZONES	N	$\bar{x}$	SD
South-West (Lagos)	40	16.32	3.04
North-Central (Kogi)	40	15.32	3.07
South-East (Anambra)	40	15.50	3.37
North-West (Kano)	40	15.32	3.72
South-South (Edo)	40	15.47	2.89
North-East (Borno)	40	15.75	3.43

**TABLE 4.16****ONE-WAY ANOVA SUMMARY DATA ON AVAILABILITY AND USEFULNESS OF MATERIALS ACROSS ZONES**

Source of Variation	SS	d.f	M.S	F.cal	sig. of F
Between Zones	28.91	5	5.78	0.53	n.s
Within Zones	2563.82	234	10.96		
TOTAL	2592.73	239			

n.s. = not significant at 0.05

Tables 4.11 - 4.16 present the findings based on the hypothesis on the availability and usefulness of human and material resources across zones. It is observed that all the tables showed that there was no significant difference on both human and material resources across zones i.e. the level of teachers, use of teaching aids and

material available in all the zones. The highest mean score of 19.52 was recorded in Edo state representing South-South on the usefulness and availability of teachers in schools. On the other hand, Anambra state representing South-East recorded the highest mean score of 17.57 on availability and usefulness of teaching aids in schools while Lagos state representing South-West zone recorded the highest mean score of 16.32 on the availability and usefulness of materials in schools.

**TABLE 4.17**

**THE MEANS RATINGS AND RELATIVE 'RANKS' OF THE SUGGESTED  
TEACHING METHODS BY TEACHERS IN ZONE 1 (SOUTH-WEST)**

CODE NO	METHODS	$\bar{x}$	RANK
01	Chalk and Talk	3.55*	2ND
02	Lecture	2.12	10TH
03	Demonstration	3.42*	3RD
04	Project	2.35	6TH
05	Study trip	2.07	11TH
06	Inquiry	2.42	8TH
07	Problem solving	2.47	7TH <sup>th</sup>
08	Role play	2.70	4TH
09	Assignment	2.70	4TH
10	Discussion	3.60*	1ST
11	Resource person	2.17	9TH

\* Mean ratings of 3.0 and above indicate that teachers frequently use the teaching method.

**TABLE 4.18**

**THE MEAN RATINGS AND RELATIVE 'RANKS' OF THE SUGGESTED  
TEACHING METHODS BY TEACHERS IN ZONE 2(NORTH-CENTRAL)**

CODE NO	METHODS	$\bar{x}$	RANK
01	Chalk and Talk	3.65*	1st <sup>t</sup>
02	Lecture	2.00	10th
03	Demonstration	3.27*	3rd
04	Project	2.20	8th
05	Study trip	1.95	11th
06	Inquiry	2.47	7th
07	Problem solving	2.65	6th
08	Role play	3.05*	5th
09	Assignment	3.50*	2nd
10	Discussion	3.22*	4th
11	Resource person	2.05	9th

\* Mean ratings of 3.0 and above indicate that teachers frequently use the teaching method.



**TABLE 4.19**

**THE MEAN RATINGS AND RELATIVE 'RANKS' OF THE SUGGESTED  
TEACHING METHODS BY TEACHERS IN ZONE 3 (SOUTH-EAST)**

CODE NO	METHODS	$\bar{x}$	RANK
01	Chalk and Talk	3.42*	1st
02	Lecture	2.20	9th
03	Demonstration	3.27*	3rd
04	Project	2.20	7th
05	Study trip	1.82	11th
06	Inquiry	2.35	8th
07	Problem solving	2.72	5th
08	Role play	2.55	6th
09	Assignment	3.25*	4th
10	Discussion	3.42*	1st
11	Resource person	1.97	10th

\* Mean ratings of 3.0 and above indicate that teachers frequently use the teaching method.

**TABLE 4.20****THE MEAN RATINGS AND RELATIVE 'RANKS' OF THE SUGGESTED  
TEACHING METHODS BY TEACHERS IN ZONE 4 (NORTH-WEST)**

CODE NO	METHODS	$\bar{x}$	RANK
01	Chalk and Talk	3.30*	2nd
02	Lecture	1.87	10th <sup>h</sup>
03	Demonstration	3.30*	2nd
04	Project	2.27	8th
05	Study trip	1.95	9th
06	Inquiry	2.52	6th
07	Problem solving	2.72	5th
08	Role play	2.45	7th
09	Assignment	3.10*	4th
10	Discussion	3.47*	1st
11	Resource person	1.72	11 <sup>th</sup>

\* Mean ratings of 3.0 and above indicate that teachers frequently use the teaching method.

**TABLE 4.21**

**THE MEAN RATINGS AND RELATIVE 'RANKS' OF THE SUGGESTED  
TEACHING METHODS BY TEACHERS IN ZONE 5 (SOUTH-SOUTH)**

CODE NO	METHODS	$\bar{x}$	RANK
01	Chalk and Talk	3.42*	2nd
02	Lecture	2.32	8th
03	Demonstration	3.55*	1st
04	Project	2.32	8th
05	Study trip	2.05	10th
06	Inquiry	2.37	6th
07	Problem solving	2.72	5th
08	Role play	2.37	6th
09	Assignment	3.20*	4 <sup>th</sup>
10	Discussion	3.37*	3rd
11	Resource person	1.62	11th

\* Mean ratings of 3.0 and above indicate that teachers frequently use the teaching method.

**TABLE 4.22**

**THE MEAN RATINGS AND RELATIVE 'RANKS' OF THE SUGGESTED  
TEACHING METHODS BY TEACHERS IN ZONE 6 (NORTH-EAST)**

CODE NO	METHODS	$\bar{x}$	RANK
01	Chalk and Talk	3.67*	2nd
02	Lecture	2.57	7th
03	Demonstration	3.27*	4th
04	Project	2.25	8th
05	Study trip	2.25	8th
06	Inquiry	2.25	8th
07	Problem solving	2.92	5th
08	Role play	2.90	6th
09	Assignment	3.70*	1st
10	Discussion	3.40*	3rd
11	Resource person	1.45	11th

\* Mean ratings of 3.0 and above indicate that teachers frequently use the teaching method.

**TABLE 4.23**

**THE MEAN RATINGS AND RELATIVE 'RANKS' OF THE SUGGESTED  
TEACHING METHODS BY TEACHERS ACROSS THE ZONES**

CODE NO	METHODS	$\bar{x}$	RANK
01	Chalk and Talk	3.54*	1st
02	Lecture	2.18	9th
03	Demonstration	3.43*	2nd
04	Project	2.26	8th
05	Study trip	1.98	10th
06	Inquiry	2.40	7th
07	Problem solving	2.65	6th
08	Role play	2.67	5th
09	Assignment	3.24*	4th
10	Discussion	3.37*	3rd
11	Resource person	1.96	11th

\* Mean ratings of 3.0 and above indicate that teachers frequently use the teaching method.

**TABLE 4.24**

**THE MEAN RATINGS AND RELATIVE 'RANKS' OF THE SUGGESTED  
TEACHING METHODS BY TEACHERS AS OBSERVED BY PUPILS**

CODE NO	METHODS	$\bar{x}$	RANK
01	Chalk and Talk	4.60*	1st
02	Lecture	1.16	9th
03	Demonstration	3.60*	4th
04	Project	1.60	7th
05	Study trip	1.33	8th
07	Problem solving	1.16	9th
06	Inquiry	2.08	6th
08	Assignment	4.25*	3rd
09	Discussion	4.60*	1st
10	Resource person	2.16	5th

\* Mean ratings of 3.0 and above indicate that teachers frequently use the teaching method.

Table 4.17 - 4.24 give a complete summary data of the mean ratings and relative weights of the suggested methods of teaching used in each zone and across the zones. In these tables a decision margin of 3 mean scores was taken to arrive at the ranking procedure. It is observed that South-West zone represented by Lagos state, used the least number of the suggested methods of teaching i.e. chalk and talk, demonstration and discussion methods (Table 4.17) while North-Central zone,

represented by Kogi state, used the highest number of the suggested teaching methods i.e. chalk and talk, demonstration, assignment, discussion and role play methods (Table 4.18). All the remaining four zones i.e. South-East represented by Anambra state, North-West represented by Kano state, South-South represented by Edo state and North-East zone represented by Borno state recorded 4 suggested teaching methods (Table 4.19 - 4.22). Table 4.23 shows the mean ratings and relating ranks of all the zones put together. It is observed that chalk and talk method recorded the highest mean score of 3.54 and resource person recorded the least mean score of 1.96. In all the zones chalk and talk appears to be frequently used by teachers while resource person and study trip are seldom used. Also to be noted in table 4.24 is the similarity in perceptions of teachers and pupils on the recommended teaching methods used by teachers. Though, pupils ratings were slightly higher than that of teachers, they both seem to agree on the methods which were frequently used by teachers.

**TABLE 4.25**

**ONE-WAY ANALYSIS OF VARIANCE SUMMARY DATA ON THE DIFFERENCES**  
**OF THE USE OF TEACHING METHODS ACROSS ZONES**

METHODS	ZONES						F.cal
	1	2	3	4	5	6	
	South -	North-	South-	North-	South-	North	
	West	Central	East	West	South	East	
	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	
Chalk and talk	3.55	3.65	3.42	3.30	3.42	3.67	1.16
Lecture	2.12	2.00	2.20	1.87	2.32	2.57	2.46*
Demonstration	3.42	3.27	3.27	3.30	3.55	3.27	0.67
Project	2.35	2.20	2.20	2.27	2.32	2.25	0.16
Study trip	2.07	1.95	1.82	1.95	2.05	2.25	0.93
Inquiry	2.42	2.47	2.35	2.52	2.37	2.25	1.78
Problem solving	2.47	2.65	2.72	2.72	2.72	4.92	0.81
Role play	2.70	3.05	2.55	2.45	2.37	2.90	3.05*
Assignment	2.70	3.50	3.25	3.10	3.20	3.70	6.49*
Discussion	3.60	3.22	3.42	3.22	3.37	3.40	1.07
Resource person	2.17	2.05	1.97	1.72	1.62	1.42	3.90*

F critical (0.05) = 2.26

(d.f = 5,234)

\* significant at  $P < 0.05$

Table 4.25 shows the summary data on the differences of the use of teaching methods across zones using a one-way ANOVA. From the table one can observe that only 4 methods out of 11 show a significant difference across the zones since



their computed F is higher than the critical F. One can therefore say that there is no significant difference in the use of the teaching methods across the zones.

**TABLE 4.26**

**TOPICS COVERED BY TEACHERS IN THE CLASSROOM IN PERCENTAGES**

CODE NO	TOPICS	COVERED	%	NOT COVERED	%
01	Problems of living in the family	216	*90	24	10
02	Cultural problems	204	*85	36	15
03	Religious problems	192	*80	48	20
04	Problems of difference between men and women	216	*90	24	10
05	Problems of marriage failure	228	*95	12	5
06	Problems of marriage practices	240	*100	-	-
07	Problems of organisation and co-operation	180	*75	60	25
08	Problems of community leadership	216	*90	24	10
09	Problems of government	240	*100	-	-
10	Problems of division of labour	204	*85	36	15
11	Problems of public opinion	168	*70	72	30
12	Problems of capital resource preservation	120	50	120	50
13	Problems of human resources development	108	45	132	55
14	Problems of material resources development	144	*60	96	40
15	Problems of human resources, management, conservation	36	15	204	85
16	Problems of resources distribution	24	10	216	90
17	Problems of employment	12	5	228	95
18	Problems of wages and income distribution	60	25	180	75
19	Problems of communication	216	*90	24	10
20	Problems of transportation	240	*100	-	-
21	Problems of personal hygiene	168	*70	72	30
22	Problems of accidents	144	*60	96	40
23	Problems of pollution	108	45	132	55
24	Problems of agricultural technology	120	50	120	50

\* A decision margin of 60% and above show that the topic is adequately covered.

Table 4.26 shows a summary data of the topics covered by teachers during the periods allotted to social studies on the time table in percentages. A 60% coverage was considered suitable for adequate coverage of the listed topics in social studies syllabus under study. Based on the above decision only 16 topics out of 24 were rated as being adequately covered by teachers during the time period allotted to social studies on the school time-table. An analysis of difference in extent of coverage of social studies topics under study was carried out using chi-square testing. It is observed that 14 topics out of 24 topics show a significant difference among the zones. As such there is remarkable difference in the extent of coverage of primary school social studies topic across the zones. See Appendix V.

**TABLE 4.27**

**SUGGESTED EVALUATION PROCEDURES USED BY TEACHERS TO ASSESS PUPILS FROM ALL THE ZONES.**

CODE NO	EVALUATION PROCEDURES	$\bar{x}$	RANK
01	Oral questioning	3.75*	1st
02	Observation	3.15*	3rd
03	Teacher made test	3.43*	2nd
04	Standardised test	2.80	5th
05	Designing some questions		
	to find out about certain facts	2.85	4 <sup>th</sup>

Table 4.27 shows the mean ratings and relative ranks of the suggested evaluation procedures used by teachers to assess pupils. A decision of 3 mean score was

taken to arrive at the ranking procedure. It is observed that oral questioning recorded the highest mean score of 3.75 to rank 1<sup>st</sup> while standardised test recorded the least mean score of 2.80 to rank 5<sup>th</sup> in the series. It is also to be observed that more than half of the suggested evaluation procedures were frequently used in the assessment of pupils by teachers.

#### 4.4 PRODUCT EVALUATION

Product evaluation ascertains to what extent the objectives are being achieved and to determine whether the strategies, procedures or methods employed for implementation should be terminated, modified or continued in their present form. In this regards, the learning outcomes from the learners were assessed using the 1998 National Common Entrance Examination Results (NCER).

The hypotheses raised to address the above assertion are:

- (a) There is no significant difference between the achievement of primary school social studies objectives across the zones.
- (b) There is no significant difference between the achievement of the male pupils and that of female pupils in the National Common Entrance Examination social studies section across the six zones.

Table 4.28 - 4.30 give the analyses of the data collected for the product evaluation.

**TABLE 4.28**

**THE PERCENTAGE RATINGS OF THE ACHIEVABLE OBJECTIVE<sup>S</sup> THROUGH  
THE TEACHING OF PRIMARY SCHOOL SOCIAL STUDIES CURRICULUM.**

CODE NO	OBJECTIVES	Achievable	%	Not Achievable	%
01	Self confidence	180	*75	60	25
02	Initiative	216	*90	24	10
03	Power of imagination	192	*80	48	20
04	Resourcefulness	120	50	120	50
05	Desire for knowledge	204	*85	36	15
06	Desire for continued learning	216	*90	24	10
07	Scientific and reflective thinking	96	40	144	60
08	Appreciation of dignity of man and labour	60	25	180	75
09	Sense of compassion for the less fortunate	168	*70	72	30
10	Sense of respect for one another	216	*90	24	10
11	Tolerance of conflicting opinions	120	50	120	50
12	Willingness to accept necessary changes	48	20	192	80
13	Ability to adapt to his changing environment	120	50	120	50
14	Citizenship education	216	*90	24	10
15	Character and moral training	216	*90	24	10
16	Transmission of our cultural heritage	192	*80	48	20
17	Willingness to participating in civic and social activities	180	*75	60	25
18	Inculcation of national consciousness	120	50	120	50

\* A decision margin of 60% and above show that the objective is achievable through the teaching of social studies education.

Table 4.28 shows the summary data of the achievable objectives through the teaching of primary school social studies curriculum in percentages. A decision margin of 60% is considered to determine those objectives that can be successfully achieved through the teaching of primary school social studies curriculum. Based on this decision 11 out of 18 objectives can be described as adequately achieved.

An analysis of differences in the achievable objectives of primary school social studies curriculum among zones using chi-square testing was computed. It is observed that only 4 out of 18 objectives showed significant difference among the zones. It is therefore correct to say that there is no significant difference between the achievable objectives of primary school social studies across the zones, as a non-significant difference is shown in most of the achievable objectives. See Appendix VI.

**TABLE 4.29**

**MEANS AND STANDARD DEVIATIONS OF SCORES OF PUPILS IN NATIONAL  
COMMON ENTRANCE EXAMINATION IN SOCIAL STUDIES**

	ZONE 1 (S.W)		ZONE 2(N.C)		ZONE 3(S.E)		ZONE 4(N.W)		ZONE 5 (SS)		ZONE 6 (NE)	
	M	F	M	F	M	F	M	F	M	F	M	F
n	100	100	100	100	100	100	100	100	100	100	100	100
$\bar{x}$	45.64	44.40	44.82	44.66	45.18	45.04	44.46	45.89	44.24	45.73	45.00	45.47
SD	29.86	29.21	29.82	29.45	29.83	29.71	29.58	29.94	29.69	29.56	29.69	30.12

**TABLE 4.30**

**2 X 6 ANALYSIS OF VARIANCE (ANOVA) SUMMARY DATA OF MEAN SCORES  
OF PRIMARY SCHOOL PUPILS IN NATIONAL COMMON ENTRANCE  
EXAMINATION IN SOCIAL STUDIES**

SOURCE OF VARIATION	SS	df	MS	F cal
Between Zones	30.88	5	6.18	0.00022(n.s)
Between Gender	28.51	1	28.51	0.001(n.s)
Interaction				0.002(n.s)
Gender and Zones	274.92	5	54.98	0.002(n.s)
Within Zones	32509620.33	1188	27365	
TOTAL	32509954.66	1199		

n.s. = not significant at 0.05

Table 4.30 gives 2 x 6 analysis of variance summary data of mean scores of primary school pupils in National Common Entrance Examination in Social Studies. A non significant difference is shown in the F calculated between zones and gender. In other words there is no significant differences between the achievement of male and female and also across the zones.

It is noted that though the mean score is low, the standard deviation is too high (Table 4.29). This high standard deviation shows a great disparity among the pupils scores.

It is also an indication that the objectives of the primary school social studies curriculum are yet to be fully achieved.

#### 4.5 OTHER FINDINGS

**TABLE 4.31**

**CATEGORIES OF QUESTIONS UNDER THE THREE DOMAINS OF TAXONOMY**  
**OF EDUCATIONAL OBJECTIVES**

	COGNITIVE	AFFECTIVE	PSYCHO-MOTOR	TOTAL
1996	15	5	-	20
1997	17	3	-	20
1998	16	4	-	20

It is observed that cognitive domain takes priority over the remaining two domains for the three years under survey. This analysis is not quite objective as the questions used were all objective type questions demanding for just a correct answer from multiple choice answers.

All efforts to get essay type questions from the school under study proved abortive and so the researcher resorted to using the National Common Entrance Examination questions for the 1996, 1997 and 1998 periods.

This finding is contrary to what obtains in social studies teaching and learning. In social studies classroom the three domains namely: cognitive, affective and psycho-motor (Bloom, 1956) form the foundation for all effective teaching and learning exercises.



**TABLE 4.32**

**ACTIVITIES CARRIED OUT IN THE CLASSROOM**

CODE NO	ACTIVITIES	$\bar{x}$	SD
01	Sketching	4.30	0.75
02	Story Telling	4.20	0.97
03	Discussing	4.25	0.80
04	Dramatising	4.05	0.97
05	Role-playing	4.10	0.67
06	Singing	4.58	0.64
07	Identifying	3.96	0.94
08	Visiting important places	3.41	1.34

As can be observed all the suggested activities are frequently used by teachers in the classroom taking a decision margin of 3.5 mean score.

TABLE 4.33

## AVAILABILITY AND ADEQUACY OF TEACHING AIDS

ZONES 1					2					3					4					5					6				
Teaching Aids	Evident	Minimally Evident	Not Evident		Evident	Minimally Evident	Not Evident		Evident	Minimally Evident	Not Evident		Evident	Minimally Evident	Not Evident		Evident	Minimally Evident	Not Evident		Evident	Minimally Evident	Not Evident		Evident	Minimally Evident	Not Evident		
(1) Reading Materials																													
a) Pupils' Textbook	-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		
b) Teachers' Guide	-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		
c) Social Studies Supplementary Reading Materials	-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		
(2) Visual Aids																													
a) Pictures	1	8	1		2	7	1		9	2	1		1	9	-		1	7	2		2	6	2		-	-	10		
b) Display	-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		
c) Flannel Boards	-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		
d) Graphs and charts	2	2	6		3	2	5		1	3	6		2	2	6		1	3	6		1	1	8		1	1	8		
e) Maps and globes	2	5	3		2	6	2		1	5	4		2	7	1		3	5	2		4	5	1		4	5	1		
f) Chalk boards	10	-	-		10	-	-		10	-	-		10	-	-		10	-	-		10	-	-		10	-	-		
(3) Audio-Visual Aids																													
a) Radios	-	2	8		-	3	7		-	1	9		-	3	7		-	2	8		-	4	6		-	4	6		
b) Tape Recorders	-	2	8		-	3	7		-	1	9		-	3	7		-	2	8		-	3	7		-	3	7		
c) Records	-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		
d) Taped Records	-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		
e) Television / Videos	-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		-	-	10		

Note: Ten (10) Schools were visited in each zone:

Keys:

Zones

- 1 - South-West (Lagos)
- 2 - North-Central (Kogi)
- 3 - South-East (Anambra)
- 4 - North-West (Kano)

Zones

- 5 - South-South (Edo)
- 6 - North-East (Borno)

As can be observed from table 4.33, all schools under study in all the zones showed no evidence of reading materials, both for teachers and pupils. 85% of the schools under study showed minimal evidence of pictures on the walls. All the schools under study showed no evidence of displays and flannel boards. Only 40% of the schools under study had evidence of graphs and charts, maps and globes. The rest 60% showed no evidence. All the schools under study had evidence of chalk board.

The worst affected teaching aid is the audio-visual aids. Only 25% of the schools under study had evidence of radio and Tape recorders. All the schools showed no evidence of records, taped records and television/videos.

### **THE RELATIONSHIP BETWEEN INPUT, PROCESS AND OUTPUT VARIABLES**

The relationship between the input, process and output variables is determined using correlational matrix.

Tables 4.34 and 4.35 present the correlational matrices of the input and process variables and the performance level of the pupils (output). Tables 4.36 and 4.37 present the summary data of the step-wise multiple regression Analysis of input and process variables on social studies achievement test scores. While tables 4.38 and 4.39 highlight the contributions of each of the variables in the regression equation to predicting the pupils' performance in social studies scores.

**TABLE 4.34****CORRELATION MATRIX OF THE INPUT AND OUTPUT VARIABLES**

	1 AOS	2 SALARIES	3 TQS	4 TEP	5 OUTPUT
1. AOS	-	-0.035	0.20**	0.25**	-0.058
2. SALARIES		-	0.12*	0.34	0.08
3. TQS			-	0.35**	0.08
4. TEP				-	0.01
5. OUTPUT					-

2 tailed significance \*  $P < 0.05$       \*\*  $P < 0.01$

**Keys:** AOS: Area of Specification, Salaries, TQS = Teachers' Qualification,

TEP = Teaching Experience.

**TABLE 4.35****CORRELATION MATRIX OF THE PROCESS AND OUTPUT VARIABLE**

	1 INT	2 PREP	3 PREST	4 QY	5 TA	6 TM	7 EP	8 OUTPUT
1. INT	-	-0.23**	-0.08	0.14**	0.15**	0.13*	-0.07	0.04
2. PREP		-	0.18**	-0.07	-0.10	-0.14**	0.11	-0.002
3. PREST			-	0.12*	-0.13*	-0.01	0.03	-0.007
4. QY				-	0.08	-0.11	-0.08	-0.03
5. TA					-	0.21**	0.06	-0.04
6. TM						-	-0.29*	-0.09
7. EP							-	0.02
8. OUTPUT								-

2 tailed significance. \*  $P < 0.05$       \*\*  $P < 0.01$

**Keys:**

INT	=	INTRODUCTION
PREP	=	PREPARATION
PREST	=	PRESENTATION
QY	=	QUESTIONING TECHNIQUE
TA	=	TEACHING AIDS
TM	=	TEACHING METHODS
EP	=	EVALUATION PROCEDURES
OUTPUT	=	OUTPUT PERFORMANCE OF PUPILS

According to results in Table 4.34 the pupils performance in social studies scores correlated positively with teachers' qualifications and teaching experience with coefficients of 0.20 and 0.25 respectively. (every  $r$  significant at 0.05 probability level).

Positive correlations imply that the higher the level of variables mentioned above, the higher the level of pupils performance in social studies.

On the other hand, the social studies scores correlated negatively with salaries with coefficient of - 0.035. The higher the level of salaries, the greater the propensity of the variable to impair performance in social studies.

**TABLE 4.36**

**STEP-WISE MULTIPLE REGRESSION ANALYSIS OF INPUT VARIABLES USING  
THE SOCIAL STUDIES SCORES AS THE DEPENDENT VARIABLES (OUTPUT)**

Multiple R	=	0.13400
R Square	=	0.01796
Adjusted R Square	=	0.00464
Standard Error	=	2.35164

**ANALYSIS OF VARIANCE**

Source of Variation	DF	Sum of squares	Mean square	F	Sig. of F
Regression	4	29.82976	7.45744	1.34850	n.s
Residual	295	1631.40691	5.53019		

n.s. = Not Significant,

F Critical at 0.05 (4,295) = 2.37

The calculated F ratio ( $F = 1.34$ ) in the step-wise multiple regression analysis presented in Table 4.36 was not significant at 0.05 probability level. This indicates that there is no significant relationship between social studies scores and input variables (Areas of specialisation, salaries, teachers' qualification and teaching experience). Consequently one can accept the fact that there is no significant relationship between social studies scores and some sets of input variables.

**TABLE 4.37**

**STEP-WISE MULTIPLE REGRESSION ANALYSIS OF PROCESS VARIABLES**  
**USING SOCIAL STUDIES SCORES AS THE DEPENDENT VARIABLE (OUTPUT)**

Multiple R            =     0.11530  
R square             =     0.01329  
Adjusted R Square =     -0.01036  
Standard Error      =     2.36929

**ANALYSIS OF VARIABLE**

Source of variation	DF	SS	MS	F	sig of F
Regression	7	22.08377	3.15482	0.56200	n.s
Residual	292	1639.15289	5.61354		

n.s = not significant

F Critical at 0.05 (7, 292) =     2.01

These variables accounted for 0.46% of the total variations in the social studies scores (Adjusted  $R^2 = 0.00464$ ). Subsequently, 96.6% of the variance remain unaccounted for. The set of input variables entered in the regression equation correlated 0.13 with the social studies scores (see table 4.36). After controlling for the confounding effects of other factors with a view to evaluating the specific contribution of each input variable in the regression equation to predicting

performance in the social studies scores, none of the variables had effects on social studies scores. Further examination of the data in table (4.39) shows that Area of specialisation made the least contribution in the regression equation in terms of predicting performance in the social studies scores.

In the same vein, results in table 4.35 show that the pupils' performance correlated positively to questioning techniques, teaching aids and teaching methods, with coefficients of 0.14, 0.15 and 0.13 respectively. (every  $r$  is significant at 0.05 probability level). On the other hand, the social studies scores correlated negatively with preparation, presentation, and evaluation procedures with coefficients of -0.23, -0.08 and -0.07 respectively (the implications of positive and negative correlations have been explained earlier).

The calculated  $F$  ratio ( $F = 0.562$ ) in the step-wise multiple regression analysis presented in Table 4.37 was not significant at 0.05 probability level. This indicates that there is no significant relationship between social studies scores and process variables (introduction, preparation, presentation, questioning techniques, teaching aids, teaching methods and evaluation procedures). Consequently, one can accept the fact that there is no significant relationship between social studies scores and some sets of process variables. These variables accounted for -1.03% of the total variation in the social studies scores (Adjusted  $R^2 = -0.01036$ ).

Subsequently 100% of the variance remain unaccounted for. The set of process variables entered in the regression equation correlated 0.11 with the social studies scores (see table 4.37). After controlling for the confounding effects of other factors



with a view to evaluating the specific contribution of each process variable in the regression equation to predicting the social studies scores, none of the variables had effects on social studies scores. Further examination of the data in table 4.39 shows that teaching method made the least contribution in the regression equation in terms of predicting performance in the social studies scores.

This finding appears to be in line with many studies which purported to demonstrate that schooling has little independent impact on students' academic achievement, and that school teachers and principals can do little to boost performance (Luecke and McGinn, 1975). This controversy appears to have been touched off many years ago with the publication of the Coleman Report (1966). One camp has continued to promote the major findings of the report that most differences among schools in resource allocation contribute little to differences in what students learn. This could be interpreted to mean that non-school inputs, such as students' family background, books in the home, and the like, contribute overwhelmingly to what students learn and can do rather than the impact of the school resources.

Some advocates of the Coleman Report accept the assertion that such specific school factors as expenditures on teachers' salaries, laboratory facilities and equipment, books, teachers' quality in terms of professional qualification and number of years' teaching experience, and several organisational variables, have negligible effects on pupils' academic performance though firm conclusions have not been universally established, this position appears to question the fundamental idea of allocating resources to schools for the purpose of raising the quality of instruction.

**TABLE 4.38**

**VARIABLES IN THE INPUT MULTIPLE REGRESSION EQUATION**

Variables	B	Se.B	Beta	T	sig of T
AOS	-0.145	0.130	-0.067	-1.116	n.s
Salaries	0.438	0.336	0.080	1.304	n.s
TQS	0.305	0.199	0.095	1.531	n.s
TEP	-0.075	0.169	-0.029	-0.446	n.s
(Constant)	2.988	0.821		3.637	*

\* Significant,  $P < 0.05$

**Keys:** AOS = Area of Specialisation  
Salaries = Teachers' Pay  
TQS = Teachers' qualification  
TEP = Teaching experience

**TABLE 4.39****VARIABLES IN THE PROCESS MULTIPLE REGRESSION EQUATION**

Variables	B	Se.B	Beta	T	sig of T
EP	-0.164	0.191	-0.052	-0.862	n.s
INT	-0.067	0.139	-0.029	-0.487	n.s
PREP	-0.057	0.186	-0.019	-0.310	n.s
PREST	-0.065	0.302	-0.012	-0.217	n.s
QY	-0.219	0.466	-0.028	-0.471	n.s
TA	-0.192	0.338	-0.034	-0.568	n.s
TM	-0.724	0.492	-0.092	-1.470	n.s
(Constant)	6.413	1.837		3.491	*

\* significant,  $P < 0.05$

**Keys:** EP = Evaluation Procedures

INT = Introduction

PREP = Preparation

PREST = Presentation

QY = Questioning Technique

TA = Teaching Aids

TM = Teaching Methods.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 INTRODUCTION**

In chapter four the results of the analysis of data generated by the seven hypotheses tested were presented. This chapter discusses the findings in relation to the hypotheses and to draw some conclusions.

The discussion focuses on three themes. Section one discusses the findings in broad terms; section two draws specific conclusions and makes some recommendations; section three includes implications for further research.

#### **5.1 SUMMARY OF THE WHOLE STUDY**

The main purpose of this study was to evaluate the Nigerian Primary School Social Studies Curriculum in order to identify the strengths and weaknesses to give some feedback to the system. This is with the hope to enhance quality control.

The Study was conducted among two hundred and forty (240) teachers, one thousand two hundred (1,200) pupils, sixty (60) head teachers, thirty (30) inspectors of education and six (6) Ministry of Education Officials who were social studies specialists. Among the teachers, one hundred and thirty-two (132) were males while one hundred and eight (108) were females. The teachers ranged between 26 - 40 years. Thirty (30) teachers had Grade II Certificate, one hundred and seventy eight (178) had NCE, fifteen (15) had BA/B.Sc./B.Ed. 30% of the teachers had

teaching experience of 6 - 10 years and 39.6% had science education as their area of specialisation. Of the 60 head teachers, 12 were males and 48 females. The head teachers ages ranged between 26 - 35 years. 36 of them were holding Nigerian Certificate in Education (NCE) While 12 had BA/B.Sc./B.Ed. The head teachers' teaching experiences range between 11 - 20 years and 60% specialised in Arts and Science Education.

Of the 30 inspectors of education, 20 were males while 10 were females. Their ages ranged between 26 - 40 years. While 66% had BA.B.Sc/B.Ed, 33% had Nigerian Certificate in Education (NCE). 50% had teaching experience of 6 - 10 years and 70% fall in Arts subjects and Education Arts.

Only 6 social studies curriculum specialists were involved in the study. This was because only one is attached to a state. Of the 6, 3 were males and 3 were females. 66.7% ranged between 36 - 40 years of age. All of them had BA/B.Sc./B.Ed and specialised in social studies education.

Among the components evaluated were the input, process and outcome of the Nigerian Primary School Social Studies Curriculum.

The analysis of the seven hypotheses tested are presented below.

Hypothesis one: The first hypothesis stated that

***There is no significant difference among Inspectors  
of Education (IE), Ministry of Education Officials (MEO)  
and Head teachers' (HT) perceptions of the resources put in  
place for primary school social studies curriculum across  
the zones.***

While there is no significant difference in the perceptions of inspectors and ministry of education officials on the resources put in place, the teachers differ in some areas. Such areas like organisation of training, teachers in-service training, social studies specialists in schools, school supervision and teachers' participation in curriculum review, head teachers differ significantly across the zones see table 4.4.

The variation noticed could be as a result of head teachers' direct involvement in both the classroom interactions and the curriculum itself. Also possible is the fact that since head teachers had direct contact with their teachers and the ministry administrators, they would be in a better position to assess the resource input in action.

Hypothesis two: The second hypothesis stated that

***There is no significant difference in the teachers'  
perceptions of the suitability of primary school  
social studies content among the six zones by***

***experience, area of specialisation and qualification.***

No significant difference at 0.05 was indicated. However, Borno recorded the highest mean score of 50.82 and the lowest mean score of 49.2 was recorded in Edo State (See table 4.6).

Also of importance is the relationship between teachers perceptions and their area of specialisation and qualification (Table 4.10). It is to be noted that teachers who specialised in social studies gave a more positive perceptions of primary school social studies curriculum. Hence, the more social studies specialists we have in the primary school, the better it is for the system.

Hypothesis three: The third hypothesis stated that

***There is no significant difference in the  
availability of human and material resources  
for primary school social studies across the zones.***

As was noted on tables 4.11 - 4.16, no significant difference was recorded in both human and material resources across the zones, that is the level of teachers, use of teaching aids and materials available in all the zones. One can also observe that the highest mean scores were recorded in both human and material resources in the southern zones, an indication that pupils from the southern zones might perform better than those from the Northern zones. But they all fell within the same range in

their performance. It is possible, therefore, that given the Northern zones enough time and opportunity, they might perform better.

Hypothesis four: The forth hypothesis stated that

***There is no significant difference in the  
use of suggested methods of teaching  
primary school social studies curriculum  
across the zones.***

It was discovered that Kogi State representing North-Central recorded the highest number of teaching methods of five to rank first while Lagos state representing South-West recorded the least number of teaching methods of three to rank sixth. This is because the Northern zones are still struggling to meet up with their kit and kin in the South, hence, the seriousness on the part of the Northern zones in implementing every step or strategies suggested by the curriculum designers.

Also to be noted is the fact that two most important teaching methods in social studies (that is study trip and Resource person) recorded the least mean scores of 1.98 and 1.96 respectively (see table 4.23). As noted by Famwang (1989) there are basically two ways in which the social studies teacher may use the local community. One is to take the class out for a field trip to visit some historical sites or geographical places of interest. The other is to invite local experts to talk to pupils on their area of specialty or to interview them.



Hypothesis five: The fifth hypothesis stated that

***There is no significant difference in the extent of primary school social studies topics covered by teachers across the zones.***

Bearing in mind a 60% decision margin a total of 16 out of 24 topics were adequately covered by teachers during the time allotted to social studies on the school time-table. Those topics not covered included "problems of capital resources preservation", "problems of human resources development", "problems of human resources management conservation", "problems of resource distribution", "problems of employment", "problems of wages and income distribution", "problems of pollution" and "problems of agricultural technology". They recorded 50%, 45%, 15%, 10%, 5%, 25%, 45% and 50% respectively. One should note the fact that the eight topics not successfully covered are topics very essential to man. Resource development, management and distribution are very important to man and his happiness.

Hypothesis Six: The sixth hypothesis stated that

***There is no significant difference between the achievement of primary school social studies objectives across the zones.***

Partial significant difference was observed (Appendix 6) as 4 out of 18 objectives showed a significant difference across the zones. Those objectives were

resourcefulness, tolerance to conflicting opinions, ability to adapt to his changing environment and inculcation of national consciousness with  $X^2$  cal of 17, 17, 17 and 14.8 respectively.

Based on a decision margin of 60%, 11 out of 18 objectives could be adequately achieved through the teaching of social studies education. Included in the objectives that could not be adequately achieved are resourcefulness, a scientific and reflective thinking, appreciation of dignity of man and labour, tolerance or conflicting opinions, willingness to accept necessary changes, ability to adapt to his changing environment, inculcation of national consciousness with percentages ranging from 20% to 50%. All objectives of social studies education are important and useful to the growing child. Yet many are recorded by teachers as not achievable. The most surprising thing is that all the unachievable objectives are the most crucial to social studies education in Nigeria. For instance, inculcation of National consciousness is the most important envisaged objective of social studies education in Nigeria. Yet this is not achievable. It is only through national consciousness that national unity can be achieved. One would suspect that topics to reflect the achievement of the said objectives were not reflected in the curriculum package. Yet further examination of the topics in the curriculum content proves this assertion wrong, since we have topics like problems of organisation and cooperation, cultural problems and problems of community leadership and problems of public opinion can do justice to the achievement of the said objectives.

Hypothesis seven: The seventh hypothesis stated that

***There is no significant difference between the achievement of male pupils and that of the female pupils in the National common Entrance Examination, Social Studies section across the zones.***

In the F - Calculated between zones and gender, a non-significant difference at 0.05 was shown (see table 4.30). There was great disparity among the pupils, as shown in the high standard deviation scores recorded in table 4.29, an indication that the objectives of the primary school social studies curriculum are yet to be achieved.

### **OTHER FINDINGS**

One other important finding discovered during the course of this study is the absence of essay questions in all the schools visited. In the early 60s and 70s, primary 4 - 6 teachers must set essay questions for pupils to express themselves in writing to address reflective thinking and knowledge internalisation.

If essay questions are completely eradicated from our schools, how do we ensure the attainment of the three domains of educational objectives as emphasised in social studies education, especially creativity and problem solving. In the social studies classroom the three domains of educational objectives namely: cognitive, affective and psycho-motor (Bloom, 1956) form the foundation for all effective teaching and learning interaction. Social studies does not deal only with the

acquisition of facts, knowledge and concepts (cognitive domain) but also with changes in values, interest and attitudes (Affective domain) coupled with the need to develop skills in decision-making, problems solving in the pupils as social actors (Joof, 1989).

Objective questions, though covers a lot of items, it is structured or fixed, that the mind of the respondents at the expense of expressions, elaboration and changes in values, interest, and attitudes and the need to develop skills in decision-making, problem solving in the pupils are not immediately realised. The essay form of assessment has disappeared completely from our school system at least at the primary grades.

Already prepared for the teachers are the learning experiences and content by the curriculum developers. It is the task of the teacher to impact whatever is prepared to his pupils. This brings us down to teaching methods. Methods set the guidelines and define the approach to adapt to explain a subject matter to a group of learners. For any method to succeed, it must relate well to the learner, the teacher and the subject-matter effectively (Adeyoyin, 1993).

With regards to social studies teaching, the methods of teaching can be classified into the traditional and new innovations. Under the traditional, we have methods like lecture and discussion, while we have the inquiry, discovery, problem solving and project methods under the new innovation of teaching social studies. For

convenience, Adeyoyin (1993) categorised these methods into four broad sections. They are Inquiry, Expository, Discussion and Activity.

It is not possible to discuss all these methods. Rather, the researcher wants to observe what obtains in the classroom situation. Teachers in the completion of the TPCQ recorded between 3-5 teaching methods used in the classroom. But this was contrary to what was observed in the classroom interactions. There was a clear indication that teachers tend to use those methods which they are used to (that is, the traditional methods). Another finding was that some teachers who used the new methods of teaching were not even in control of the laid down principles and so they got stranded on the way. Thus, it would be difficult to register any success in the use of such new methods. The new methods need to be reflected in our teaching once in a while for teachers to get better results and be reckoned with in the school curriculum.

One other finding was in the use of instructional materials. The problem ranged from availability of instructional materials to identifying the correct material and eventually to level of use and correct usage. Instructional materials are those instrument used by the teacher to simplify his teaching. Any teaching aid that helps the teacher to pass his message clearly to his pupils is regarded as instructional material. The use of instructional materials make learning to be more meaningful and permanent. For a teacher to select any instructional material, he must consider the availability, validity, clarity, relevance and cost of the materials (Famwang, 1989).

It is one thing for a teacher to understand the need for using instructional materials, but it is another thing for him to possess the manipulative skills. This posed a lot of problems especially for beginning teachers of social studies. Another big area of concern was teachers' inability to make use of local materials in their teaching. This was very much neglected by teachers. Instead they go after the ready made ones which are always very costly to purchase and difficult to handle.

This has a lot of implication for teacher preparation. Emphasis should, therefore, be laid on teacher education where both academic and professional preparation of teachers will be ensured.

Also discovered is the fact that area of specialisation showed a significant relationship with teachers' perceptions of primary school social studies curriculum as recorded in TPCQ. On the contrary there was no positive relationship between social studies performance and teachers' area of specialisation as observed in SOSSS (table 4.34). Moreover area of specialisation made the least contribution to social studies performance (table 4.34). This could be interpreted to mean that there must be something wrong with teachers training and the actual teaching in the classroom. This again boils down to practical teacher education.

Qualification had a significant relationship as recorded in TPCQ (table 4.10) and also had a positive relationship with social studies performance when correlated

(table 4.34). One would therefore, infer that academic progress of teachers may enhance their professional preparation in the classroom.

Though teaching experience had no significant relationship with teachers' perceptions of social studies curriculum (TPCQ: table 4.8) it correlated positively with social studies performance (table 4.34). It is therefore, possible that long teaching experience may effect progress in pupils' performance. On the other hand, it is possible that lack of training must have impair the level of teachers' perceptions, hence, the none significant relationship in their perceptions of social studies curriculum.

Teaching methods made the least contribution to social studies performance (table 4.34). This could be attributed to the fact that teachers may only learn of the methods as rated by them (tables 4.23) but were not familiar with the actual usage in the classroom, hence, they were not effective.

## **5.2 RECOMMENDATIONS**

On the basis of findings revealed in this study, the following recommendations are made:

- (1) **EMPHASIS SHOULD BE PLACED ON THE STRATEGIES NEEDED TO ACCOMPLISH PROGRAMME OBJECTIVES.**

In this study, it was discovered that the strategies needed to accomplish programme objectives was grossly inadequate. Such strategies like professional qualified

teachers in social studies, experienced teachers, teacher-pupil ratio and teachers' in-service training should be seriously considered if we are to achieve maximum result through the teaching of social studies education. Social studies education consists of teachers who lack what Young (1971 quoted by Udoh, 1989) called professional classification. They have not been effectively trained as teachers, let alone teachers of social studies. In this regard, the researcher recommends that the minimum qualification of Nigerian Certificate in Education (NCE) earlier recommended should be enforced in primary schools.

In addition on-the-job training efforts should be made to acquaint primary school teachers with the philosophy, goal, content, strategies and methodology of social studies, at least on a monthly or termly basis. It is also important to recognise that even with the awareness of all the existing teaching techniques/methods, the teacher himself is a vital factor for improving teaching and learning in Nigerian primary schools (Kupolati, 1989). The teacher therefore, needs to be well equipped for his job. He needs constant exposure to the latest information, techniques and available resources in his subject area through in-service training.

Attention should also be paid to reasonable teacher-pupil ratio in the schools. The growing awareness of the importance of education to the society has made primary schools to be over populated. However, provision should be made for teachers to manage less class size irrespective of schools. This could be achieved in two folds. Either the training programme recognises this factor as an important concept in pedagogical or classroom management course for trainees or the policy makers and



planners through strategic planning addresses the issue of learning environmental space and infrastructures that will reduce class size to a manageable level for classroom teachers and effective learning.

2. **PRIMARY SCHOOL SOCIAL STUDIES CURRICULUM CONTENT SHOULD BE REVIEWED.**

The teachers' assessment of the curriculum is positive. However, it was discovered that teachers could not cover all the topics within the time allocated for social studies education. It is pertinent, therefore, to revisit this decade developed curriculum by injecting relevant research based feedback into its scope, structure and adequacy.

3. **EMPHASIS SHOULD BE LAID ON THE USE OF DIVERSE METHODS OF TEACHING SOCIAL STUDIES.**

Teachers should be encouraged to acquaint themselves with social studies methodologies without which one can never be an effective social studies teachers. The most important task of social studies teacher is to bring up children who are critical in their thinking and reasoning and be able to effect learning on their own with little assistance from the teacher. Methods to encourage this were enumerated by Nigerian Educational and Research Development Centre (NERDC) as the presentation, construction, creative, activity, inquiry and discussion methods. Teachers are yet to get the technicalities involved in the use of these methods. Pragmatic efforts should therefore be intensified through induction course or school monitoring of teachers into the use of these methods in order to make social studies a unique subject in the school curriculum.

#### 4. IMPROVEMENT OF INSTRUCTIONAL MATERIALS

Teachers complain about the lack of materials including textbook and other resources for social studies. To a very large extent, these are valid and genuine complaints. What challenge does this pose to social studies specialists? It is true that social studies was implemented in Nigeria prior to the availability of sufficient or satisfactory teaching - learning materials (Dubey, 1980). Because of this loop-hole, people of little skills but with a good eye for commercial success produce books which gave wrong impression about the new subject area. They are traditional in approach and superficial in context with "watered down" concepts of social studies (Dubey, 1980). Such textbooks should be discouraged and <sup>new</sup> ones with properly directed concept be written to replace the traditional ones. In this light, co-ordinated and co-operative effort of social studies specialists is solicited. Let social studies specialists see themselves as partners in progress.

Teachers should not forget to draw on their own ingenuity, intelligence and experience to select activities which are practical in the face of scarcity of written materials.

It is one thing for a teacher to know the necessity of using instructional materials but it is another thing to know how and when to use them.

Teachers should be encouraged to make use of local materials in their teaching. The local community and its activities or environment lend themselves as excellent teaching resources in social studies.

5. ESTABLISHMENT OF A SPECIAL MONITORING UNIT IN THE CURRICULUM DEPARTMENT.

Workshop, seminars and conferences can only succeed when impact is made on the participants (that is teachers). Teachers may participate in workshops, seminars and conferences without any result especially in practicalising what has been learned. To bridge this gap, an independent monitoring unit could be established and designated to observe teachers in the actual classroom interactions. It will then be the duty of this monitoring team to follow-up with feedback from their observation for corrective measures.

6. SOCIAL STUDIES ASSOCIATION OF NIGERIA (SOSAN) SHOULD BE REVITALISED

Every profession should have a centrally well organised body which should be responsible for the control of the standard and discipline of members and, the general development of the profession. This was realised at the formation of SOSAN in January, 1969. This body contributed a lot to the development of social studies education in Nigeria especially in the 60s and 70s. Much is not heard of them this day. One wonders what had happened to the association. It is the recommendation of this researcher that the association be reawakened and all social studies specialists be made to become members. This will enhance rapid growth of the subject by learning from one another.

7. ESSAY TYPE QUESTIONS SHOULD BE REINTRODUCED IN THE  
PRIMARY SCHOOL AND NATIONAL COMMON ENTRANCE  
EXAMINATION.

It was discovered in this study that essay questions have disappeared completely in our primary schools examination system especially in the senior section of the primary school.

In the social studies classroom as noted earlier, three domains (that is, cognitive, affective and psycho-motor) form the foundation for effective teaching and learning interactions. To achieve this, essay questions must be encouraged. It is only through essay questions that pupils can express their feelings, values and develop some attitudes and creative skills as envisaged through the teaching of social studies education.

8 A LINK BETWEEN THE MODES, DEVELOPERS, IMPLEMENTERS AND  
USERS OF THE CURRICULUM SHOULD BE ENCOURAGED.

For any success to be recorded in any society, there must be cooperative efforts. So it is in any curriculum development and innovation. For any curriculum to achieve its objectives, all the agents must work hand in hand especially in terms of discussing strategies needed to accomplish programme objectives. There is, therefore, the need to encourage a link between the modes, developers, implementers and users of the primary school social studies curriculum and indeed all curriculum packages in Nigeria.

### 5.3 RECOMMENDATION FOR FURTHER RESEARCH

Further research indices were discovered during the course of this study and for which further investigation should be carried out. These are as follows:

1. There is an immediate need to replicate this study using larger sample and more states and in various setting and environments in order to gather more data and evidence about the Nigerian primary school social studies curriculum.
2. One other follow-up to the present study is an investigation of the roles of monitoring team to effective classroom teaching of social studies education.
3. An investigation could also be directed to the role of enlightenment campaign to parents in paying attention to their children's education.
4. A study could be conducted to look at the effect of instructional problems of pupils achievement and behavioural patterns.
5. An investigation could be directed to the suitability of textbooks in use in primary school social studies.
6. It is important to know that social studies as a discipline, is no longer new to anybody in this country. But some people are still in doubts about the

capabilities of the subject to achieve its objectives. This is because some people thought that social studies should purify our society, turn our criminals into saints and produce incorruptible leaders. A study could be directed to asking question as to whether the Nigerian social studies was introduced to address such issues, and if so, how far has it succeeded in doing so.

7. Finally, an investigation could be directed to the viability of introducing social studies curriculum in the senior secondary school.

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## APPENDIX 1A

### TEACHERS' PERCEPTION OF ELEMENTS OF SOCIAL STUDIES CURRICULUM QUESTIONNAIRE (TPCQ).

NOTE: This is not a questionnaire to test you but to assist the investigator in evaluating the implementation of primary social studies curriculum recommended for schools.

1. Kindly respond to ALL the items below:  
Your responses will be kept strictly confidential.
2. Put an "X" in the appropriate box.

#### PART I

1. Name of School .....
2. Sex: MALE ( ) FEMALE ( )
3. Age Groups: 20 - 25 ( ); 26-30 ( ); 31 - 35 ( ); 36 - 40 ( );  
41 - 45 ( ); 46 - 50 ( ); Over 50 years ( ).
4. Qualification(s): Grade II Teachers' Certificate ( ); NCE ( );  
B.A/B.Sc./B.Ed. ( ); others (Please specify ( )) .....
5. Area of specialisation: Art Subject(s) ( ); Education Arts ( );  
Education Science ( ); Social Studies ( ); Any other  
(Please specify) .....
6. Do you have professional qualification in teaching: Yes ( ); No ( )
7. Total teaching experience in primary school: less than 1 year ( );  
1 - 5 years ( ); 6 - 10 years ( ); 11 - 15 years ( ) 16 - 20 years ( )  
above 20 years ( ).
8. Indicate the class you are teaching currently: Class 4 ( ); Class 5 ( )

## PART II

### SUITABILITY OF THE CONTENTS OF PRIMARY SOCIAL STUDIES CURRICULUM

Below are statements about the suitability of contents of primary social studies curriculum.

You are please requested to rate the statements according to your own view about the contents of primary social studies curriculum.

Please put an 'X' in the column that represents the alternative that best describes your agreement or disagreement with each statement.

Note that the rating is as follows:

- 5 Strongly agreed
- 4 Agreed
- 3 Undecided
- 2 Disagreed
- 1 Strongly disagreed.

	5	4	3	2	1
9. The contents					
a. are within the intellectual capabilities of the pupils					
b. are consistent with national curriculum emphasis;					
c are appropriate to the interest of the pupils;					
d. reflect the stated objectives of the curriculum					
e. are adequate in achieving the stated objectives;					
f. can be covered within the stipulated time limit;					

	5	4	3	2	1
g. are arranged in sequential order beginning from simple to complex;					
h. contribute to social awareness;					
i. are culturally relevant;					
j. readily contribute to the acquisition of meaningful social skills;					
k. contribute to the development of desirable social attitudes;					
l. are written in simple language such that can be interpreted by the teachers;					
m. can not be covered within the number of hours allocated to teaching social studies.					

### **PART III**

#### **ABILITY TO COVER THE TOPIC WITHIN THE SPECIFIED TIME**

Instruction: Put an "X" in the appropriate column under 'Yes', 'No', to answer the following questions:

	YES	NO
10. Do you always cover the following topics in your social studies syllabus in the school:		
A. Problems of living in the family		
B. Cultural problems		
C. Religions problems		
D. Problems of differences between men and women		
E. Problems of marriage failure		

	YES	NO
F. Problems of marriage practices		
G. Problems of organisation and cooperation		
H. Problems of community leadership		
I. Problems of government		
J. Problems of division of labour		
K. Problems of public opinion		
L. Problems of capital resource preservation		
M. Problems of material resource development		
O. Problems of human resource, management, conservation		
P. Problems of resource distribution		
Q. Problems of employment		
R. Problems of wages and income distribution		
S. Problems of communication		
T. Problems of transportation		
U. Problems of personal hygiene		
V. Problems of accidents		
W. Problems of pollution		
X. Problems of agricultural technology		

## PART IV

### METHODS EMPLOYED BY TEACHERS

Instruction: Below are lists of recommended methods of teaching social studies.

Please indicate the extent to which you use these methods in the classroom teaching.

Put an "X" in the appropriate column that best describes your use of the method.

	Frequently Used	Used	Occasionally Used	Seldom Used
11.				
a. Chalk and talk method, where teacher talks and writes summaries of discussions as class progresses.				
b. Lecture method, where teacher only gives information and occasionally asks questions				
c. Demonstration, where the teacher puts together the telling, showing and doing				
d. Project method - a situation whereby a unit of activity is carried out by the learner in a natural and life-like manner in order to accomplish a definite attractive and seemingly attainable goal.				
e. Study trips - consist of planned organised visits to points of interest outside the classroom by both teacher and learners.				
f. Inquiry method - consist of efforts to find out and actually going about to find out more information about given topics.				
g. Problem solving - a problem is presented and pupils are assigned to find out the causes and possible solutions to the problem.				

	Frequently Used	Used	Occassionly Used	Seldom Used
h. Role play - pupils put themselves in the place of other characters studied and they play the part the person is expected to play.				
i. Assignment where pupils always attempt some work and this work is supervised and scored by teacher.				
j. Discussion - a two way traffic whereby teacher and pupils communicate with one another.				
k. Use of resource person - a member of the community who has revelant information on a given topic is invited to the class to enlighten the pupils.				

## PART V

### AVAILABILITY AND USEFULNESS OF HUMAN AND MATERIAL RESOURCES

Below are lists of statements about resource materials available in your school. Put an "X" in the column that best describes your view

	5	4	3	2	1
12. There are many social studies teachers					
13. Teachers are given alot of opportunities to go for in-service training in social studies education					
14. Obtaining higher qualification will improve the status of social studies teachers.					
15. There are no expert teachers to handle social studies in the school.					
16. Social studies as a subject needs more experienced teachers in the field.					

	5	4	3	2	1
17. There are no ready made teaching aids to teach social studies					
18. I used teaching aids often in the teaching of social studies					
19. There are adequate social studies textbooks for teachers and pupils.					
20. There are accompanying teachers' guides to the textbooks available.					
21. Apart from textbooks, no other teaching material is available.					
22. Audio-visual materials such as television, films projector are equally available in the school.					
23. There is no fund to procure any audio-visual material					
24. I do improvise some teaching aids when the need arises.					

## PART VI

### ACTIVITIES CARRIED OUT

25. The following activities are carried out in the class by the teacher.

	5	4	3	2	1
a) Sketching					
b) Story telling					
c) Discussing					
d) Dramatising					
e) Role-playing					
f) Singing					
g) Identifying					
h) Visiting important places					



## PART VII

### 26. EVALUATION PROCEDURE RECOMMENDED IN THE CURRICULUM

The following evaluation procedures are regularly used in assessing social studies teaching.

	Frequently Used	Occasionally Used	Some times Used	Seldom used
a) Oral questioning				
b) Observation				
c) Teacher made test				
d) Standardised test				
e) Designing some questions to find out about certain facts				

## PART VIII

### DEVELOPMENT<sup>nl</sup> OBJECTIVES COVERED

Rate the extent to which the following objectives could be achievable bearing in mind the implementation of social studies curriculum

	Achievable	Not Achievable
27. Development of children's		
a) Self confidence;		
b) Initiative;		
c) Power of imagination;		
d) resourcesfulness;		
e) desire for knowledge;		

	ACHIEVABLE	NOT ACHIEVABLE
f) desire for continued learning; g) scientific & reflective thinking; h) appreciation of dignity of man and labour; i) sense of compassion for the less fortunate; j) sense of respect for one another; k) tolerance of conflicting opinions; l) willingness to accept necessary changes; m) ability to adapt to his changing environment; Develop in children n) citizenship education; o) Character and moral training; p) transmission of our cultural heritage; q) willingness in participating in civic and social activities; r) inculcation of national consciousness;		

## APPENDIX 1B

### PUPILS' PERCEPTION OF SOCIAL STUDIES CURRICULUM (PPCQ)

#### PART 1

#### GENERAL

Fill in the blank spaces

1. Name of school: .....
2. Class: .....
3. Sex of Pupil: .....
4. Age of Pupil: .....

## PART II

### WHAT YOU THINK ABOUT SOCIAL STUDIES

Below are lists of statements about social studies. Read them carefully and decide which statement best describes your thoughts about social studies as a school subject. Put an 'X' in the appropriate column. Note the rating is as follows:

- 5 - strongly agreed
- 4 - agreed
- 3 - undecided
- 2 - disagreed
- 1 - strongly disagreed

	5	4	3	2	1
1. <u>CONTENT</u>					
Social studies content;					
(a) teaches me how to find out something on my own;					
(b) helps me to solve many problems in my environment;					
(c) teaches me the things in my environment;					
(d) teaches me to live peacefully with others;					
(e) is very difficult and boring;					
(f) is very interesting					

## 2) METHODS

The following methods are used by the teachers when teaching social studies.

	5	4	3	2	1
a) talking and writing the summary on the board;					
b) teacher only gives information and only asks question;					
c) teacher talk, show and do some activities;					
d) teacher gives activity to pupils to carry out;					
e) teacher goes out with pupil to places of interest;					
f) teacher encourages pupils to go and find out things on their own;					
g) teacher gives problem to pupils to go and find out the causes and possible solution to the problem;					
h) teacher gives assignment to pupils;					
i) teacher and pupils always have discussion;					
j) teacher invites someone to come and talk to pupils					

### 3. MATERIALS

- (a) There are many materials to use;
- (b) Pupils have enough textbooks;
- (c) There are many social studies pictures in the school;
- (d) There is a television and video set in the school;
- (e) There is a radio in the school

### 4. EVALUATION

- (a) The teacher gives take - home test always;
- (b) The teacher marks the take-home-test immediately
- (c) The teacher records the score;
- (d) Pupils know their scores;

### 5. The following activities are carried out in the class

- (a) Sketching
- (b) Story telling
- (c) Discussing
- (d) Dramatising
- (e) Role-playing
- (f) Singing
- (g) Identifying
- (h) Visiting important places

5

4

3

2

1

## APPENDIX II

### STRUCTURED OBSERVATION SCHEDULE FOR SOCIAL STUDIES (SOSSS)

#### BIODATA OF TEACHER

1) Name of School .....

2) Qualifications: GRD II ☐

NCE ☐

BA/BSC/BEd ☐

Others (Please specify) ☐

2. Area of specialisation:

Art Subjects ☐

Education Arts ☐

Education Science ☐

Social Studies Education ☐

Any other (please specify) ☐

3. Teaching Experience:

Less than 1 year ☐

1 - 5 years ☐

6 - 10 years ☐

11 - 15 years ☐

16 - 20 years ☐

Above 20 years ☐

4. Salaries:    Grade Level 1 -5
- Grade Level 6 - 10
- Grade Level 11 - 16
- Grade Level above 16

Rate the teaching episode using the following scale:

- 5 :    Very evident
- 4 :    Evident
- 3 :    Fairly evident
- 2 :    Minimally evident
- 1 :    Not evident

	5	4	3	2	1
1. <u>PREPARATIONS</u>					
a) The lesson plan was laid down in an orderly manner.					
b) The behavioural objective was well stated					
c) The behavioural objective is relevant to the topic.					
d) The behavioural objective is achieved within the stipulated time.					
2. <u>INTRODUCTION</u>					
The introduction of the lesson captures the attention of the pupils and is very interesting.					
3. <u>PRESENTATION</u>					
a) Logical sequence - integrating the structure of knowledge into subject - matter presentation was adequately done.					

	5	4	3	2	1
b) There is the ability to progress from one step to the other  c) Adequate students participation is encouraged  d) Cordial teacher pupil relationship is demonstrated					
4. <u>TEACHING MATERIALS</u>					
a) There is effective communication in the use of appropriate teaching aids.  b) Enough teaching aids are provided  c) Knowledge of instructional materials is demonstrated  d) Instructional materials are appropriately put to use					
5.					
a) effective use of questions and questioning technique is demonstrated.  b) Room for pupils question is encouraged.					
6. <u>EVALUATION PROCEDURES</u>					
a) Regular assignment is given  b) Evidence of review in the assignment is present  c) Regular correction is made after the assignment					
7. <u>METHOD OF TEACHING</u>					
a) Use of variety of methods  b) effective use of the methods					



**APPENDIX IIIA**

**SOCIAL STUDIES CHECKLIST FOR EVALUATING MATERIAL RESOURCES  
AVAILABLE IN SCHOOLS (SSC)**

Rate the material resources available in schools using the following scale;

- 3 - Evident
- 2 - Minimally Evident
- 1 - Not Evident

	3	2	1
1) Reading Material			
a) Pupils' textbook			
b) Teachers' guide to pupils textbook			
c) Supplementary social studies reading materials			
2) Visual Aids			
a) Pictures			
b) Displays			
c) Flannel boards			
d) Graphs and charts			
e) Maps and globes			
f) Chalk boards			
3. Auditory Aids			
a) Radio			
b) Records			
c) Tape recorders			
d) Taped records			
e) Television/videos			

### APPENDIX IIIB

#### CHECKLIST ON INPUT EVALUATION OF NATIONAL PRIMARY SCHOOL SOCIAL STUDIES CURRICULUM FOR SOCIAL STUDIES CURRICULUM SPECIALISTS AND INSPECTORS OF EDUCATION

INSTRUCTION: This is a checklist to assess the amount of efforts, energy, human and material resources put into the primary school social studies curriculum in your area.

Please tick the appropriate column that best suits your area.

1. Kindly indicate your status:

Inspectors of Education (    ); Ministry of Education Official (    ).

2. In which of the zones are you working?

North-West (    ); North-East (    ); North-Central (    )

South-West (    ); South-East (    ); South-South (    )

3. Indicate the number of schools in the zone indicated (    ).

4. How many teachers in the schools (    )

5. What is teacher-pupil ratio in the schools?

1:40 (    ); 1:50 (    ); 1:60 (    ); 1:70 (    ); 1:80 (    );

Above 80 (    ).

6. Teachers are trained on the use of primary school social studies curriculum through:

Workshop (    ); Seminars (    ); Conferences (    ); In-service (    ).

7. The workshops, conferences and training are organised on weekly basis (    );

Monthly (    ); Termly (    ); Yearly (    ).

8. Number of teachers sent on in-service training per annum are: 20 (    );

40 (    ); 50 (    ); 60 (    ); Above 60 (    ).

9. Indicate the number of teachers who are social studies specialists in your are (    )
10. What amount is expended on in-service training of teachers (            ).
11. Tick which of the following instructional materials are available in the schools for teachers' use.

Textbooks (            )

Visual Aids (            )

Auditory Aids (        )

Audio-Visual Aids (     )

12. List the types of textbooks used in schools

(a) .....

(b) .....

(c) .....

(d) .....

13. How often do you visit schools to get feedback on social studies curriculum?

Weekly basis (            ); Monthly basis (            ); Termly Basis (            );

Annually (            )

14. How often do social studies teachers participate in social studies curriculum review? Frequently (            ); Occasionally (            ); Not at all (            ).

## APPENDIX IIIC

### CHECKLIST ON INPUT EVALUATION OF NATIONAL PRIMARY SCHOOL SOCIAL STUDIES CURRICULUM FOR HEAD TEACHERS

INSTRUCTION: This is a checklist to assess the amount of energy, efforts, human and material resources put into the primary school social studies curriculum in your school. Please tick the appropriate column that best suits your school. In which of the zones are you working;

North-West (     ); North-East (     ); North-Central (     ); South-West (     );  
South-East (     ); South-South (     ).

1. How many teachers in your school (     )
2. Indicate the number of teachers who are social studies specialists (     )
3. What is teacher- pupil ratio in your school 1: 40 (     ); 1:50 (     ); 1:60 (     );  
1:70 (     ); 1:80 (     ); Above 80 (     )
4. How often do teachers attend workshops, conferences and seminars on social studies curriculum? Weekly (     ); Monthly (     ); Termly, annually (     );  
Not at all (     ).
5. How many teachers are sent on in-service training per annum?  
None (     ); 20 (     ); 40 (     ); 50 (     ); 60 (     ); above 60 (     ).
6. Tick which of the following instructional materials are available in the school for teachers use: Textbooks (     ); Visual Aids (     ); Auditory Aids (     );  
Audio-visual aids (     ).

7. List the types of textbook on social studies used in the school

(a) ..... (b) .....

(c) ..... (d) .....

8. How often do curriculum developers/inspectors of education visit your school?

Weekly basis (     ); Monthly basis (     ); Termly basis (     ); annually (     )

9. How often do social studies teachers participate in social studies curriculum review. Frequently (     ); Occasionally (     ); Not at all (     ).

## APPENDIX IVA

### FEDERAL MINISTRY OF EDUCATION NATIONAL BOARD FOR EDUCATIONAL MEASUREMENT NIGERIA.

#### PAPER II

APRIL 1996      PART A:    ENGLISH AND SOCIAL STUDIES

PART B:    VERBAL APTITUDE.

#### SOCIAL STUDIES

1. What is culture?
  - A. Food and Cloth we wear
  - B. Our customs and eating habits
  - C. Our language and dresses
  - D. Total way of life of a people
  - E. Way of life of a group of people
2. Which of the following is a member of Nuclear family?
  - A. Aunt
  - B. Brother
  - C. Child
  - D. Cousin
  - E. Grand mother
3. The first president of Nigeria was
  - A. Dr. Nnamdi Azikiwe
  - B. Alhaji Shehu Shagari
  - C. Gen. Ibrahim Babangida
  - D. Alhaji Tafawa Balewa
  - E. Gen. Sani Abacha.
4. What is wages?
  - A. Salary for work done
  - B. Money invested in a company
  - C. Monthly fixed income
  - D. Payment for services
  - E. Pay that is not fixed
5. Which of these is NOT a mass media?
  - A. Daily Newspaper
  - B. Television
  - C. Radio
  - D. Telephone
  - E. Monthly magazine

6. The goods that are brought from another country to Nigeria is know as
  - A. Barter
  - B. export
  - C. Finished goods
  - D. Import
  - E. ready-made
7. Which mineral is produced in Jos?
  - A. Coal
  - B. Gold
  - C. Iron
  - D. Petroleum
  - E. Tin
8. The largest city in Africa is
  - A. Accra
  - B. Cairo
  - C. Cape Town
  - D. Ibadan
  - E. Lagos
9. The Eagle in Nigeria coat of Arms represents
  - A. dignity
  - B. loyalty
  - C. Presidency
  - D. Strength
  - E. Wealth
10. Which of the following is NOT a Commercial bank in Nigeria?
  - A. Allied Bank
  - B. African Continental Bank
  - C. Central Bank
  - D. Savannah Bank
  - E. Union Bank.
11. Which of these is NOT an demo-culture
  - A. Food
  - B. Language
  - C. Music
  - D. Sleep
  - E. Song
12. Local Government in Nigeria obtain their grants directly from the
  - A. Federal Government
  - B. Governor
  - C. Head of State
  - D. Legislature
  - E. State Government

13. One of these is NOT a way of improving transportation in Nigeria?
- A. Building a New road
  - B. Enforcing of Traffic laws
  - C. Maintaining of existing roads
  - D. Modernising of railways
  - E. Reducing cars on the roads.
14. Which of these is NOT a National disaster?
- A. Drought
  - B. Earth quake
  - C. Flooding
  - D. Locust invasion
  - E. War.
15. The Nations coal industry provides all of these EXCEPT
- A. employment for people
  - B. fuel for burning
  - C. Labour for industries
  - D. raw materials for industries
  - E. Revenue for government
16. Which of these is the largest contributor to Nigeria's national income?
- A. Cocoa
  - B. Groundnut
  - C. Palm Oil
  - D. Petroleum
  - E. Manufacturing
17. Which of these is NOT a voluntary organisation?
- A. Age grade
  - B. Boys scout
  - C. Girls guide
  - D. Red Cross
  - E. Salvation Army
18. Which of these is NOT a Feature of traditional marriage?
- A. Both families come together to know each other
  - B. Marriage ceremonies extend to many days.
  - C. Pastors and Immans are involved
  - D. paying of dowry is an essential feature of the marriage
  - E. Usually has along period of courtship.



19. The Lingua Franca of a Nation must be

- A. language of rich people
- B. language of minority group
- C. language of the majority group
- D. Difficult to learn
- E. a religious language.

20. How can the government solve the problem of strikes among workers

- A. By sacking the striking workers
- B. By taxing them
- C. Keeping silent until they are tired
- D. Meeting their demands
- E. Punishing them for their actions

**APPENDIX IV B**

**FEDERAL MINISTRY OF EDUCATION**

**NATIONAL BOARD FOR EDUCATIONAL MEASUREMENT**

**NIGERIA**

**National Common Entrance Examination for Secondary Schools**

**PAPER II**

April 1997    Part A:    ENGLISH AND SOCIAL STUDIES  
                  Part B:    VERBAL APTITUDE

**SOCIAL STUDIES**

1. The sum total of a people's way of life is
  - A. Culture
  - B. ethnicity
  - C. loyalty
  - D. socialization
  - E. obligation.
2. Who was the first president of Nigeria?
  - A. Alhaji Abubakar Tafawa Balewa
  - B. Alhaji Shehu Shagari
  - C. Chief M.K.O. Abiola
  - D. Dr. Nnamdi Azikiwe
  - E. Sir Ahmadu Bello
3. When was the Economic Community of West African States set up
  - A. April 2<sup>nd</sup> 1972
  - B. Dec. 4<sup>th</sup> 1972
  - C. May 22<sup>nd</sup> 1973
  - D. May 28<sup>th</sup> 1975
  - E. June 25<sup>th</sup> 1976
4. Who is the head of a family?
  - A. Father
  - B. Mother
  - C. Grandfather
  - D. Oldest person
  - E. Richest person

5. Polygamy is the marriage of
  - A. a man to several wives
  - B. a man to one wife
  - C. two women to one man
  - D. two people from the same village
  - E. Young people
6. Nigeria became independent in
  - A. 1914
  - B. 1926
  - C. 1960
  - D. 1963
  - E. 1966
7. The Bible is to the Christian as \_\_\_\_\_ is to the Muslims
  - A. Hadith
  - B. Hymn book
  - C. Praying mat
  - D. Rosery
  - E. Quran
8. All the following are advantages of mechanised farming EXCEPT
  - A. damaging of crops
  - B. improving of seedlings
  - C. increasing production
  - D. making work easier
  - E. providing more profit
9. Government can improve Agricultural production in Nigeria by
  - A. encouraging farmers to marry many wives to assist in farming
  - B. increasing the population to get more farmers
  - C. increasing rainfall in Nigeria
  - D. mechanising all agricultural processes
  - E. turning every Nigerian to farmers
10. The main implement used in mechanised farming is
  - A. cutlass
  - B. hoe
  - C. rake
  - D. shovel
  - E. tractor
11. Which of the following is NOT a work hazard?
  - A. Attacking of farmers by snakes
  - B. Caving in of mines
  - C. Catching of thieves
  - D. Drowning of fisherman
  - E. Tree falling on lumber jacks

12. Which of the following is the main source of water?
- A. Rain
  - B. Spring
  - C. Stream
  - D. Tap
  - E. Well
13. Who among the following is NOT a salary earner?
- A. Doctor
  - B. Military officer
  - C. Nurse
  - D. Scout
  - E. Teacher
14. We have traffic regulations in order to
- A. arrest road users
  - B. keep off drunkards from our roads
  - C. maintain the roads in good shape
  - D. prevent carelessness and accidents on our roads
  - E. prevent thieves on our roads.
15. Which of these is NOT a pillar of Islam?
- A. Asking for alms from people
  - B. Believe in Allah as the only God
  - C. Giving alms to the needy
  - D. Praying five times everyday
  - E. Performance of Hajj at least once in a life time
16. A place where people keep their money and valuables is called \_\_\_\_\_
- A. Bank
  - B. Save
  - C. Security-house
  - D. Strong room
  - E. Treasury.
17. The headquarters of Organisation of African Unity (OAU) is at
- A. Abuja-Nigeria
  - B. Accra-Ghana
  - C. Addis-Ababa-Ethiopia
  - D. Kampala-Uganda
  - E. Kinshasa-Zaire
18. Why is division of labour necessary in Nigeria? Because it
- A. brings about large production
  - B. encourages small scale production
  - C. encourages specialization and fastens production
  - D. fastens production process
  - E. saves time and skills.

19. Which of the following is NOT a way of reducing unemployment?

- A. Building of new industries
- B. Encouraging private investment
- C. More investment in Agriculture
- D. Opening of more farm centres
- E. Teaching people how to write application

20. All these are reasons why we save in banks EXCEPT to

- A. avoid wasteful spending
- B. become a millionaire
- C. get interest on it
- D. guard against thieves
- E. save for future use.

**APPENDIX IV C**

**FEDERAL MINISTRY OF EDUCATION**

**NATIONAL BOARD FOR EDUCATIONAL MEASUREMENT**

**NIGERIA**

**National Common Entrance Examination for Secondary Schools**

**PAPER II**

**April 1998 Part A: ENGLISH AND SOCIAL STUDIES**

**Part B: VERBAL APTITUDE**

**SOCIAL STUDIES**

1. Which of the following is NOT a voluntary organisation?
  - A. Boys Scout
  - B. Girls Guide
  - C. Red Cross
  - D. Road Safety
  - E. Rotary Club
2. Which of the following towns is NOT a state capital?
  - A. Abakaliki
  - B. Ado-Ekiti
  - C. Gombe
  - D. Warri
  - E. Yenagoa
3. The oldest means of international communication in Nigeria is by
  - A. Cablegram
  - B. Postage
  - C. Telegram
  - D. Telephone
  - E. Telex
4. How many states are there in Nigeria today?
  - A. Thirty eight
  - B. Thirty seven
  - C. Thirty six
  - D. Thirty one
  - E. Thirty

5. The horses in the Nigerian Coat of Arms stand for
  - A. dignity
  - B. Peace
  - C. Power
  - D. strength
  - E. wealth
6. Goods that are sold to other countries are known as \_\_\_\_\_ goods
  - A. barter
  - B. export
  - C. import
  - D. local
  - E. manufactured
7. Whose picture is shown on the ten naira note?
  - A. Alvan Ikoku
  - B. Dr. Nnamdi Azikiwe
  - C. General Aguiyi Ironsi
  - D. General Muritala Muhammed
  - E. Herbert Macaulay
8. Nigeria become a Republic in
  - A. 1954
  - B. 1957
  - C. 1960
  - D. 1963
  - E. 1966
9. An agency established to settle disput in Liberia is called
  - A. ECA
  - B. ECOMOG
  - C. ECOWAS
  - D. UNESCO
  - E. UNICEF
10. Which of the following is NOT a problem of underdevelopment?
  - A. Food
  - B. Frustration
  - C. High infant mortality
  - D. Low income
  - E. Underproduction
11. All the following are registered political parties in Nigeria EXCEPT
  - A. Committee for National Concensus
  - B. Democratic Party of Nigeria
  - C. Grassroot Democratic Movement
  - D. Social Democratic Party
  - E. United Nigeria Congress Party

12. Who is the first Nigerian to win an Olympic Gold Medal?
- A. Ajibola Adeoye
  - B. Chioma Ajunwa
  - C. Mary Onyeali-Omagbemi
  - D. Falilat Ogunkoya
  - E. Sunday Bada
13. Which of the following is the fastest means of transportation?
- A. Aeroplane
  - B. Bicycle
  - C. Car
  - D. Ship
  - E. Train
14. How many new local government councils were created in October 1996?
- A. 180
  - B. 181
  - C. 182
  - D. 183
  - E. 184
15. Who is the current chairman of ECOWAS?
- A. Chief Tom Ikimi
  - B. Dr. Walter Ofonagoro
  - C. General Sani Abacha
  - D. President Paul Biya
  - E. President Jerry Rawlings
16. Which of the following belongs to the primary sector in an economy?
- A. Coal
  - B. Lawyer
  - C. Shirt
  - D. Shoe
  - E. Teacher
17. The place where two rivers meet and flow together is called
- A. boundary
  - B. confluence
  - C. delta
  - D. junction
  - E. tributary
18. In a nuclear family the next person to be head is the
- A. father
  - B. first born
  - C. grand father
  - D. mother
  - E. uncle



19. Marriage between a man and a woman of different ethnic background is known as \_\_\_\_\_ marriage

- A. cross-breed
- B. cross-ethnic
- C. hybrid
- D. intra-ethnic
- E. inter-ethnic

20. The headquarters of the Organisation of African Unity is located at

- A. Abuja
- B. Addis Ababa
- C. Cairo
- D. Nairobi
- E. Tripoli

# APPENDIX V.

## CHI-SQUARES ANALYSIS OF DIFFERENCES IN EXTENT OF COVERAGE OF PRIMARY SCHOOL SOCIAL STUDIES TOPICS AMONG THE ZONES

TOPIC	ZONES						X <sup>2</sup> CAL
	1	2	3	4	5	6	
	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	
Problem of living in a family.	34 6 (36) (4)	35 5 (36) (4)	36 4 (36) (4)	36 4 (36) (4)	37 3 (36) (4)	38 2 (36) (4)	2.78
Cultural problems	28 12 (34) (6)	35 5 (34) (6)	26 14 (34) (6)	40 0 (34) (6)	38 2 (34) (6)	37 3 (34) (6)	33.6*
Problems of differences between men and women.	30 10 (36) (4)	37 3 (36) (4)	35 5 (36) (4)	38 2 (36) (4)	40 0 (36) (4)	36 4 (36) (4)	16.9*
Religious problems	33 7 (32) (8)	36 4 (32) (8)	25 15 (32) (8)	34 6 (32) (8)	29 11 (32) (8)	35 5 (32) (8)	13.72*
Problems of marriage failure.	36 4 (38) (2)	37 3 (38) (2)	38 2 (38) (2)	39 1 (38) (2)	40 0 (38) (2)	38 2 (38) (2)	5.24
Problems of marriage practices	40 0 (40) (0)	40 0 (40) (0)	40 0 (40) (0)	40 0 (40) (0)	40 0 (40) (0)	40 0 (40) (0)	0
Problems of organisation and co-operation	29 11 (30) (10)	31 9 (30) (10)	33 7 (30) (10)	20 20 (30) (10)	32 8 (30) (10)	35 2 (30) (10)	18.62*
Problems of community leadership	37 3 (36) (4)	39 1 (36) (4)	35 5 (36) (4)	33 7 (36) (4)	34 6 (36) (4)	38 2 (36) (4)	7.76*
Problems of government.	40 0 (40) (0)	40 0 (40) (0)	40 0 (40) (0)	40 0 (40) (0)	40 0 (40) (0)	40 0 (40) (0)	0
Problems of division of labour	34 6 (34) (6)	35 5 (34) (6)	33 7 (34) (6)	36 4 (34) (6)	32 8 (34) (6)	34 6 (34) (6)	1.9

[illegible]

TOPIC	ZONES						
	1	2	3	4	5	6	
	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	X <sup>2</sup> CAL
Problems of personal hygiene.	21 19 (28) (12)	23 17 (28) (12)	30 10 (28) (12)	28 12 (28) (12)	35 5 (28) (12)	31 9 (28) (12)	18.58*
Problems of Accidents.	17 23 (24) (16)	21 19 (24) (16)	33 7 (24) (16)	29 11 (24) (16)	20 20 (24) (16)	24 16 (24) (16)	18.72*
Problems of Pollution.	18 32 (18) (22)	16 24 (18) (22)	25 15 (18) (22)	21 19 (18) (22)	23 17 (18) (22)	15 25 (18) (22)	19.74*
Problems of Agricultural technology.	20 20 (20) (20)	30 10 (20) (20)	5 35 (20) (20)	25 15 (20) (20)	21 19 (20) (20)	19 21 (20) (20)	35.2*

Note: Expected frequencies in parentheses

\* Significant,  $P < 0.05$

X<sup>2</sup> Critical, 0.05 (d.f = 5) = 11.07

### KEYS

#### Zones

- 1 - South - West (Lagos)
- 2 - North Central (Kogi)
- 3 - South-East (Anambra)
- 4 - North-West (Kano)
- 5 - Southern-Minority (Edo)
- 6 - North-East (Borno)

# APPENDIX VI.

## CHI-SQUARE ANALYSIS OF DIFFERENCES IN THE ACHIEVABLE OBJECTIVES OF PRIMARY SCHOOL SOCIAL STUDIES CURRICULUM AMONG THE ZONES

OBJECTIVES	ZONES												
	1		2		3		4		5		6		X <sup>2</sup> cal
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
Self confidence	32 (30)	8 (10)	30 (30)	10 (10)	25 (30)	15 (10)	28 (30)	12 (10)	34 (30)	6 (10)	31 (30)	9 (10)	6.65
Initiative	35 (36)	5 (4)	33 (36)	7 (4)	38 (36)	2 (4)	36 (36)	4 (4)	36 (36)	4 (4)	38 (36)	2 (4)	4.99
Power of Immagination	33 (32)	7 (8)	32 (32)	8 (8)	31 (32)	9 (8)	31 (32)	9 (8)	32 (32)	8 (8)	33 (32)	7 (8)	0.6
Resourcefulness	14 (20)	26 (20)	22 (20)	18 (20)	28 (20)	12 (20)	15 (20)	25 (20)	25 (20)	15 (20)	16 (20)	24 (20)	17*
Desire for Knowledge	35 (34)	5 (6)	34 (34)	6 (6)	32 (34)	8 (6)	32 (34)	8 (6)	36 (34)	4 (6)	35 (34)	5 (6)	2.67
Desire for Continued Learning	38 (36)	2 (4)	36 (36)	4 (4)	35 (36)	5 (4)	38 (36)	2 (4)	33 (36)	7 (4)	36 (36)	4 (4)	4.99
Scientific and reflecting thinking	14 (16)	26 (24)	18 (26)	22 (24)	17 (16)	23 (24)	15 (16)	25 (24)	13 (16)	7 (24)	19 (16)	21 (24)	2.88
Appreciation of dignity of man and labour	8 (10)	32 (30)	10 (10)	30 (30)	15 (10)	25 (30)	12 (10)	28 (30)	6 (10)	34 (30)	9 (10)	31 (30)	6.65

OBJECTIVES	ZONES												X <sup>2</sup> cal
	1		2		3		4		5		6		
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
Sense of compassion for the less fortunate	30 (28)	10 (12)	26 (28)	14 (12)	28 (28)	12 (12)	27 (28)	13 (12)	29 (28)	11 (12)	28 (28)	12 (12)	1.16
Sense of respect for one another	38 (36)	2 (4)	36 (36)	4 (4)	33 (36)	7 (4)	35 (36)	5 (4)	38 (36)	2 (4)	36 (36)	4 (4)	4.99
Tolerance of conflicting opinions	26 (20)	14 (20)	18 (20)	22 (20)	12 (20)	28 (20)	25 (20)	15 (20)	15 (20)	25 (20)	24 (20)	26 (20)	17*
Willingness to accept necessary changes	7 (8)	33 (32)	8 (8)	32 (32)	8 (8)	32 (32)	7 (8)	33 (32)	9 (8)	31 (32)	9 (8)	31 (32)	0.6
Ability to adapt to his changing environment	18 (20)	22 (20)	12 (20)	28 (20)	15 (20)	25 (20)	24 (20)	16 (20)	26 (20)	14 (20)	25 (20)	15 (20)	17*
Citizenship education	35 (36)	5 (4)	33 (36)	7 (4)	36 (36)	4 (4)	38 (36)	2 (4)	38 (36)	2 (4)	36 (36)	4 (4)	4.99
Character and moral training	36 (36)	4 (4)	38 (36)	2 (4)	38 (36)	2 (4)	35 (36)	5 (4)	36 (36)	4 (4)	33 (36)	7 (4)	4.99

OBJECTIVES	ZONES												
	1		2		3		4		5		6		X <sup>2</sup> cal
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
Transmission of our cultural heritage	31 (32)	9 (8)	33 (32)	7 (8)	32 (32)	8 (8)	32 (32)	8 (8)	31 (32)	9 (8)	33 (32)	7 (8)	0.6
Willingness in participating in civic and social activities	25 (30)	15 (10)	28 (30)	12 (10)	32 (30)	8 (10)	30 (30)	10 (10)	34 (30)	6 (10)	31 (30)	9 (10)	6.65
Inculcating of national consciousness	13 (20)	27 (20)	18 (20)	22 (20)	14 (20)	26 (20)	26 (20)	14 (20)	24 (20)	16 (20)	25 (20)	15 (20)	14.8*

NOTE: Expected frequencies in parentheses

\* Significant,  $P < 0.05$

X<sup>2</sup> critical (0.05) (df. = 5) = 11.07

## KEYS

### Zones

- 1 - South-West (Lagos)
- 2 - North-Central (Kogi)
- 3 - South-East (Anambra)
- 4 - North-West (Kano)
- 5 - South-South (Edo)
- 6 - North-East (Borno)

## APPENDIX 7

### STATISTICAL ANALYSIS OF PILOT STUDY

TABLE P. 1

'T' TEST SUMMARY DATA ON MEAN DIFFERENCES IN THE TEACHER'S PERCEPTIONS OF THE SUITABILITY OF SOCIAL STUDIES CONTENTS IN NIGER AND ONDO STATES

GROUP	NO	$\bar{X}$	SD	df	'T' cal
NIGER	40	49.20	5.55	1	-0.92 (n.s)
ONDO	40	50.27	4.83		

n.s = not significant at 0.05

'T' critical = 12. 706

TABLE P. 2

THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF THE SUITABILITY OF PRIMARY SCHOOL SOCIAL STUDIES CONTENT AND THEIR TEACHING EXPERIENCE

Suitability of Content/ Experience	High	Low	Total	$X^2$ cal
Less than 1 year	1(0.81)	0(0.19)	1	4.31(ns)
1 - 5 years	14(12.18)	1(2.81)	15	
6 - 10 years	18(18.68)	5(4.31)	23	
11 - 15 years	14(13)	2(3)	16	
16 - 20 years	15(17.06)	6(3.93)	21	
Above 20 years	3(3.25)	1(0.75)	4	
Total	65	15	80	

Note: Expected frequencies in parentheses

n.s. = Not significant, at 0.05

$X^2$  critical, (df = 5) = 11.070



**TABLE P.3**

**THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF THE  
SUITABILITY OF PRIMARY SCHOOL SOCIAL STUDIES CONTENT AND THEIR  
AREA OF SPECIALISATION**

Suitability of content/ Area of specialisation	High	Low	Total	X <sup>2</sup> cal
Arts subjects	8(8.13)	2(1.86)	10	4.64(n.s)
Education Arts	9(9.75)	3(2.25)	12	
Education Science	24(26)	8(6)	32	
Social Studies	18(15.44)	1(3.56)	19	
Others	6(5.68)	1(1.31)	7	
Total	65	15	80	

Note : Expected frequencies are in parentheses.

n.s. = not significant at 0.05

X<sup>2</sup> critical, (df = 4) = 9.488

**TABLE P. 4**

**THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF THE  
SUITABILITY OF PRIMARY SCHOOL SOCIAL STUDIES CONTENT AND THEIR  
QUALIFICATIONS**

Suitability of content/ qualification	High	Low	Total	X <sup>2</sup> cal
GD II	8(8.13)	2(1.88)	10	11.81*
NCE	50(47.94)	9(11.06)	59	
BA/B.Sc/B.Ed.	5(4.06)	0(0.94)	5	
Others	2(4.88)	4(1.13)	6	
Total	65	15	80	

Note: Expected frequencies are in parentheses.

\* significant, p < 0.05

X<sup>2</sup> critical, (df = 3) = 7.82

TABLE P. 5

'T' TEST SUMMARY DATA ON AVAILABILITY AND USEFULNESS OF TEACHERS  
IN NIGER AND ONDO STATES

STATES	NO	$\bar{X}$	SD	df	'T' cal
NIGER	40	19.20	3.24	1	
ONDO	40	18.47	3.33		0.99 (n.s)

n.s = not significant at 0.05

'T' critical = 12.706

TABLE P. 6

'T' TEST SUMMARY DATA ON AVAILABILITY AND USEFULNESS OF TEACHING  
AIDS IN NIGER AND ONDO STATES

STATES	NO	$\bar{X}$	SD	df	'T' cal
NIGER	40	17.00	2.43	1	-0.21 (n.s)
ONDO	40	17.12	2.59		

n.s = not significant at 0.05

'T' critical = 12.706

**TABLE P. 7**

**'T' TEST SUMMARY DATA ON AVAILABILITY AND USEFULNESS OF  
MATERIALS IN NIGER AND ONDO STATES**

STATES	NO	$\bar{X}$	SD	df	'T' cal
NIGER	40	15.75	3.43	1	0.33(n.s)
ONDO	40	15.50	3.37		

n.s = not significant at 0.05

'T' critical = 12.706

**TABLE P. 8**

**THE MEAN RATINGS AND RELATIVE RANKS OF THE SUGGESTED TEACHING  
METHODS BY TEACHERS IN NIGER STATE**

CODE NO	METHODS	$\bar{X}$	RANK
01	Chalk and talk	3.55*	1st
02	Lecture	2.10	10th
03	Demonstration	3.17*	3rd
04	Project	2.20	8th
05	Study trip	1.85	11th
06	Inquiry	2.37	7th
07	Problem solving	2.55	6th
08	Role play	3.03*	5th
09	Assignment	3.40*	2nd
10	Discussion	3.12*	4th
11	Resource Person	2.05	9th

\* Mean ratings of 3.0 and above indicate that teachers frequently use the teaching method.

TABLE P. 9

THE MEAN RATINGS AND RELATIVE RANKS OF THE SUGGESTED TEACHING  
METHODS BY TEACHERS IN ONDO STATE

CODE NO	METHODS	$\bar{X}$	RANK
01	Chalk and talk	3.32*	1st
02	Lecture	2.10	9th
03	Demonstration	3.17*	3rd
04	Project	2.10	7th
05	Study trip	1.72	11th
06	Inquiry	2.25	8th
07	Problem solving	2.62	5th
08	Role play	2.45	6th
09	Assignment	3.15*	4th
10	Discussion	3.32*	1st
11	Resource Person	1.87	10th

\* Mean ratings of 3 and above indicate that teachers frequently use the teaching method.

**TABLE P. 10**

**THE MEAN RATINGS AND RELATIVE RANKS OF THE SUGESTED TEACHING  
METHODS BY TEACHERS AS OBSERVED BY PUPILS**

CODE NO	METHODS	$\bar{X}$	RANK
01	Chalk and talk	4.55*	1st
02	Lecture	1.11	9th
03	Demonstration	3.55*	4th
04	Project	1.55	7th
05	Study trip	1.30	8th
06	Problem solving	1.11	9th
07	Inquiry	2.03	6th
08	Assignment	4.20*	3rd
09	Discussion	4.55*	1st
10	Resource Person	2.11	5th

\* Mean ratings of 3.0 and above indicate that teachers frequently use the teaching method.

**TABLE P.11**

**'T' TEST SUMAMARY DATA ON THE DIFFERENCES OF THE USE OF  
METHODS IN NIGER AND ONDO STATES.**

METHODS	STATES		'T' Cal	Sig. of 't'
	NIGER X	ONDO X		
Chalk and talk	3.55	3.32	0.42	n.s
Lecture	2.10	2.10	0.47	n.s
Demonstration	3.17	3.17	0.47	n.s
Project	2.20	2.10	0.21	n.s
Study trip	1.85	1.72	0.28	n.s
Inquiry	2.37	2.25	0.25	n.s
Problem solving	2.55	2.62	0.12	n.s
Role play	3.03	2.45	2.76*	*
Assignment	3.40	3.15	0.17	n.s
Discussion	3.12	3.32	1.00	n.s
Resource person	2.05	1.87	0.90	n.s

n.s = not significant at 0.05

\* = significant  $P < 0.05$

Critical 't' (df = 79) = 1.980

**TABLE P.12****TOPICS COVERED BY TEACHERS IN PERCENTAGES**

CODE NO	TOPICS COVERED	COVERED	%	NOT	%
01	Problems of living is the family	72	90*	8	10
02	Cultural problems	68	85*	12	15
03	Religious problems	64	80*	16	20
04	problems of differences between men & women	72	90*	8	10
05	Problems of marriage failure	76	95*	4	5
06	Problems of marriage practices	80	100*	-	-
07	Problems of organisation and cooperation	60	75*	20	25
08	Problems of community leadership	72	90*	8	10
09	Problems of government	80	100*	-	-
10	Problems of division of labour	68	85*	12	15
11	Problems of public opinion	56	70*	24	30
12	Problems of capital resource preservation	40	50	40	50
13	Problems of human resource development	36	45	44	55
14	Problems of resource development	48	60*	32	40
15	Problems of human resources, management, conservation	12	15	68	85
16	Problems of resource distribution	8	10	72	90
17	Problems of employment	4	5	76	95
18	Problems of wages and income distribution	20	25	60	75
19	Problems of communication	72	90*	8	10
20	Problems of transportation	80	100*	-	-
21	Problems of personal hygiene	56	70*	24	30
22	Problems of accidents	48	60*	32	40
24	Problems of pollution	36	45	44	55
25	Problems of agricultural technology	40	50	40	50

\* The decision margin of 60% and above indicate that the topic was successfully covered.

**TABLE P. 13**

**'T' TEST SUMMARY DATA OF MEAN SCORES OF PRIMARY SCHOOL PUPILS  
IN NATIONAL COMMON ENTRANCE EXAMINATION IN SOCIAL STUDIES  
(NIGER AND ONDO STATES) (MALE)**

STATES	NO	$\bar{X}$	SD	df	'T' cal
NIGER	100	4.78	1.90	199	
ONDO	100	4.32	2.19		1.64 (n.s)

n.s.: Not significant, at 0.05

**TABLE P. 14**

**'T' TEST SUMMARY DATA OF MEAN SCORES OF PRIMARY SCHOOL PUPILS  
IN NATIONAL COMMON ENTRANC EXAMINATION IN SOCIAL STUDIES. (NIGER  
AND ONDO STATES) (FEMALE)**

STATES	NO	$\bar{X}$	SD	df	'T' cal
NIGER	100	4.21	2.09	199	
ONDO	100	4.45	2.07		0.82 (n.s)

n.s.: Not significant, at 0.05



**TABLE P. 15**

**SUMMARY OF RESOURCES INPUT AS PERCEIVED BY INSPECTORS OF EDUCATION**

STATES	NT	NS	TPR	TT	TO	TIT	AS	SSS	IM	TB	SS	TPCR
NIGER	14,322	1,434	1.34	workshop	Annually	100	not known	Not known	Textbooks	6	Weekly	not at all
ONDO	12,432	1,127	1.40	workshop	Annually	None	Not Known	Not Known	Textbooks	6	Weekly	Not at all

**TABLE P. 16**

**SUMMARY OF RESOURCES INPUT AS PERCEIVED BY MINISTRY OF EDUCATION OFFICIALS**

STATES	NT	NS	TPR	TT	TO	TIT	AS	SSS	IM	TB	SS	TPCR
NIGER	14,322	1,434	1.34	workshop	Annually	100+	not known	Not known	Textbooks	6	Termly	not at all
ONDO	12,432	1,127	1.40	workshop	Annually	None	Not Known	Not Known	Textbooks	6	Termly	Not at all

**KEYS:** NT = Number of Teachers in the State

NS = Number of Schools in the state

TPR = Teacher's/Pupil's ratio

TT = Teacher's training on the use of primary school social studies curriculum

TO = Organisation of training

TIT = Number of teachers sent on in-service training

AS = Amount spent in teachers' training

SSS = Social studies specialist in schools

IM = Instructional materials used in schools

TB = Textbooks

SS = School supervision

TPCR = Teachers participation in curriculum review.

**TABLE P. 17**

**SUMMARY OF RESOURCES AS PERCEIVED BY HEADTEACHERS**

STATES	NT	NS	TPR	TT	TO	TIT	AS	SSS	IM	TB	SS	TPCR
NIGER	varied from school to school	not known	1.34	workshop in-service	Annually	100+	Not known	Bet. 3-6	Textbooks	6	Termly	Occasionally
ONDO	Varied from	Not Known	1.40	Workshop	Annually	None	Not Known	Bet. 4 - 8	Textbooks	6	Termly	Occasionally

**KEYS:** NT = Number of Teachers in the State

NS = Number of Schools in the state

TPR = Teacher's/Pupil's ratio

TT = Teacher's training on the use of primary school social studies curriculum

TO = Organisation of training

TIT = Number of teachers sent on in-service training

AS = Amount spent in teachers' training

SSS = Social studies specialist in schools

IM = Instructional materials used in schools

TB = Textbooks

SS = School supervision

TPCR = Teachers participation in curriculum review.