

**EVALUATION OF THE IMPLEMENTATION OF THE
SOCIAL STUDIES CURRICULUM IN JUNIOR
SECONDARY SCHOOLS IN ENUGU STATE**

BY

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PG/M.Ed/09/50696**

**DEPARTMENT OF ARTS EDUCATION
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**A THESIS PRESENTED IN PARTIAL FULFILMENT
OF THE REQUIREMENT FOR THE AWARD OF
MASTER OF EDUCATION IN CURRICULUM
STUDIES**

MAY, 2014.

CERTIFICATION

Chukwuemeka, F.C. a postgraduate student in the Department of Arts Education with registration number PG/M.Ed/09/50696 has satisfactorily completed the requirements in research work for the degree of Master in Curriculum Studies. The work embodied in this thesis is original and has not been submitted in part or full for any other diploma or degree in this or any other university.

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DEDICATION

This work is dedicated to God Almighty who has made impossibility to become possible and also dedicated to all Educators who work hard to bring out the best in the Nigerian child to make our society a better place to live in the future.

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The researcher's profound gratitude goes first to God Almighty, who knows the way through the wilderness of this world. To my Supervisor, Dr. (Mrs) Akubue, F.N. to whom this project owes its shape and form. The researcher is also grateful to the proposal panelists for their contribution to this research work.

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TABLE OF CONTENT

Title Page	i
Certification	ii
Approval Page	iii
Dedication	iv
Acknowledgements	v
Table of Contents	vi
List of Tables	ix
Abstract.....	x
 CHAPTER ONE: INTRODUCTION.....	 1
Background of the Study	1
Statement of the Problem	4
Purpose of the Study.....	5
Significance of the Study.....	6
Scope of the Study.....	7
Research Questions	7
Hypotheses.....	7
 CHAPTER TWO: LITERATURE REVIEW	 9
Conceptual Framework	9
Concept of Social Studies	9
Social Studies Teacher Behaviour: The Nigerian Situation	12
Social Studies Teaching Methods	13
Inquiry Method	13
Problem-Solving Method	14
Discovery Method.....	15
Simulation Games	15
Role Playing.....	16
The Discussion Method.....	17
Social Studies Instructional Materials and Resources.....	18

Chalkboard.....	18
Graphic or two Dimensional Materials	19
Reading Materials	19
Audio-Visual Materials (AVM).....	20
Concept of Curriculum	20
Concept of Curriculum Implementation.....	21
Concept of Curriculum Evaluation	23
Theoretical Framework	23
The Self-Efficacy Theory	23
The Trait-Factor Theory	24
The Theory of the Teacher as the Core Curriculum Implementer	25
Curriculum Input Worthwhileness Theory of Curriculum Implementation.....	25
Empirical Review.....	26
Social Studies Teachers Level of Awareness	27
The Educational Domain Largely Emphasized by Teachers.....	27
Summary of Literature Review.....	28
 CHAPTER THREE: RESEARCH METHOD	 30
Design of the Study	30
Area of the Study	30
Population of the Study	31
Sample and Sampling Techniques	31
Instrument for Data Collection	31
Validation of the Instrument	32
Reliability of Instrument.....	32
Method of Data Collection	32
Method of Data Analysis	32
 CHAPTER FOUR: SUMMARY OF FINDINGS	 38

**CHAPTER FIVE: DISCUSSION OF FINDINGS, CONCLUSION,
IMPLICATION, RECOMMENDATION AND SUMMARY .39**

Conclusion	41
Educational Implication.....	42
Recommendations	42
Limitations of the Study	43
Suggestions for Further Study	43
Summary.....	43
 REFERENCE.....	 46
APPENDICES	55
Appendix A.....	55
Appendix B	56
Appendix C	57
Appendix D.....	60
Appendix E	61
Appendix F	72

LIST OF TABLES

Table 1: The qualification of teachers and subject of specialization of teachers who teach social studies curriculum. . 33

Table 2: Mean and standard deviation on teachers' response on the methods they use.. 33

Table 3: Mean and standard deviation on the extent teachers utilize the students' activities as stipulated in the curriculum. . 34

Table 4: Mean and standard deviation of analysis of teachers' responses on the problems of teaching social studies. . 35

Table 5: Analysis of Variance (ANOVA) on the influence of teachers' qualification on the implementation of social studies curriculum. . 36

Table 6: Analysis of Variance (ANOVA) of the influence of teachers' qualification on the usage of instructional materials for teaching of social studies. . 37

Table 7: Analysis of Variance (ANOVA) on the influence of teachers' qualification on the coverage of social studies syllabus. . 37

Abstract

The main purpose of this work was to Evaluate the Implementation of the Social Studies Curriculum in Junior Secondary Schools in Enugu State. Out of the six educational zones in Enugu State namely, Agbani, Awgu, Enugu, Nsukka, Obollo-Afor and Udi, Nsukka educational zone was selected for the study. Using proportionate stratified random sampling techniques, 25 social studies teachers in 20 schools in the educational zone were selected. Structure Systematic Observation Schedule (SSOS) and Social Studies Evaluation Questionnaire (SSEQ) were used for data collection. Data collection comprised of 25 teachers used for observation while 200 teachers were given questionnaires. Therefore, a total of 225 teachers formed the sample of the study. The data were analysed using mean as standard deviation to find out the responses of social studies teachers. Results from the study showed that level of qualification can make a difference in the teachers who teach social studies and most importantly on the Implementation of Social Studies Curriculum in Junior Secondary Schools. Social studies teachers employ discussion, discovery, problem-solving, inquiry and expository method while teaching. The teachers employed the students' activities in the curriculum, geared towards critical reflective thinking that is learner based while most students have many other things to do, either in the school or outside the school which cause them to get easily distracted from their school work. Based on the findings, recommendations were made which include that government should organize workshops and seminars to re-train teachers in proper implementation of the social studies curriculum in Junior Secondary Schools and that social studies teachers should endeavour to use learner centered strategies like students activities in teaching and learning so that students will contribute in the process and thus make learning more concrete.

CHAPTER ONE

INTRODUCTION

Background of the Study

Education is an aged-old concept that has existed since man inhabited the universe. It is a process of transmitting what is worthwhile from generation to generation. The primary purpose of education is to produce effective members of the society whose three ÆHsö ñ head, heart and hands have been well developed to enable them live as effective and acceptable human beings. An effective education should be one that prepares members of the society to be able to fulfill their personal needs and to perform their civil obligations. (Azikiwe, 2009).

Education as an instrument of change seeks to change the environment through the thoughts of human beings and events in the environment. It is a process by which the individual is enabled to develop his knowledge, skills, values and attitudes both for his own benefit and for the benefit of the society. The process by which every society attempts to preserve and upgrade the accumulated knowledge, skills and attitudes in its cultural setting and heritage in order to foster continuously the well-being of mankind and guarantee its survival against the unpredictable at times hostile and destructible elements and forces of man and nature. (Okafor, 2000).

Education can be considered as a major tool for the systematic and sustainable human and material development of nations. It is a priority sector in every well-meaning society. It can be considered as a process of acquiring knowledge, skills, attitudes, interests, abilities, competencies and the cultural norms of a society by transmitting it to the coming generations so as to enhance perpetual development of the society. To actualize the above mentioned educational benefits, curriculum is developed for every school subjects in various educational levels. Recognizing the role of teachers in the implementation of any educational policy, Ukeje in Ebiringa (2012) observed that education may unlock the door to modernization but it is the teacher who holds the key. It is the teacher who determines what happens in the classrooms especially in the social study classroom. Successful implementation of any educational programme can only be assured through teachers who have acquired necessary competencies in terms of knowledge, skills, values and attitudes.

Education is generally acknowledged as a vital tool for sustainable development. This position is clearly supported by the National Policy on Education (NPE) which perceives education as an instrument per excellence for effecting national development in Nigeria. (Federal Republic of Nigeria, 2004). Thus, the propriety of Education as a vital tool for development is predicated on its relevance to the needs, problems and aspirations of human society.

Indeed, throughout history, societies both developed and under developed, complex and non complex have used education as a relevant instrument for effecting desirable social, economic, political and technological changes. (Obanya, 2002). This trend no doubt has influenced the philosophy of education of many countries of the world including Nigeria.

Naturally, the relevance of any school subject in the educational system is primarily based on its potentials in achieving the overall goals of education of that society. This is largely so because both the goals of education and those of the various school subjects are derived from the needs, problems and aspirations of the wider society. Social Studies is one of the core school subjects at the basic education level in Nigeria which is expected to contribute significantly to national development if effectively taught. (FRN, 2004).

The origin of the teaching of social studies in form of three traditional subjects Economic, Geography and History separately could be said to be dated back to the early history of education in Nigeria. The knowledge being passed to Nigerian pupils under these three subjects was foreign and British oriented. The Nigerian child was being educated out of his immediate environment, out of his society and culture. The knowledge being gathered was totally irrelevant to the child in the Nigerian society. Social studies of those days could not inculcate in the Nigerian child an awareness of his local environment, national consciousness, national pride among others, all of which are the basic objectives of the present day social studies. (Mezieobi, 2002).

The National Council for the Social Studies (NCSS, 1994) an apex professional Body for the Social Studies education in United States of America (USA) defines Social Studies as the integrated study of the social sciences and humanities to promote civic competence. Okeke (2003) describes social studies as the study of an organized group of

people living together in an area with developed ways of getting along with one another and the ways of serving as a group.

Social studies is one of the Universal Basic Education (UBE) core school subject which can contribute to nation building efforts in Nigeria (Ezudu and Ezegbe 2005). They agreed that social studies ensures acquisition of relevant body of knowledge which can develop in students positive values, attitude and skills. Supporting this assertion, Ezegbe and Nwaubani (2009), observed that social studies objectives are meant to achieve the national objectives in Nigeria. As an integrated holistic approach to learning, social studies offers effective citizenship training needed for national cohesion.

According to the Federal Republic of Nigeria (FRN), (2004:10), the following objectives and goals are to be achieved for the nation through the study of social studies:

- * The development of an understanding of the relationship between human beings and their environment in past and present.
- * The development of an understanding of the interrelationships and effects of beliefs, values and behavioural patterns and the application of this knowledge to new situations.
- * The development of the ability to examine one's own beliefs, values and behaviours and the relationship between them.
- * The development of human relations, skills and attitudes that enable one to act in the interest of self and others.
- * The development of positive self concept.
- * The development of the competencies to acquire, organize, assess and present information of the purposes of problem solving and issue classification.

Global objectives of social studies includes:

- * The development of an understanding of their social, physical, economic, scientific and technological environment.
- * The development of an awareness and appreciation of their cultural heritage beliefs, values, behavioural patterns, skills for their role in the society and to enable them apply such knowledge, to new situations.

- * The development of an understanding of innovations in social political and economic spheres as well as in science and technology to enable them function effectively in a global world.
- * The development of independent, self reliant and democratic living in the school and society.
- * The development of honest and morally upright citizens.

Akubue (1994), identified problems encountered in the implementation of Junior Secondary Schools (JSS) social studies curriculum like non availability and use of instructional materials, inadequate qualification of teachers, non-use of appropriate methods among others as factors militating against the effective teaching of social studies at this level. The major problems remain as how the teacher could be groomed not only to teach the content but also to use appropriate behaviour of reinforcement to put his subject matter across to the students. Other problems affecting the effective teaching and learning of social studies include: poor attitude of the public towards the subject, restriction of the subject at the basic education level, threat of disarticulation, lack of career prospect of the subject, poor evaluation of the implementation of the social studies curriculum.

In summary, one may be right to conclude from the above that the rationale for introducing social studies in schools is to have a single and robust subject discipline whose content is concerned with development of social competence for profitable living. With the current introduction and implementation of the Universal Basic Education by former president Olusegun Obasanjo on 30th September, 1999, social studies have been made compulsory for primary and Junior Secondary Schools in the country.

Statement of the Problem

Social studies deals with the realities of life, the society is dynamic, this means that the society is ever changing. One of the major problems facing social studies today is the inadequacy of the implementation of the social studies curriculum in junior secondary schools. This has led to incessant demand for textbooks by both social studies teachers and students, excessive dependence on textbooks for social studies instruction and fear as to whether the objectives of the social studies would be attained. In terms of the teaching methods and instructional materials, teachers often use lecture method in the classroom,

thereby neglecting other methods of teaching like dramatization, role-playing, construction, creative activity, inquiry, discovery, simulation, expository, questioning method. Creative activities and learning experience develop not only the creative abilities of the learner but also their intellectual skills. It also arouses the interest of students, sustains their attention and motivation to learn. The lecture method is often in cognitive domain, thereby neglecting the other two domains which are very important in the implementation of social studies curriculum in junior secondary schools. Poor implementation of social studies curriculum has led to poor performance of students, with specific reference to the output of social studies both internal and external examinations. Results from junior secondary schools examination released by Enugu State Ministry of Education 2010, revealed that students performed below average in social studies. Questions from current affairs and geography were found difficult by student leading to a very poor performance.

In a view of the importance or the roles that social studies play in Nigerian educational system and society, its curriculum deserves to be adequately implemented in terms of methods and instructional materials. Again, the performance of students in social studies examination is not encouraging, thus warranting the central problem, which this study seeks to address. What are the reasons for this? Could it be poor attitude to the subject, poor teaching methods, inadequacy of instructional materials and defective evaluation/ assessment?

Purpose of the Study

The main purpose of the study is to evaluate the implementation of the social studies curriculum in junior secondary schools in Enugu State. Specifically this study seeks to determine;

1. Teachers' qualification.
2. Teaching methods effectiveness.
3. Availability of the instructional materials
4. Extent of utilizing students activities.
5. Extent of teachers' coverage of syllabus.

Significance of the Study

The finding of this study will benefit teachers, students, other researchers, educational administrators, curriculum planners and the society. Theoretically, this study will be a vehicle for more knowledge since implementation which it promotes is the moving force of any plan without which a plan is only good intention.

The findings of this study will establish the need if any, for retraining of teachers through workshops and seminar to improve their knowledge of social studies, the strategies to use, the procedures and the skill need for good academic performance in social studies. It will help the teachers to make use of inquiry, discovery, problem-solving, individualized instructional method as methods of teaching while in the classrooms. When teachers become aware of these methods, their work will become easier since the student will take part in the teaching and learning process, also the teacher will take less time to teach concepts and allows the student to find out the rest with teachers support.

The student will benefit from the findings of this study if only the teacher uses the methods. Teachers use of the methods will improve student-student interaction, self esteem, academic performance, group affiliation, accommodation among students since they have to work in groups, tolerating each other's mistakes so that success is achieved. Also the teachers use of this method on student will make student become responsible for their own learning and this will motivate them to learn more for better performance both intellectually, socially, physically and emotionally since they have to work with student of different ability, level, behaviour pattern and different background.

The findings of this study will encourage curriculum planners, to emphasis on proper implementation of the social studies curriculum in junior secondary schools. By so doing, the student will take major responsibility in their accomplishment of curriculum learning task. This will also make the curriculum task easier to accomplish since the students and the teacher will be involved.

The society could also benefit from the findings of this study. The essence of schooling is to make or build up students that will be functional and contributors to nation building. One of the importance of social studies learning is that it brings students to real life situation and enabling them to articulate and find ways of solving their

problems in collaborating with others. The much desired peace and unity in the country may be restored through this. Finally, findings could provide empirical research information for researchers that are interested in the area.

Scope of the Study

This study was restricted to evaluation of the implementation of social studies curriculum in junior secondary schools in Enugu State. The study focused on teachers' qualification, teaching methods effectiveness, availability of the instructional materials, extent of utilizing students' activities, extent of teachers' coverage of syllabus and problems of teaching social studies. The study will be carried out in Nsukka Education Zone.

Research Questions

The following research questions guided the study:

1. What are the qualifications of teachers that teach social studies in secondary schools?
2. What are the methods used by teachers to implement the social studies curriculum?
3. To what extent do teachers' qualification and subject of specialization determine their choice of instructional materials as stipulated in the curriculum?
4. To what extent do teachers utilize the students' activities as stipulated in the curriculum?
5. To what extent do teachers' qualifications influence the coverage of the social studies syllabus?

Hypotheses

The following Null hypotheses were formulated to guide this study and were tested at 0.05 level of significance.

HO₁: Teachers' qualification is not a significant factor in the implementation of social studies curriculum.

HO₂: Teachers' qualification is not a significant factor in the usage of instructional materials.

HO₃: Teachers' qualification is not a significant factor in the coverage of the social studies syllabus.

CHAPTER TWO

LITERATURE REVIEW

Works related to the present study were reviewed under the following broad headings:

Conceptual Framework

- * Concept of Social Studies
- * Concept of curriculum
- * Concept of curriculum implementation
- * Concept of curriculum evaluation

Theoretical Framework

Empirical Studies

Summary of Literature Review

Conceptual Framework

Concept of Social Studies

According to Mezieobi (2002), Social studies is focused on the society and is created to sharpen the creative potentials of the learner, in terms of thinking creatively and contributing ideas towards identifying societal problems as well as proffering solution. Social studies is a programme of study which a society uses to instill in the students, the knowledge, skills, attitudes and actions it considers important concerning the relationship human beings have with each other, their world and themselves. Akubue (2005), pointed out that the committee on the development of social studies programme viewed the subject as that area of curriculum that will cultivate a good citizenship in the children. They defined social studies as all subject matters relating to the organization and development of human society and to man as a member of a social group. Enem (2000), sees social studies as the study of man in his environment. He opined that Nigerian Education is aimed at developing the skills and knowledge of the social studies student and to achieve an over all development social studies enables. A good social studies programme aims at the integrating of the knowledge, experience and effective use of resources for the purpose of fostering national unity and citizenship education. Social studies exposes students to their cultural environment which enables them develop desirable concepts, values and attitudes. It

gives educants good idea of their environment and the problems therein, so that they may be involved deeply in life and problems of the community, promote the appreciation of cultural and cultural heritage and build patriotic and self actualized citizens. Social studies inculcate the spirit of inter-dependence, unity in diversity and co-operation of all members of the local government as well as the national and international communities. It equally equips the students with the basic skills and social habits which should help them to adapt into the society in which they may find themselves.

Social studies enables people to develop a good sense of judgement and a sense of moral and social responsibilities which enables them become useful members of the society (Uchendu 2000). In summary, social studies is applied social sciences, the Humanities and other fields of study that bear direct or indirect relevance to effective social action. The ultimate goal of the study being or is to enable man adapt to his environment, utilize available resources optimally for his betterment, appreciate his ecological limitations, constraints and conditionalities as well as preserve his environment. The aims and objectives of social studies as enshrined in the National Policy on Education document (FRN 2004:16), are:

- * Equipping students to live effectively in modern age of science and technology.
- * Developing and projecting Nigeria culture, art and language as well as the World's cultural heritage.
- * Raising a generation who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims as citizens.
- * Fostering the unity of Nigeria with emphasis on the common ties that unite us even in our diversity. Five global objectives that could be achieved through the study of social studies as:
- * The development of an understanding of their society, physical, economic, scientific and technological environment.
- * The development of an awareness and appreciation of their cultural heritage, belief, values and behaviour patterns, skills, for role in the society and to enable them apply such knowledge to new situation.

- * The development of the ability to examine one's own beliefs, values and behaviours and relationship between them.
- * The development of independence, self-reliance and democratic living in the school and society.
- * The development of the honest and morally upright citizens.

Enem (2000) listed the aims and objectives of social studies to include:

- * The education of students to become full citizens of the country and understanding their environment.
- * Making students understand the effect of the environment on man and the interaction of man with them.
- * Assisting students to appreciate the achievement and roles of the society.
- * Helping students to realize the need for interdependency with various groups.
- * Inculcating in students values, ideas, knowledge and skills to enable them function properly and play their roles as members of the society effectively. In the words of Ezeudu (2007), the aims and objectives of social studies include:
- * Creating awareness of man's environment.
- * Influencing man's attitude positively to social, cultural, economic and political values.
- * Enabling man to acquire skills for solving problems.
- * Encouraging voluntary participation in social and civil duties.

Social studies deals with people in the society. It helps people to understand their environment and its influence on them. It looks at people in their social and physical environment. It also examines the effects of science and technology on the social and physical environment. It is the study of people in the society with all these various aspects (social, physical, technological elements) working together. (Adeyemi, 2002).

Social studies derived its curricular elements (facts, ideas, knowledge, values and skills) from various disciplines. The disciplines include anthropology, economics, geography, history, philosophy and sociology. While these are disciplines with various contents and methods they have a common purpose which is equipping people with knowledge, attitudes and skills for solving being an integrated discipline draws relevant

contents and methods from these disciplines for achieving a common purpose interdisciplinary studies (Adeyemi, 2002).

Social Studies Teacher Behaviour: The Nigerian Situation

The teacher behaviour in Nigerian classrooms may be counter-productive to the business of meaningful learning. What, therefore in context, are responsible for the pervasive negative behaviour of teachers which may impact adversely on students learning may include some of the following:

- * The quality of some teachers are poor. This invariably means that concerted attention has to be focused on teachers.
- * Government is irregular in the payment of teachers' emoluments and teachers desire to survive amid all odds, make them look out elsewhere for survival at the detriment of effective teaching and meaningful learning. In this circumstance, teaching becomes a haphazard part-time job. In addition, government in concert with the communities and parents is yet to make education an enviable instrument of human capital development. Mezieobi, (2008).
- * The attitude of today's students to learning discourages even teachers who want to make difference in the classroom. Although, many of the students are not prepared to learn, yet they engage in all kinds of malpractices to acquire credentials in their enrolled fields of study. Situations abound where students who predominantly want to while away even the time available for learning call teachers who are regular in class attendance names. Students today want only to read handouts, most of which are haphazardly prepared. Libraries are lacking in current reading materials and books, Mezieobi, (2008).
- * Teacher education programmes in Nigeria are predominantly course-based, not competency-based such that the prospective teachers of educational system are inadequately acquainted with the professional tenets of their job or desirable teachers' behaviour to effective teaching.
- * In service education of teachers has in practical terms not become an integral part of the teacher education programme in Nigeria. In addition, teachers do not readily embrace in-service education opportunities where available for the purpose of re-

charging their job behaviours. More so, the available in-service education programmes are totally course-based and do not reflect or address teaching behavioural essentials for effective teaching Mezieobi, (2008).

Social Studies Teaching Methods

Despite the fact that teaching is as old as man, coupled with the fact that a variety of methods have been employed in teaching from the earliest times. Mezieobi (2008) imputes the mal-functioning of the social studies curriculum, among other factors, to the inappropriate utilization of methodologies germane to effective teaching and learning of social studies. Therefore, to ensure that social studies is effectively taught in schools, the way it should be, and in cognizance of the fact that social studies is a *óskillsô* subject-*óskillsô* here, refers to process skills or rather problem solving skills, creative, analytical skills or reflective skills which involve the active participation of the learner in the teaching-learning process in fulfillment of the *ósocial characterô* of social studies teaching learning activity which for effectiveness ensures a joint teacher- class activity- which focuses on those methods which make for effective and efficient teaching of social studies and ultimately the accomplishment of the defined objectives of social studies.

Inquiry Method

This is an activity-oriented, thought provoking creative method in which students, out of curiosity and on their own, or under the guidance of the teacher, probe, investigate, interpret relevant issues and problems with a view to providing solution through reflective thinking and rational decision-making which this method develops in the learners. In the utilization of the inquiry method, the teacher or student may introduce a problem which may be difficult, controversial and investigation oriented. In order to guide inquiry through a clear definition of the problem, students are made to ask a number of questions related to the identified problem. Meziobi (2008).

Alternatively, the teacher should pose questions that would elicit answer or statements from the students and guide the inquiry. In the inquiry method, the following may be inevitable:

- * The students, perhaps, under the guidance of the teacher, provide possible cause or explanations of the problem as well as their tentative or alternative solutions to the problems;
- * Students are made to collect relevant and available data;
- * The collected data or information are presented to the class by the students for their analysis;
- * The students are guided to draw tentative conclusions as the conclusion may be altered with time depending on the availability of more information;
- * Tentative generalization may be drawn from the tentative conclusions.

As evident in this method, rather than the teacher becoming the knowledge encyclopedia or the giver of knowledge to the students, the students, practically or particularly in a free-ranging inquiry, which is usually student initiated, strike out on their own, individual or in group, to seek solutions to problems while the teacher merely functions as a facilitator of learning or a collaborator in learning, rather than a dispenser of knowledge (Meziobi (2008)).

Problem-Solving Method

Social studies is problem-solving oriented hence the name of this method. This is a teaching learning method in which students, either individually or collectively or in a group activity, attempt to solve problems through the utilization of the trial and error approach. In this method, the students actively participate in the learning experiences. In the process of finding solutions to problems, the students, who learn through their mistakes or successes, become creative and develop reflective or critical thinking. Teaching by problem-solving method entails that students should select problems that are relevant to their needs, the object of study and the priority or press needs of the society, to reflect the changing times and needs. In the problem solving method, the teacher may do the following:

- * The teacher may introduce and clarify the problem in which case the teacher presents problematic situations, or (the social studies teacher) could introduce a discussion that would lead the students into identifying the problems.

- * Students are then left on their own to provide tentative suggestions or solutions to the problems through their working individually, in pairs or groups.
- * The students collect data (or information) and analyse the data in the light of expected results.

With the actual results conclusions and generations may be reached. The initial problem may be completely solved or partially solved in which case data would be sought to ensure that problems is considerably reduced. In the utilization of the problem solving teaching/learning method, the student is actively and directly involved in defining his own learning task, setting his goals, collecting, rearranging and evaluating the necessary data to help him solve the problem Mezieobi (2008).

Discovery Method

This is an instructional method which allows the student the independence to use his mental processes to contribute to knowledge, understand hitherto difficult concepts, generalization, principles or provide answers to problems suited to the attainment of instructional objectives, with minimal guidance from the teacher. This method involves students selecting problems related to the instructional objectives, the students asking questions, collecting, analyzing and interpreting the data that would help them solve the problem or achieve the instructional objective as well as apply their findings or generalizations to novel situations. It provides the learner with the opportunity to find out things for themselves. It is also in accord with the adventurous nature of children and so provide them and adults alike with the ample opportunity to explore things on their own. This method encourages active participation of the learner in the teaching-learning process, and enables the learner to acquire the skills of learning, remembering and retention as against rote memorization and forgetting. Mezieobi (2002).

Simulation Games

This is a type of contrived experience which schools must expose students to in the absence of concrete learning experience before abstract concepts can be internalized. Simulation game is a game like activity or situation in which more or less accurate aspects or real life situation is replicated or recreated. What is being simulated must

prominently feature the elements of the real phenomena that are of particular interest to the simulators or the class. Simulation game is a teaching method and, therefore, a part and parcel of an effective social studies curriculum. It should be viewed more as an educative experience or a way of learning than as a game played for mere entertainment.

An indigenous social studies teacher can device simulation games built around definite problem situations in and outside the classroom and the local community. Teacher made simulation games are easier in terms of time saved in hunting for games that appropriate to instructional objectives, and more interesting as it is adapted to suit the needs and interest of the students. It inculcates in students that habit or skill of sorting out problems with a view to finding ways and means of solving the problems. It captivates the interest of the students and motivates them to learn, interest is a necessary ingredient of effective learning. Uchegbu and Ikwuazom (2001).

Role Playing

Role playing, which is a dramatized experience, is an enactment or re-enactment of social problematic real life situations involving morals and values in which decisions are made. Role playing is not synonymous with a play though some similarities may exist between the two. A play, for example is organized around a definite pattern, for example, the preparation of scripts ahead of enactment which will be memorized and recalled. Unlike a play, role playing does not rely on any set out structure as there are no advance scripting for the players. Here a player simply accepts a role, interprets it the way he wants and feels and creates a role by translating his interpretation of the role into action while performing the role if there is any scripting in role playing, it is spontaneously created by the player himself in the process of role-playing, and there is no trial performance of the role (pre role-playing) in advance of the actual act or role-playing. If role playing is simply play-acting, then its educative role is defeated. Role-playing is no more than the provisional abandonment of one's life roles and behaviour patterns with a view to taking on the other person's real or fictitious roles now or in the past. Mezieobi (2002).

Role playing helps to practicalize the subject matter of social studies through involving human elements in the study. Role playing makes for a better student

appreciation of what social studies is all about as what role playing is a reflection of the problems of man and his relationships with his society. Role playing not only concretizes and adds meaning to social situations that would otherwise not have been so clear to students; it also makes them sensitive or aware of societal social problems which they are to contend with in adulthood. The projection of one's self into another's roles and situations in role playing makes one better understand the problems of others, other's view points or perspective, and possibly gain insight into why people behave the way they do. Such understanding is essential in today's society as it makes for improved interpersonal relationships.

The Discussion Method

Discussion method is viewed as an organized, pre-determined procedure of teaching, and not as part or element of another method that surfaces in the course of the utilization of other teaching methods. It is a consensus learning strategy in which participants put heads together and contribute worthwhile ideas or personal views that aid them arrive at a conclusion on the topic of discussion. In a discussion setting, the teacher should be an integral part of the discussion group placing himself somewhere in the discussion circle in such a way that the conventional teacher-standing-in-front of the class and the students-setting-facing the-teacher arrangement is erased. The picture of the discussion group is that of equals where a visitor would not at first sight identify of who the teacher is.

The physical setting of the discussion would be such that each of the discussants would easily see each other's face as the discussion progresses. Sitting in a circle would be the most appropriate arrangement provided the number of students in the class is manageable. But where there is an explosion of student population in the classroom, such that the circle sitting arrangement becomes inoperative due to lack of space, the teacher should organize the students into manageable discussion groups; in a discussion in which only the teacher is knowledgeable or versed in the discussion. But where some members of the discussion group have developed discussion skills like the teacher through participation in previous discussions they should also be allowed to lead discussion (Mezieobi (2008)).

Bozimo and Ikwumelu (2000) in relating this method to social studies curriculum evaluation, when the students have different roles they played in role playing method, it will help them to retail such topics in the cognitive domain; it will also help them to appreciate the importance of such topics in the affective domain and manipulate it in the psychomotor domain. It has been previously established that social studies is a problem solving subject and also helps the students to be creative. In problem solving method, when the three domains in education are brought into play in the classroom, some of the purposes and objectives of social studies are achieved.

Social Studies Instructional Materials and Resources

The ultimate goal of any teaching-learning activity is to bring about desirable behavioural changes in the learner. Effective interactive process demands appropriate utilization of instructional materials and resources which are utilizable in teaching-learning activities in general, certain materials and resources are most appropriate for effective social studies instruction in Nigeria, given the social relevance nature of social studies coupled with the low-level of technological development of the Nigerian society. The growing emphasis on community-based education and the dwindling economic circumstances which has occasioned the inadequate supply of instructional materials and facilities to our schools. Some of the curriculum resources most relevant to social studies teaching and learning in the Nigerian situation are largely:

- * Chalkboard and Graphic or two dimensional materials such as picture, diagrams, cartoons, comics, posters, billboards, graphs, charts, maps/ atlases, all which fall under the still materials component of visual materials;
- * Reading materials
- * Audio-Visual materials Meziobi (2002)

Chalkboard

Is among the oldest and most frequently used of visual materials. It is no longer very readily available as a result of high cost of materials, coupled with cost of its maintenance for instance, constant re-surfacing of the black surface. With the poor

quality of chalk used in our educational institutions result in inadequate utilization of the chalkboard for interactive activities in social studies classroom Mezieobi (2002).

Graphic or two Dimensional Materials

Graphic materials such as charts of all kinds (Flip charts, Strip charts, simple line charts, Tree charts, Time and Sequence charts, Stream charts and Time lines), graphs (simple bar graphs, subdivided bar graphs, pictorial graphs, pie graphs) maps, atlases, diagrams, cartoons, comics, posters and bill-boards are two-dimensional materials in which information are made out on chalkboard, paper or on cloth in order to give a vivid visual impression of the information being conveyed to the learner and to simplify complex ideas and concepts. Mezieobi (2002).

Reading Materials

There are some values associated with reading materials such as textbooks in teaching and learning of social studies. Some of these values of textbooks as outlined by Mezieobi (2008) are:

- * Surface and depth coverage of syllabus,
- * Provision of learning activities that enhance the learner's active participation;
- * The embodiment of challenging questions that will arouse analytical thinking and functional application of knowledge;
- * Provision of chapter summaries that give insight into the relationships between the subject matter of any chapter and the practical realities of the student's life. When textbooks and other reading materials in social studies are appropriately utilized, it will hold immense potential for effective social studies instruction and the outcome in Nigeria social studies will be beneficial. Audio-Materials (AM).

In general terms, radio broadcasting when properly utilized, is an invaluable instructional materials in social studies education. Given the background materials to effective teaching and learning which they provide and the current information on social issues and problems which they disseminate, all of which enrich the social studies curriculum. There are radio programmes or radio broadcasts (school broadcast), which are excellently relevant to social studies curriculum.

Audio-Visual Materials (AVM)

Like radio, television is a very important instructional resource in social studies teaching and learning because of the value embodied in television programmes, and the extent to which these values have impact on the people (Mezieobi, 2008). The real value of television in social studies instructional process is that the audio stimuli is augmented with visual stimuli, Nwankwo (2000) attests to the fact that seventy percent (70%) of what are heard (audio) and seen (visual) are usually not forgotten.

Concept of Curriculum

Curriculum in the opinion of Offorma (2009), is a document, plan, or blue print for instructional guide which is used for teaching and learning to bring about positive and desirable change in behaviour. Esu (2009), sees curriculum as those knowledge, activities and experiences both formal and informal planned and guided by the school for the benefit of the learner. Curriculum can be looked at as the organized knowledge presented to the learner in school, which covers every element in the learning environment. It is through curriculum that ideas, concepts and theories are translated into practice, into teaching, learning and assessment programs that form the day-to-day experiences for educators at all levels.

Curriculum is all the planned learning opportunities offered by the organization to learners and the experiences learners encounter when the curriculum is implemented. (Wikipedia, 2011). A curriculum is 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. A curriculum is the formulation and implementation of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice. A curriculum is the formulation and implementation of an educational proposal to be taught and learned within a school or other institution and for which that institution accepts responsibility at three levels, its rationale, its actual implementation and its effects.

Ogunyemi (2009) defined curriculum as the planned and unplanned experiences, which learners receive in the process of their formal or semi-formal education for the

purpose of becoming rounded persons who can make meaningful contribution to the betterment of their society and the world.

If the curriculum is not implemented, all efforts expended in the planning are in vain. Curriculum implementation refers to the actual use of curriculum plan or document in the classroom. That is putting the curriculum in use.

Walker (2003) defined curriculum as a complex network of physical, social and intellectual conditions that shapes and reinforce the behaviour of individual's perception and interpretations of the environment in order to reinforce the learning objectives and to facilitate the evaluation.

Concept of Curriculum Implementation

Implementation is the process through which a proposed concept, model, topic, theory etc is taken up by some practice. To implement means to make something that has been officially decided start to happen or be used. It means to carry into effect. Implementation means putting a plan, scheme, decision, proposal, intention, an agreement, policy or ideas into effect. It is the bedrock of any plan, the determination of a plan's success or failure. It is the moving force of any plan without which a plan is only good intension.

Curriculum implementation is the disseminating of information on a wide basis, after pilot-test, on a newly designed curriculum or on a changed or revised curriculum. It ascertains the feasibility, adequacy or relevance of curriculum plans towards the accomplishment of intended learning outcomes. It also serves as linkage role between conceived curriculum theory and practice, which breathe life into curriculum document and without which a well conceived document is mere non-functional paper work. (Wikipedia, 2011).

Curriculum implementation is the stage of presentation of a combination of the combination of the curriculum content and topics, methodology and instructional materials by the teachers to the learners, most of the time in a classroom setting, a subject or combinations that will enable them take up such learning that the teacher wants to pass across to them. In the light of a given topic, the teacher adopts the appropriate teaching methods and materials to guide student's learning. The students on their own are actively

involved in the process of interaction with learning activities. (Pwajok 2000). It is not restricted to sheer translation of curriculum proposal or decision into practice. It involves a complex of activities, materials, personnel and other factors which when approximately harnessed constitute integral parts of curriculum implementation. These include the schools which are the major implementation theatre, the teachers, curriculum materials, students, teacher training institutions, administrative and political factors, examination bodies the public, place of implementation in the curriculum planning process before curriculum evaluation or community members,.

Social studies curriculum implementation, therefore refers to a process in social studies curriculum engineering concerned with instilling life into a dormant or inert social studies curriculum plans or document, in the sense of operational objectives.

Ekpo and Okam (2009) view curriculum implementation as the various steps involved in achieving the desired curriculum objectives of educational programmes. To achieve these objectives, emphasis must be placed on the quality of educational programmes undertaken as well as the quality of teachers who implement them. Teachers are the major implementers of the curriculum at the classroom level. The ability to put the curriculum into practice in the classroom is called curriculum implementation. After the curriculum has been planned with regard to identified objectives, selecting the contents, learning experiences and materials based on their assumed effectiveness in making it possible for the objectives to be achieved, then the design is put into action.

Curriculum implementation as used in this study is the transmission of planned social studies curriculum into operational curriculum in the classroom. It is at this stage that all the relevant curriculum inputs are brought into direct contact with the target audience in such a way that through a variety of activities, and learning experiences, mastery of social studies subject matter can be maximally achieved at minimal cost. Curriculum implementation occupies a strategic position in teaching and learning social studies curriculum as it link the design with evaluation stages, that is the materials and methods are put together to produce the desirable learning outcome.

Concept of Curriculum Evaluation

Curriculum evaluation means a continuous process which looks for the diagnosis of strengths and weakness of the curriculum, identification of the outcome of instructions, recognition of the need for teacher improvement, identification of the need for review of the curriculum. Curriculum evaluation is very essential in education because it is used to transform quantitative data into qualitative interpretations as an educational programme is assessed and judgment made on its effectiveness and efficiency (Baiyero, 2003). As curriculum evaluation concerns certain form of measurement or assessment in a bid to form value judgments of the curriculum or its goals and objectives, it assigns qualitative values to what is being measured in order to make meaningful judgment of the teaching-learning process. It draws attention to the weaknesses of the programme and calls for its eventual review or modification to improve the curriculum.

Theoretical Framework

The relative newness of social studies as a field of study in schools justify the need for theories to guide and provide adequate framework for effective teaching and appropriate utilization of instructional evaluative devices to students' performance in social studies.

The Self-Efficacy Theory

The teacher efficacy theory is a construct derived from Albert Bandura's theory of self-efficacy (Bandura, 1977, 1986). This theory posited that behaviour is based on two factors. Firstly, people developed a generalized expectancy about action-outcome contingencies through life experiences. Secondly, they develop a more personal belief about their own ability to cope. Therefore, one's judgement about one's ability to carry out actions necessary to address a situation and expectation that these actions will produce desired outcome are two key aspects to the concept of implementation. Bandura hypothesized therefore that a person rating high on both factors would behave in an assured manner. A teacher who cannot effectively implement the social studies curriculum, cannot serve as a model to the students.

Social studies deal with people, the society, the environment and issues around. It is also problems solving based, and therefore, it demands illustrations, analysis and critique of issues. Social studies teacher should therefore possess the skills, abilities, interest and experience, which will help produce students' achievement. This will invariably improve the self-concept and self-worth of the teacher.

The Trait-Factor Theory

This theory was originated by Ralph Stodgill in 1974 (Roberts, Dooley, Harlin and Murphery, 2006). It was later expanded by McCall and Lombardo in 1983. The basis of trait and factor theory is the assumption that there are unique traits that can be reliably measured and that it is possible to match individual traits to occupational requirements. According to this theory, three factors contribute to a person's success and happiness in a career. These include: (a) the person's traits, which include aptitudes, abilities, interests, ambitions, resources and limitations, (b) knowledge of the factors required for a given career, and (c) the closeness in match between the above two factors.

This theory emphasized the relationship of individual's personal characteristics to his selection of an occupation and progress in it. (Omoogun, 2009). Sowande (2002) noted that individuals differ in their aptitudes, interests, and personalities and because occupations require varying amount and kinds of these traits and factors, different individuals choose to enter very different occupations. These therefore means that people usually take cognizance of their capabilities and dispositions with those demanded by occupations and select that which best suit their capabilities. This implies that the psychology of individual differences and their predispositions are crucial in social studies teacher education.

Social studies deal with people, the society and the environment. It is also a problem solving subject and therefore, it demands illustrations, analysis and critique of issues. It therefore follows that for the teacher to do well, the teacher must possess the innate traits to achieve high level of implementation of social studies curriculum in classroom instruction delivery, hence this study considered this theory crucial.

The Theory of the Teacher as the Core Curriculum Implementer

This theory anchors that teachers occupy a central position in curriculum implementation and invariably the major implementers of the curriculum (Akudolu, 1994; Nzekwe, 1995). These curriculum implementation related theories emphasize the indispensable place of implementation in the overall curriculum process effectiveness, pointing to the need to give implementation and the major implementer of the curriculum the teacher, a concerted and articulate attention of curriculum implementation effort will be worthwhile.

As evident from the review of a number of curriculum evaluation theory, this study does not anchor on one exclusive theoretical framework. It anchors on a combination of curriculum related theories.

Curriculum Input Worthwhileness Theory of Curriculum Implementation.

This theory contends that a lot of inputs go into creating a good curriculum. They include: selecting curriculum objectives; identification of factors that may influence the curriculum plan, design and organization of content and learning experiences, sources and scope of curriculum content, and who are involved in curriculum plan. Others are: curriculum development agencies, modes of teaching, models of curriculum planning and evaluation, recommendations to eliminate curriculum development impediments, evaluation devices, historical, psychological, philosophical, ideological, socio-cultural considerations of the planned curriculum. (Amadi, 1999, Onyemerekeya, 1999, Offorma, 1994a, 1994b, Nzewi, Okpara, Akudolu and Anyanwu, 1996, Ehindero, 1996, Anyanwu and Mbakwem, 1999).

Relevant curriculum inputs and more may be to no avail if the curriculum is not implemented. Akudolu (1994) posited that if curriculum is not implemented, all efforts expended in the planning are to no avail, a good curriculum can be marred at the implementation stage. To all intents and purpose, the outcome of a planned curriculum is dependent on the effectiveness of implementation agenda or strategies.

Empirical Review

The empirical literature was reviewed under the following sub-headings:

Influence of teaching qualification on teaching effectiveness and students' achievement

Pepple and Esu (2000) conducted a study to examine the possible influence of teaching qualification on effectiveness and student achievement in Rivers State in mathematics. The study involved 200 teachers with various qualifications. The result showed that students taught by qualified teachers performed significantly better than those taught by unqualified teachers but there was no significant difference in academic performance of students taught by experienced and inexperienced ones. This study, Pepple and Esu examined the influence of teaching qualification on teaching effectiveness and students' achievement. The analysis and subsequent findings were based on achievement of students taught by experienced teachers on one hand and inexperienced teachers on the other hand in social studies. This present study will not consider teachers' qualification against students' achievement or academic performance but will address teachers' implementation of social studies curriculum in junior secondary schools at the classroom level.

Competences possessed by teachers

Agbi (1997) carried out a study on competencies possessed by integrated science teachers in Ogoja, Nigeria. The study intended to find out the level of competencies possessed by teachers in planning a lesson, evaluating a lesson, and the use of technology in teaching and classroom management. A descriptive survey design was adopted. The assessable population was one hundred and eighty five, out of nine hundred and seventy six target population. The result of the analysis showed that integrated science teachers were moderately competent in planning and implementing instruction, evaluation of instruction and classroom management. Low competence was recorded in the use of technology for instruction. Again, it was observed that qualification and teaching experience determines a teacher's level of competence. The present study concentrated on methods of teaching social studies, students' activities and instructional materials as

stipulated in the curriculum, the content of social studies syllabus and problems teachers encounter in teaching social studies and how to improve the teaching of social studies.

Social Studies Teachers Level of Awareness

Iyamu (2009) carried out a study on finding out from the social studies teachers their level of awareness of social studies objectives and the extent to which the teachers were able to clarify instructional objectives. Findings showed that majority of the teachers were yet to set their eyes on either the National Policy on Education or the National Social Studies curriculum for the first time. The implication of this is that such social studies teachers have no bases for their teaching activities in the classroom as they do not know the objectives of social studies for any level of educational system, let alone stating their instructional objectives. Invariably, when the objectives of social studies are not known by the social studies teachers, there would be no worthwhile teaching activity in the social studies classrooms. Appropriate utilization of teaching methods, instructional materials and student performance evaluation devices, should be guided by pre-determined social studies objectives.

This study revealed that social studies teachers were not familiar with appropriate affective evaluation devices, let alone use them in teaching-learning process. Instructional evaluation in social studies has its gaze preponderantly on cognitive learning assessment.

The Educational Domain Largely Emphasized by Teachers.

Obemeata, (2004) carried out a study on the educational domain largely emphasized by teachers. This study revealed that social studies teachers mostly emphasized cognitive learning from the perspective of their discreetness. In this way, the integrated approach to social studies is neglected. Joof and Okam, (2002), have specifically focused on the appropriate utilization of social studies teaching methods in classroom setting. This study confirm that social studies classrooms are bereft of investigation-oriented and activity methods of teaching, which are endorsed in social studies teaching interactive process. The concern of Ezegbe, (2005) was on the area of emphasis of instructional evaluation in social studies teachers were not familiar with appropriate affective evaluation devices, let alone use them in teaching-learning process.

Instructional evaluation in social studies has its gaze preponderantly on cognitive learning assessment

These studies point directly to the dysfunctional implementation of the social studies curriculum in context, a common trend running across these studies are:

- a. Some of these studies were carried out some years ago. Given the rapidity of change phenomenon, the rate of knowledge explosion and a myriad of new trends in educational practice, example the computer or internet trend of knowledge explosion of this 21st century.
- b. All these studies are largely self-reporting studies in which questionnaires were used to collect the data from which the studies conclusions were drawn. Such data and the conclusions drawn from them cannot be strictly held to as valid and reliable. The instrument that will be used in the present study is observation method which is conceptualized as the process of looking out for and recording the absence or presence of verbal and non verbal behavioural of an individual in a natural setting, in order to make valid inferences on an individual observed.

Drawing from the above, the gap which the present study intends to bridge are the following:

- a. Embarking on near holistic evaluation of the implementation adequacy in social studies curriculum.
- b. Ascertaining the current status of social studies curriculum implementation in junior secondary schools with specific references to Enugu State.
- c. Employing structured, systematic and unobtrusive observation as an instrument for collecting first hand information in actual classroom situation as against the preponderant questionnaire method utilized by these studies.

Summary of Literature Review.

Social studies is focused on the society and is created to sharpen the creative potentials of the learner, in terms of thinking creatively and contributing ideas towards identifying societal problems as well as proffering solution. It enables people to develop a good sense of judgment and a sense of moral and social responsibilities which enable them become useful members of the society. Also, it is an applied social sciences, the

humanities and other fields of study that bear direct or indirect relevance to effective social action. The ultimate goal of the study is to enable man adapt to his environment, utilize available resources optimally for his betterment appreciate his ecological limitations, constraints and conditionalist as well as preserve his environment.

The literature has been reviewed along the various variables of the study. Relevant concepts, implementation theories and empirical studies were reviewed. Researchers' views on possible influence of teaching qualification on teaching effectiveness and students' achievements, competencies possessed by teachers, social studies teachers' level of awareness and educational domain largely emphasized by teachers has been highlighted.

However, in the course of reviewing the literature, certain gaps were identified and the present study made efforts to close them.

First, from the literature reviewed, the method of data collection was structured questionnaire while the present study used observation method to observe the students in real life classroom setting, hereby closing the literature gap.

Again, a lot of studies have been carried out on influence of teaching qualification and student achievements, competencies possessed by integrated science teachers, social studies teachers' level of awareness and educational domain largely emphasized by teachers but there is a dearth of research studies in relation to the implementation of social studies curriculum at the classroom level. This present study has provided the needed literature for future research studies.

Finally, none of the studies in the literature reviewed was carried out in the present study area. This study therefore serves as a reference material to the future researchers, teachers and students in the area.

CHAPTER THREE

RESEARCH METHOD

This chapter describes the design of the study, area of the study, population of the study, sample and sampling techniques and instrument for data collection, method of data collection also included are validation and reliability of instrument and method of data analysis.

Design of the Study

The design of the study is an investigative approach known as survey research or what Onocha and Okpala (2005), called Observational Survey. According to Nworgu (2006), Uchegbu and Ekwonwa (2001), survey research is one which a group of people is studied by collecting and analyzing data from only a few group. A survey therefore, investigates the prevalent circumstances, situation and practice with a view to determining or ascertaining the status of a given situation or phenomenon. A survey research focuses its investigation on the opinions, attitudes, behaviours and real life practices of the people. This means that the research is carried out in real life situation and circumstances. The classroom is a real life situation whereby the students are observed, in their true classroom activities. Observation is the act of watching somebody or something carefully for a period of time, especially to learn something. It can also be a comment, especially based on something you have seen, heard or read. Observation is conceptualized as the process of looking out for and recording the absence or presence of verbal and non-verbal behaviour of an individual in a natural setting in order to make valid inferences on an individual in a natural setting, in order to make valid inferences on an individual observed. (Onocha and Okpala, 2005).

The design was appropriate for this study because information were solicited from the respondents as the situation occurs without manipulation. It is also appropriate because the students were observed in natural classroom setting

Area of the Study

The study was carried out in Enugu State of Nigeria. Enugu State is one of the 36 States of the Federal Republic of Nigeria. It was created on the 27th August, 1991 out of the Old Anambra State of Nigeria Enugu State lies between longitudes 5.50¹ North to Longitudes 7°05¹ North and Latitudes 7°00 East to Latitudes 7°55¹ East. It is bounded to

the North East by Benue State, on the North West by Kogi State, and also to the East by Ebonyi, and on the West by Anambra State, and on the South by Abia State. Enugu is known as coal-city State because she produces coal. Enugu State has many Junior Secondary Schools located in Urban and Rural communities with male and female teachers of social studies. There is high student's enrollment in Junior Secondary Schools, hence the choice of Enugu State as the area of study. This study was carried out in Nsukka Education Zone.

Population of the Study

The population covers all Teachers of Junior Secondary Schools in the Six Education Zones in Enugu State. There are 274 Schools and 200 social studies teachers in the six Education zones. The population was gotten from the six education zones in Enugu State; namely, Agbani, Awgu, Enugu, Obollo-Afor and Udi.

Sample and Sampling Techniques

A proportionate stratified simple random sampling technique was adopted in the selection of the sample. A total of 20 schools were used and 25 social studies teachers were drawn from the schools. The 20 schools were randomly selected on the average of one teacher from each school and some schools two teachers.

Instrument for Data Collection

Two instruments were used for the study. They are structured systematic observation schedule details and social studies evaluation questionnaire details. The instruments were arranged in sections. Section A was on personal bio data of the teachers, section B, were on methods of teaching social studies, section C on students' activities and instructional materials as stipulated in the curriculum, section D the content of social studies syllabus, while section E were on problems teachers encounter in teaching social studies.

The sample used in observation schedule was used for the questionnaire. The observation schedule was used by the observer in a true classroom situation while the evaluation questionnaire were completed by teachers to find out the difference between the result of the observation and that of questionnaire response.

Validation of the Instrument

The social studies lesson observation schedule and social studies evaluation questionnaire for teachers were face validated by experts. Two from the Department of Social Science Education and one expert in Measurement and Evaluation, all from University of Nigeria, Nsukka. These experts were requested to examine the list of items and indicate whether the items were clearly worded, comprehensive and applicable to the investigation. They were also asked to add or remove any item that is not necessary. The comments made by validates were used to moderate the instruments before final production.

Reliability of Instrument

The observation schedule and the evaluation questionnaire were used in 20 Secondary Schools, in Nsukka Education Zone in Enugu State. The reliability of the instruments were established by using Cronbach Alpha. The observation made were used to calculate the reliability coefficient. A reliability coefficient of 0.98 was established. This shows that the instruments are reliable and therefore appropriate to be used for the intended research.

Method of Data Collection

The researcher secured the services of three research assistants and they were trained by the researcher on how to distribute and collect the questionnaire. The research assistants comprise one each for Nsukka East, Nsukka North and Nsukka West respectively. The data for the observation schedule were recorded by the observer and the observer observed each teacher for three different lessons.

Method of Data Analysis

Statistical mean and standard deviation were used to answer the research questions while the hypotheses were tested using Analysis of variance (ANOVA) at 0.05 level of significance. In analyzing SSOS and SSEQ which were based on 4 point rating scale, the decision depended on the mean score of 2.50.

CHAPTER FOUR

RESULTS

This chapter deals with data analysis and presentation of results. The data were presented in tables according to the research questions and hypotheses that guided the study;

Research Question 1: What are the qualifications of teachers that teach social studies in secondary schools?

Table 1: The qualifications of teachers and subject of specialization of teachers who teach social studies curriculum.

S/n	Qualification	Area of specialization	N
1	NCE	Social Studies	100
2	B.Ed.	Social Studies	70
3	B.Sc	Social Science	20
4	M.Ed	Social Studies	35

Analysis of data in table 1 show that NCE social studies teachers are 100, B.Ed are 70, B.Sc are 20 while M.Ed are 35.

Research Question 2: What are the methods used by teachers to implement the social studies curriculum?

Table 2: Mean and standard deviation on teachers' response on the methods they use.

S/n	Item Statement	Mean	Std. dev	Decision
1	Lecture method	3.37	0.93	Agree
2	Discussion method	3.62	0.49	Agree
3	Problem solving method	3.12	0.93	Agree
4	Discovery method	3.25	0.66	Agree
5	Inquiry method	3.62	0.48	Agree
6	Expository method	2.87	0.93	Agree
7	Teachers dictate notes to students	2.37	1.11	Disagree
8	Text book reading by students	3.50	0.71	Agree

Table 2: Reveals that discussion method, problem solving method, discovery method inquiry method, all scored above 2.5 bench mark, it implies that those items represent the various methods used by teachers to implement the social studies curriculum. A standard deviation of 1.11 for expository method shows that there was a large variation in the responses of teachers to that item.

Research Question 3: To what extent do teachers' qualification and subject of specialization determine their choice of instructional materials as stipulated in the curriculum.

From my observation of teachers in real life classroom setting, it was observed that teachers with NCE Social Studies, B.Ed Social Studies, M.Ed Social Studies make use of Cartoons and comics, Maps, Atlases, Construction of models, Globe, Posters and Bill boards. These teachers make use of these instructional materials to a very high extent, while teachers with B.Sc Social Science make minimal use of instructional materials. Even when interviewing some of them during the observation in the classroom, two teachers acknowledged that they do not want to teach, that they are just marking their time until they get some other tangible things to do.

Research Question 4: To what Extent do teachers utilize the students' activities as stipulated in the curriculum?

Table 4: Mean on the extent teachers utilize the students' activities as stipulated in the curriculum.

S/N	Item Statement	VHE	HE	LE	VLE
1	Role playing	-	-	2.37	-
2	Simulation	-	3.13	-	-
3	Debates	3.25	-	-	-
4	Discussion of tasks in small groups/panel/brainstorming	3.63	-	-	-
5	Dramatization	-	3.13	-	-
6	Cultural display	-	-	2.87	-
7	Field trip/Excursions	-	3.13	-	-

The data in table 4 showed that teachers utilize the students' activities which include Simulation, Debates, Discussion of tasks in small groups/panel/brainstorming. It implies that simulation, dramatization and field trip/excursions are being utilized by teachers to a high extent, debates and discussion of parts in small groups/panels/brainstorming are being utilized by teachers to a very high extent while role playing and cultural display are being utilized by teachers to a low extent.

Research Question 5: To what extent do teachers' qualification influence the coverage of social studies syllabus?

From my observation in real life classroom setting, it was found out from teachers' lesson notes, students notes, continuous assessment and series of the students class work that teachers with NCE Social Studies, B.Ed Social Studies, B.Ed Social Studies, and M.Ed Social Studies teachers coverage of the social studies syllabus is high. When the

teachers' lesson notes, students' notes and the syllabus drawn from the social studies curriculum were compared, it was found out that teachers with B.Sc Social Science coverage is minimal while that of NCE, B.Ed and M.Ed Social Studies is of a high extent.

Hypothesis 1: Teachers' qualification is not significant factor in the implementation of social studies curriculum.

Table 6: One-way Analysis of Variance on the influence of teachers' qualification on the implementation of social studies curriculum.

	Sum of squares	Df	Mean square	F	Sig
Between groups	3.158	3	1.053	9.315	.000
Within groups	56.61	496	.011		

Table 7 shows that the probability associated with the calculated value of F (9.315) for the influence of teachers' qualification on the implementation of social studies curriculum is 0.000. Since the probability value of 0.000 is less than 0.05 level of significance, the null hypothesis is rejected. Hence, teachers' qualification is a significant factor in the implementation of social studies curriculum.

Hypothesis 2: Teachers' qualification is not significant factor in the usage of instructional materials.

Table 8: One-way Analysis of variance of the influence of teachers' qualification on the usage of instructional materials for teaching of social studies.

	Sum of squares	Df	Mean square	F	Sig
Between groups	4.952	3	1.651	6.012	.000
Within groups	136.183	496	.275		

The analysis of data in table 8 reveal that the calculated value of F (6.012) on the influence of teachers' qualification on the usage of instructional materials has a probability value of 0.000. Since this probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis is rejected. Thus, teachers' qualification is a significant factor in the usage of instructional materials.

Hypothesis 3: Teachers' qualification is not a significant factor in the coverage of social studies syllabus.

Table 9: One-way Analysis of Variance on the influence of teachers' qualification on the coverage of social studies syllabus.

	Sum of squares	Df	Mean square	F	Sig
Between groups	4.240	3	1.413	8.459	.000
Within groups	82.860	496	.167		

The analysis above shows that the probability associated with the calculated value of f (8.459) is 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis will not be accepted. Hence, teachers' qualification is a significant factor in the coverage of social studies syllabus.

Summary of Findings

1. The table showed the qualification of teachers subject of specialization and their numbers.
2. Lecture method, Discussion method, Discovery method, Inquiry method represent the various methods used by teachers to implement the social studies curriculum in Junior Secondary School.
3. It was observed that teachers with Master in Education social studies make use of instructional materials more than those with B.Ed Education in social studies.
4. It was observed that teachers utilize the students' activities as stipulated in the social studies curriculum.
5. It was observed that teachers with M.Ed, B.Ed and NCE social studies cover the social studies curriculum while teachers with B.Sc social science is minimal.
6. Teachers' qualification is a significant factor in the implementation of social studies curriculum in Junior Secondary Schools.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION, IMPLICATION, RECOMMENDATION AND SUMMARY

In this chapter, the results are discussed based on the analysed data. Conclusion were made from the findings and their implications were highlighted. Based on the findings, recommendations were made.

DISCUSSION OF FINDINGS

With reference to research question 1 on the qualification of teachers that teach social studies in secondary schools, the findings of this study revealed the qualification of teachers that teach social studies in junior secondary schools. Their qualifications include NCE, B. Ed and M.Ed all in social studies. The findings of this study agrees with that of (Nwachukwu 2010) who reported that in Nigeria, teachers who are academically qualified and those that are professionally qualified are employed to carry out instruction in the classroom. By academically qualified (non-professional) teachers, it means teachers who have academic training as a result of enrolment into higher educational institution. While professionally qualified teachers, are teachers who get professional training that gives them professional knowledge, skills, techniques, aptitude as different from the general education. It is expected that level of qualification can make a difference in the teachers who teach social studies and most importantly on the implementation of social studies curriculum in junior secondary schools.

On the methods used by teachers to implement social studies curriculum, findings revealed that the social studies teachers use various methods to implement the social studies curriculum in the classroom learning environment. They employ discussion, discovery, problem solving, inquiry and expository method, which when appropriately utilized inculcate the desired reflective, critical thinking and problem solving skills to the learner.

According to Ikwumelu (1993), a wide spectrum of methods are best for use in teaching social studies, as the choice of many apt teaching methods would not only accommodate the varying needs, interest and background of the learners, but also take cognizance of the essential criteria for selecting social studies teaching methods which

include relevance to the needs of the society, the individual learner and the objectives of the programme.

With reference to research question 3, on the extent teachers' qualification and subject of specialization determine their choice of instructional materials as materials as stipulated in the curriculum, the researcher observed that teachers with NCE social studies, B.Ed social studies make use of these instructional materials which include cartoons and comics, maps, Atlases, Globe, posters and Bill boards to a very high extent, while teachers with B.Sc social science make minimal use of them. The study agrees with Ezegebe, (1991), who observed that teachers with M.Ed in their subject area of specialization make use of instructional materials like maps, Globe, Atlases while teaching in the social studies classroom.

In line with research question 4, on the extent teachers utilize the students' activities as stipulated in the curriculum like role playing, simulation, debates, dramatization, cultural display, field trip, the study revealed that social studies teachers utilized students activities as stipulated in the curriculum. Since social studies deals with the problem of man in his environment, the teachers employed the students' activities in the curriculum, geared towards critical reflective thinking that is learner based. Some of these activities includes Debates, Role playing, simulation, Dramatization and Cultural display. This agrees with the opinion of (Joof, 2001), which states that the social studies teacher should not forget that in social studies classroom, the students learn through what he does, not through what he sees the teacher doing. Good teachers minimize teacher talk, while maximizing learning participation. Bad teachers, on the other hand, dominate the class, doing most of the talking.

In assessing the extent of teachers' qualification influence in the coverage of social studies syllabus, observation made by the researcher revealed that teachers with higher degree in social studies cover the syllabus. The teachers adopt test, assignment, continuous assessment (CA) and project in carrying out these tasks. The series of observation made by the researcher in real life classroom setting has proven that social studies teachers determine the extent to which content of the topics, students activities and the set objectives are achieved by the learners. The method of assessment covers the cognitive, affective and psychomotor domain of learning because they use variety of

instrument to carry out these. The findings is not in agreement with the result of Olaoye (2003) who reported that in Bassa local government of Oyo State, teachers only assess students in cognitive domain and that the psychomotor and affective assessment in social studies are not given attention.

It was found out that there are lots of problems in teaching social studies but the highest was the students general unwillingness to learn. It is sad to note that many students waste much of their time on other activities to the detriment of their studies, Amah (2005) observed that most students have many other things to do, either in the school or outside the school which cause them to get easily distracted from their school work. Some parents pay through their nose to get their children educated. Some of these students do not realize the efforts of their parents. Worst still, some of them join secret societies losing sight entirely of their mission of going to school. Ezema (1996) notes that: some of these students join secret societies and go to the extent of killing other students for rituals. Most of these students have lost interest in going to school; they become maladjusted that they finally drop out of school.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn.

1. It revealed the qualification of teachers that teach social studies in junior secondary schools. They include NCE Social Studies, B.Ed social studies and M.Ed social studies
2. Teachers use various methods to implement the social studies curriculum in the classroom learning environment. The methods includes discussion, discovery, problem solving, inquiry and expository method.
3. Teachers with M.Ed in social studies make use of the instructional materials more.
4. The social studies teachers utilize students activities as stipulated in the curriculum. They are role playing, simulation, debate, dramatization, cultural display and field trip.

5. It was observed that teachers with higher degree in social studies covers the syllabus. The teachers adopt test, assignment, continuous assessment and project to carry out these task.
6. There are lots of problems of teaching social studies but the highest is the students general unwillingness to learn.
7. Teachers' qualification is a significant factor in the implementation of social studies curriculum in Junior Secondary Schools.

EDUCATIONAL IMPLICATION

The educational implications of the findings are that;

1. Since effective/proper implementation of the social studies curriculum promotes learning, enhance student-student interaction, boosts self esteem in students and promotes personal interdependence, poor implementation of the social studies curriculum by teachers will not allow the student benefit from the subject.
2. Also poor implementation of teaching methods by social studies teachers can mar the essence of learning, which is to make learning more interactive and more effective for better academic performance.

RECOMMENDATIONS

From the findings, the following recommendations are made;

1. That social studies teachers should endeavour to be learner-centered when teaching and use learner centered strategies in teaching and learning, so that students will contribute in the process and make learning more concrete.
2. Curriculum planners should emphasis more on the use of interactive method of instruction like student activities (role playing, simulation, debates, field trips and dramatization), which will not only make the teachers' work easier but also boost students performance.
3. The ministry of education should organize workshops and seminars to re-train teachers on the proper implementation of social studies curriculum in junior secondary schools.

4. The school administration should make instructional materials available to make learning easier and also invite resource persons that can help educate teachers on the procedures and uses of those materials.

LIMITATIONS OF THE STUDY

The limitation of this study was that the study could not be carried out in the six educational zones in Enugu State. The researcher chose and used Nsukka Educational zone that is accessible.

SUGGESTIONS FOR FURTHER STUDY

Due to the limitation of this study, the researcher suggests the following for further study;

1. That the study be replicated in the other educational zones in Enugu State, Agbani, Awgu, Enugu, Obollo-Afor and Udi.
2. Evaluating the Adequacy of social studies content, social studies objectives, and the effectiveness of social studies products.
3. Further research on the problems of implementing social studies curriculum in the junior secondary schools should be looked into.

SUMMARY

The focus of the study is on the evaluation of the Implementation of the Social Studies Curriculum in Junior Secondary Schools. The study also examined the qualification of teachers that teach social studies in secondary schools, the methods used by teachers to implement the social studies curriculum, teachers' qualification and subject of specialization and their choice of instructional materials as stipulated in the curriculum, the extent teachers utilize the students' activities as stipulated in the curriculum, the extent teachers' qualification influence the coverage of social studies syllabus and the problems of teaching social studies. Six research questions guided the study and three null hypotheses were formulated and tested at 0.05 level of significance.

Related literature was reviewed. The review showed among other things that some studies had been carried out on Mathematics and Integrated Science but none has been carried out on the Evaluation of the Implementation of the Social Studies Curriculum in Junior Secondary Schools in Nsukka Educational zone.

Descriptive survey was the design of the study. Simple random sampling was used to select the educational zone in Enugu State. Twenty five (25) social studies teachers from the educational zone constituted the sample size. A Structured Systematic Observation Schedule (SSOS) and Social Studies Evaluation Questionnaire (SSEQ) with reliability co-efficient of 0.796 were used as the instrument.

Data obtained were subjected to statistical analysis. Mean and standard deviation were used to answer the research questions. Analysis of variance was used to test the hypotheses.

The analysis of the data indicated as follows:

1. It revealed the qualification of teacher that teach Social Studies in Junior Secondary Schools.
2. Teachers use various methods to implement the social studies curriculum in the classroom learning environment.
3. Teachers with higher qualification in social studies make use of the instructional materials more.
4. The social studies teachers utilize students activities as stipulated in the curriculum.
5. It was observed that teachers with higher degree in social studies covers the syllabus in the curriculum. The teachers adopts test, assignment, continuous assessment and project to carry out these task.
6. There are lots of problems of teaching social studies but the highest is the students general unwillingness to learn.
7. Teachers' qualification is a significant factor in the Implementation of Social Studies Curriculum in Junior Secondary Schools.

Following the discussion of the findings, the educational implications of the findings were enumerated. It was then recommended amongst other things that, social studies teachers should endeavour to be learner-centered when teaching and use learner strategies like students activities in teaching and learning so that students will contribute in the process and thus make learning more concrete. The limitation of the study was highlighted and suggestions for further areas of research were made. Based on the findings of the study, it was recommended that the ministry of education should organize workshops and seminars to re-train teachers on the proper implementation of the social studies curriculum in Junior Secondary Schools. When it is properly implemented, it will make teaching and learning more concrete.

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APPENDICES

APPENDIX A

Department of Arts Education
Faculty of Education
University of Nigeria
Nsukka
Date 6th August 2012

Dear Sir/Madam

REQUEST FOR VALIDATION OF RESEARCH INSTRUMENT

I am a post-graduate student in the above named Department and currently undertaking a research project aimed at evaluating the implementation of social studies curriculum in Junior Secondary Schools in Enugu State.

The attached is a draft copy of the social studies classroom Teaching Observation Schedule for the study. You are please requested to vet the items for clarity, relevance and total coverage for use in collecting data for the study. You are also requested to put down your comments and suggestions for improving the quality of the instrument.

Thank you for your anticipated co-operation.

Yours sincerely,

Chukwuemeka, F.C.
PG/M.Ed/09/50696

APPENDIX B

Department of Arts Education
Faculty of Education
University of Nigeria
Nsukka
Date 6th August 2012

Dear Sir/Madam,

REQUEST FOR RESPONSE TO OBSERVATIONAL INSTRUMENT

I am a post-graduate student in the above department and currently undertaking a research project titled "Evaluation of the Implementation of Social Studies Curriculum in Junior Secondary Schools in Enugu State".

The attached social studies evaluation questionnaire is to elicit the necessary information. You are please requested to respond to the items. Be as objective as possible in your responses to the information sought here is only for academic exercise.

Yours sincerely,

Chukwuemeka, F.C.
PG/M.Ed/09/50696

APPENDIX C

SOCIAL STUDIES EVALUATION QUESTIONNAIRE FOR TEACHERS

You are kindly requested to supply information in the space provided below by ticking (å) as appropriate personal data

Gender: Male ☐ Female ☐

Qualification:

Ph.D. ☐

M.Ed ☐

PGDE ☐

B.Sc.Ed ☐

B.Ed ☐

N.C.E. ☐

Subject of Specialization, Indicate

Economics education ☐

Social Studies education ☐

Geography education ☐

Political science education ☐

Other? Specifyë ë ë ë ë ë . ☐

Years of Teaching Experience

0-5 years ☐

6-10 years ☐

11-15 years ☐

15-20 years ☐

20 years and above ☐

Below are items on methods of teaching social studies in Junior Secondary Schools

Indicate your opinion by ticking (å) where appropriate

VHE: Very High Extent

VE: High Extent

LE: Low Extent

VLE: Very Low Extent and

SA: Strongly Agree

A: Agree

D: Disagree

SD: Strongly Disagree

Method of teaching Social Studies					
	Statements	SA	A	D	SD
	Teachers do the following:				
1	Lecturer Method: Explain concept to students?				
2	Use discussion method				
3	Use problem solving method				
4	Use discovery method				
5	Dictate notes to students				
6	Use inquiry method				
7	Expository method				
8	Text book reading by the students				
	Students Activities/Instructional Materials Teachers explain concept to students and they do the following:				
9	Role playing				
10	Simulation				
11	Dramatization				
12	Cultural display				
13	Field trips/Excursions				
14	Discussion of tasks in small groups/panel/ brainstorming				
15	Debates				
	Teachers use the following instructional materials for teaching				
16	Cartoons and comics				
17	Posters				
18	Maps and Atlases				
19	Construction of models				
20	Charts				
21	Billboards				
22	Chalkboards				
23	Globes				
	To what extent do teachers do the following:				
	Statements				
24	Cover their scheme of work				
25	Are punctual to social studies lesson period				
26	Follow sequentially the scheme of work				
27	Break down social studies topics into units				
28	Plan strategies that involve students in social studies excursions				
	Problems Teachers Encounter In Teaching Social Studies				
29	General unwillingness of the students to learn				
30	Inadequate finance for purchase of materials or textbooks				
31	Nonchallant attitudes of teachers				
32	Over loaded school time table				

33	Not enough period for social studies lessons				
34	Problem of language eg English and Nigerian indigenous languages				
35	Inability of authors to design social studies textbooks to be illustrative and readable				
36	Inadequate specialized social studies teachers				
37	Inadequate funding of social studies programmes				
38	Insufficient availability of instructional materials				
39	Ineffective utilization of instructional materials				
40	Non aggressive teachersö propagation campaigns of studying social studies in tertiary institutions of learning/in wider society.				

APPENDIX D

SOCIAL STUDIES LESSON OBSERVATION SCHEDULE

Instruction to the observer for recording.

Make a tick in the appropriate cell to indicate the usage of any specific teaching method as observed by you in the social studies classroom using the following:

SA: Strongly Agree

A: Agree

D: Disagree

SD: Strongly Disagree

Method of teaching Social Studies					
	Statements	SA	A	D	SD
1	Lecture Method: teachers do the following while teaching				
2	Use discussion method				
3	Problem solving method				
4	Use discovery method				
5	Use inquiry method				
6	Dictate notes to students				
7	Expository method				
8	Text book reading by students				
	Students Activities				
	Teachers allow students to do the following				
9	Role playing				
10	Simulation				
11	Debates				
12	Discussion of tasks in small groups/panel/ brainstorming				
13	Dramatization				
14	Cultural display				
15	Field trips/Excursions				
	Teachers use the following instructional materials for teaching				
16	Cartoons and comics				
17	Posters				
18	Maps and Atlases				
19	Charts				
20	Billboards				
21	Chalkboards				
22	Globes				
23	Construction of models				
	To what extent do teachers do the following				
	Statements				
24	Cover their scheme of work				
25	Are punctual to social studies lesson period				
26	Follow sequentially the scheme of work				
27	Break down social studies topics into units				
28	Plan strategies that involve students in social studies excursions				

APPENDIX C

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7
1.	2.00	4.00	2.00	3.00	3.00	2.00	2.00
2.	4.00	3.00	2.00	2.00	3.00	3.00	3.00
3.	4.00	3.00	3.00	4.00	3.00	2.00	4.00
4.	2.00	2.00	3.00	3.00	4.00	4.00	4.00
5.	3.00	3.00	2.00	2.00	1.00	1.00	3.00
6.	1.00	4.00	2.00	3.00	4.00	4.00	3.00
7.	3.00	4.00	2.00	3.00	4.00	3.00	2.00
8.	2.00	4.00	2.00	3.00	3.00	3.00	3.00
9.	3.00	1.00	2.00	3.00	4.00	3.00	3.00
10.	4.00	2.00	2.00	3.00	4.00	3.00	1.00
11.	3.00	4.00	2.00	4.00	3.00	2.00	3.00
12.	3.00	2.00	2.00	4.00	2.00	2.00	3.00
13.	3.00	3.00	4.00	4.00	3.00	2.00	3.00
14.	3.00	3.00	2.00	3.00	2.00	2.00	4.00
15.	2.00	4.00	1.00	1.00	3.00	4.00	2.00
16.	3.00	4.00	3.00	3.00	2.00	4.00	4.00
17.	3.00	4.00	3.00	2.00	3.00	3.00	3.00
18.	1.00	4.00	1.00	1.00	4.00	4.00	2.00
19.	4.00	3.00	3.00	2.00	3.00	2.00	4.00
20.	3.00	3.00	2.00	3.00	3.00	2.00	3.00

	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14
1.	1.00	4.00	2.00	2.00	2.00	3.00	1.00
2.	3.00	2.00	3.00	3.00	2.00	2.00	3.00
3.	3.00	3.00	3.00	4.00	3.00	2.00	3.00
4.	4.00	4.00	3.00	2.00	2.00	3.00	2.00
5.	3.00	2.00	1.00	1.00	3.00	3.00	2.00
6.	4.00	2.00	2.00	1.00	1.00	3.00	3.00
7.	3.00	4.00	3.00	3.00	2.00	3.00	4.00
8.	3.00	4.00	2.00	3.00	3.00	4.00	3.00
9.	3.00	3.00	2.00	2.00	2.00	3.00	4.00
10.	4.00	4.00	2.00	3.00	3.00	4.00	3.00
11.	4.00	4.00	3.00	3.00	2.00	4.00	3.00
12.	4.00	4.00	2.00	4.00	2.00	2.00	4.00
13.	2.00	2.00	4.00	2.00	2.00	3.00	2.00
14.	2.00	4.00	4.00	3.00	4.00	3.00	3.00
15.	4.00	4.00	3.00	3.00	2.00	4.00	4.00
16.	3.00	4.00	2.00	4.00	3.00	4.00	3.00
17.	3.00	4.00	2.00	2.00	4.00	3.00	3.00
18.	1.00	3.00	4.00	1.00	3.00	4.00	4.00
19.	1.00	3.00	2.00	1.00	2.00	2.00	2.00
20.	2.00	3.00	3.00	3.00	3.00	2.00	2.00

	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Item 21
1.	4.00	3.00	2.00	1.00	1.00	1.00	1.00
2.	4.00	2.00	3.00	2.00	2.00	1.00	2.00
3.	1.00	4.00	2.00	4.00	3.00	2.00	2.00
4.	4.00	1.00	3.00	4.00	4.00	1.00	2.00
5.	3.00	3.00	3.00	3.00	3.00	3.00	2.00
6.	4.00	4.00	2.00	2.00	2.00	1.00	2.00
7.	3.00	3.00	3.00	3.00	4.00	1.00	1.00
8.	3.00	4.00	2.00	2.00	2.00	2.00	1.00
9.	4.00	4.00	3.00	4.00	3.00	1.00	2.00
10.	4.00	4.00	4.00	2.00	2.00	1.00	1.00
11.	4.00	1.00	4.00	3.00	1.00	2.00	2.00
12.	4.00	3.00	2.00	2.00	4.00	2.00	3.00
13.	2.00	3.00	4.00	3.00	4.00	1.00	1.00
14.	3.00	2.00	2.00	2.00	2.00	2.00	4.00
15.	4.00	4.00	2.00	2.00	2.00	3.00	4.00
16.	2.00	4.00	2.00	2.00	2.00	3.00	3.00
17.	3.00	3.00	3.00	3.00	3.00	3.00	4.00
18.	4.00	4.00	2.00	3.00	2.00	3.00	2.00
19.	4.00	4.00	3.00	3.00	3.00	3.00	4.00
20.	2.00	3.00	2.00	2.00	3.00	3.00	4.00

	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27	Item 28
1.	1.00	1.00	4.00	4.00	4.00	4.00	4.00
2.	2.00	3.00	3.00	3.00	4.00	4.00	4.00
3.	3.00	3.00	3.00	3.00	4.00	4.00	3.00
4.	3.00	2.00	2.00	3.00	3.00	3.00	3.00
5.	1.00	1.00	2.00	3.00	3.00	2.00	3.00
6.	2.00	2.00	3.00	3.00	4.00	4.00	4.00
7.	1.00	2.00	3.00	4.00	4.00	3.00	4.00
8.	3.00	3.00	3.00	3.00	4.00	4.00	4.00
9.	2.00	2.00	2.00	2.00	3.00	3.00	1.00
10.	1.00	3.00	3.00	3.00	4.00	4.00	4.00
11.	3.00	2.00	2.00	2.00	3.00	4.00	3.00
12.	2.00	2.00	3.00	3.00	3.00	3.00	3.00
13.	2.00	3.00	1.00	3.00	4.00	4.00	4.00
14.	1.00	4.00	4.00	4.00	4.00	4.00	4.00
15.	3.00	2.00	2.00	2.00	4.00	4.00	3.00
16.	3.00	3.00	3.00	3.00	4.00	4.00	4.00
17.	3.00	3.00	4.00	4.00	3.00	4.00	2.00
18.	3.00	2.00	2.00	4.00	3.00	2.00	4.00
19.	4.00	2.00	4.00	3.00	3.00	4.00	4.00
20.	3.00	2.00	2.00	3.00	2.00	3.00	2.00

APPENDIX C

Reliability Statistics

Crombach's Alpha	N of items
.796	28

APPENDIX D.Sav

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
1.	3.00	3.00	3.00	3.00	3.00	4.00
2.	4.00	4.00	3.00	3.00	1.00	4.00
3.	3.00	3.00	3.00	4.00	2.00	1.00
4.	3.00	3.00	3.00	4.00	4.00	2.00
5.	3.00	3.00	3.00	2.00	2.00	2.00
6.	3.00	3.00	3.00	4.00	2.00	4.00
7.	3.00	4.00	4.00	2.00	1.00	3.00
8.	4.00	3.00	4.00	4.00	3.00	2.00
9.	3.00	3.00	3.00	4.00	3.00	1.00
10.	3.00	3.00	3.00	4.00	3.00	1.00
11.	4.00	3.00	4.00	4.00	3.00	4.00
12.	4.00	3.00	3.00	3.00	2.00	2.00
13.	4.00	4.00	3.00	4.00	4.00	3.00
14.	3.00	4.00	3.00	3.00	2.00	1.00
15.	3.00	3.00	3.00	2.00	2.00	2.00
16.	3.00	3.00	3.00	4.00	2.00	4.00
17.	3.00	4.00	4.00	2.00	1.00	3.00
18.	4.00	3.00	4.00	4.00	3.00	2.00
19.	3.00	3.00	3.00	4.00	3.00	1.00

APPENDIX D.Sav

	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12
1.	4.00	2.00	3.00	3.00	3.00	3.00
2.	4.00	3.00	3.00	3.00	2.00	4.00
3.	4.00	3.00	3.00	2.00	2.00	3.00
4.	1.00	4.00	3.00	3.00	2.00	2.00
5.	4.00	2.00	3.00	1.00	1.00	4.00
6.	3.00	3.00	2.00	3.00	2.00	2.00
7.	4.00	1.00	1.00	2.00	3.00	3.00
8.	4.00	2.00	2.00	2.00	3.00	4.00
9.	2.00	2.00	2.00	2.00	2.00	3.00
10.	2.00	2.00	2.00	2.00	2.00	2.00
11.	2.00	4.00	3.00	4.00	3.00	3.00
12.	3.00	2.00	2.00	1.00	2.00	2.00
13.	3.00	3.00	4.00	3.00	4.00	4.00
14.	4.00	2.00	3.00	3.00	4.00	3.00
15.	4.00	2.00	3.00	1.00	1.00	4.00
16.	3.00	3.00	2.00	3.00	2.00	2.00
17.	4.00	1.00	1.00	2.00	3.00	3.00
18.	4.00	2.00	2.00	2.00	3.00	4.00
19.	2.00	2.00	2.00	2.00	2.00	3.00

APPENDIX D.Sav

	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18
1.	3.00	3.00	2.00	1.00	3.00	1.00
2.	2.00	2.00	2.00	2.00	2.00	2.00
3.	2.00	2.00	2.00	2.00	2.00	2.00
4.	2.00	2.00	2.00	2.00	2.00	2.00
5.	3.00	3.00	4.00	1.00	3.00	3.00
6.	2.00	2.00	2.00	2.00	2.00	2.00
7.	2.00	3.00	1.00	2.00	1.00	2.00
8.	2.00	3.00	2.00	3.00	3.00	2.00
9.	2.00	1.00	1.00	1.00	2.00	1.00
10.	3.00	2.00	1.00	1.00	2.00	1.00
11.	3.00	4.00	3.00	1.00	4.00	3.00
12.	2.00	1.00	2.00	3.00	3.00	3.00
13.	4.00	4.00	3.00	4.00	4.00	3.00
14.	2.00	4.00	4.00	4.00	4.00	2.00
15.	3.00	3.00	4.00	1.00	3.00	3.00
16.	2.00	2.00	2.00	2.00	2.00	2.00
17.	2.00	3.00	1.00	2.00	1.00	2.00
18.	2.00	3.00	2.00	3.00	3.00	2.00
19.	2.00	1.00	1.00	1.00	2.00	1.00

APPENDIX D.Sav

	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24
1.	3.00	3.00	3.00	3.00	3.00	3.00
2.	2.00	4.00	4.00	4.00	4.00	4.00
3.	2.00	3.00	3.00	3.00	3.00	3.00
4.	2.00	4.00	4.00	4.00	4.00	2.00
5.	2.00	2.00	3.00	4.00	4.00	4.00
6.	2.00	4.00	4.00	4.00	4.00	3.00
7.	3.00	4.00	2.00	3.00	3.00	2.00
8.	4.00	4.00	4.00	4.00	3.00	3.00
9.	2.00	3.00	3.00	3.00	3.00	3.00
10.	2.00	3.00	3.00	3.00	3.00	3.00
11.	4.00	3.00	4.00	4.00	3.00	4.00
12.	4.00	3.00	4.00	4.00	4.00	3.00
13.	4.00	3.00	4.00	3.00	3.00	3.00
14.	3.00	4.00	3.00	3.00	2.00	4.00
15.	2.00	2.00	3.00	4.00	4.00	4.00
16.	2.00	4.00	4.00	4.00	4.00	3.00
17.	3.00	4.00	2.00	3.00	3.00	2.00
18.	4.00	4.00	4.00	4.00	3.00	3.00
19.	2.00	3.00	3.00	3.00	3.00	3.00

APPENDIX D.Sav

	Item 25	Item 26	Item 27	Item 28	Item 29	Item 30
1.	3.00	3.00	2.00	3.00	3.00	1.00
2.	4.00	4.00	3.00	4.00	2.00	2.00
3.	3.00	3.00	3.00	2.00	3.00	2.00
4.	2.00	4.00	4.00	4.00	4.00	4.00
5.	4.00	4.00	3.00	3.00	1.00	2.00
6.	2.00	2.00	3.00	3.00	3.00	2.00
7.	2.00	3.00	2.00	1.00	2.00	4.00
8.	4.00	4.00	4.00	3.00	4.00	4.00
9.	3.00	3.00	3.00	3.00	1.00	1.00
10.	3.00	3.00	3.00	3.00	1.00	1.00
11.	3.00	3.00	2.00	1.00	3.00	4.00
12.	3.00	2.00	1.00	3.00	3.00	3.00
13.	4.00	3.00	3.00	3.00	4.00	3.00
14.	3.00	3.00	2.00	4.00	4.00	2.00
15.	4.00	4.00	3.00	3.00	1.00	2.00
16.	2.00	2.00	3.00	3.00	3.00	2.00
17.	2.00	3.00	2.00	1.00	2.00	4.00
18.	4.00	4.00	3.00	3.00	4.00	4.00
19.	3.00	3.00	3.00	3.00	1.00	1.00

APPENDIX D.Sav

	Item 31	Item 32	Item 33	Item 34	Item 35	Item 36
1.	2.00	2.00	2.00	2.00	3.00	3.00
2.	2.00	4.00	3.00	2.00	4.00	4.00
3.	3.00	2.00	3.00	3.00	2.00	4.00
4.	4.00	4.00	4.00	4.00	4.00	4.00
5.	1.00	4.00	3.00	4.00	4.00	4.00
6.	3.00	3.00	3.00	3.00	3.00	3.00
7.	3.00	1.00	4.00	3.00	4.00	3.00
8.	4.00	3.00	3.00	2.00	4.00	4.00
9.	1.00	1.00	1.00	4.00	3.00	3.00
10.	1.00	1.00	1.00	1.00	4.00	3.00
11.	3.00	4.00	4.00	4.00	3.00	3.00
12.	4.00	3.00	3.00	2.00	3.00	4.00
13.	3.00	3.00	4.00	3.00	4.00	3.00
14.	3.00	3.00	4.00	4.00	4.00	3.00
15.	1.00	4.00	3.00	4.00	4.00	4.00
16.	3.00	3.00	3.00	3.00	3.00	3.00
17.	3.00	1.00	4.00	3.00	4.00	3.00
18.	4.00	3.00	3.00	2.00	4.00	4.00
19.	1.00	1.00	1.00	4.00	3.00	3.00

APPENDIX D.Sav

	Item 37	Item 38	Item 39	Item 40	VAR00001
1.	4.00	3.00	3.00	2.00	
2.	4.00	4.00	2.00	4.00	3.00
3.	3.00	4.00	3.00	4.00	
4.	1.00	4.00	4.00	2.00	
5.	2.00	1.00	3.00	4.00	
6.	3.00	2.00	2.00	2.00	
7.	3.00	3.00	3.00	3.00	
8.	4.00	2.00	4.00	4.00	
9.	3.00	3.00	3.00	3.00	
10.	3.00	3.00	3.00	3.00	
11.	4.00	4.00	4.00	4.00	
12.	4.00	4.00	4.00	4.00	
13.	4.00	4.00	4.00	3.00	
14.	2.00	2.00	3.00	3.00	
15.	2.00	1.00	3.00	4.00	
16.	3.00	2.00	2.00	2.00	
17.	3.00	3.00	3.00	3.00	
18.	4.00	2.00	4.00	4.00	
19.	3.00	3.00	3.00	3.00	

APPENDIX D

Reliability Statistics

Crombach's Alpha	N of items
.879	40

APPENDIX F

Table 1: Government/Public Secondary Schools in Enugu State

Zone	No. of Schools	No. of Social Studies Teachers
Agbani	43	20
Awgu	51	30
Enugu	26	50
Nsukka	58	50
Obollo-Afor	45	20
Udi	51	30
Total	274	200

Source: PPSMB; P.R.S. Department, Research and Statistics Division, Enugu