

**EVALUATION OF CURRICULUM IMPLEMENTATION OF  
BACHELOR OF EDUCATION DEGREE IN SOCIAL STUDIES IN COLLEGES OF  
EDUCATION AND UNIVERSITIES OF AFFILIATION IN SOUTHWESTERN  
NIGERIA**

**BY**

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**A THESIS IN THE DEPARTMENT OF TEACHER EDUCATION SUBMITTED TO  
THE FACULTY OF EDUCATION IN PARTIAL FULFILMENT OF THE  
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## ABSTRACT

There has been a concern over the non-responsiveness of educational programmes in Nigeria's higher institutions to adequately meet social needs. Scholars often lay the blame on poor implementation of curricula, especially social studies. Previous evaluation studies on the products in colleges of education programme showed poor preparation of students without comparing them with their counterparts in the parent universities. This study, therefore, investigated the effectiveness of basic elements of the Social Studies curriculum, the contributions of the Teacher-Related Variables (TRV); qualification, area of specialization, teaching experience, teaching methods, gender and teaching facilities to the Implementation of the Curriculum (IOC) in the Colleges of Education (CoEs) and Universities of Affiliation (UoAs). This is with the view to providing empirical evidence upon which improvement could be made in the preparation of bachelor degree students.

The study adopted the descriptive survey design using Stufflebean's Context, Input, Process and Product (CIPP) evaluation model. Four colleges of education in Oyo, Osun, Ondo and Lagos states were purposively selected because they run the B.Ed Social Studies on full-time (FT) and part-time (PT) bases. The UoAs and their CoEs are: Ekiti State University – Emmanuel Alayande College of Education, Oyo and Adeniran Ogunsanya College of Education, Lagos. Lagos state University – Osun State College of Education, Ilesha and Obafemi Awolowo University – Adeyemi College of Education, Ondo. Stratified sampling technique was used to select 455 Social Studies students in the CoEs (FT- 190; PT- 265); UoAs (FT- 110; PT- 120) and their lecturers (CoEs- 47; UoAs - 22). Lecturers' Perception of Social Studies Curriculum ( $r=0.86$ ); Students' Perception of Social Studies Curriculum ( $r=0.74$ ); Teachers Teaching Methods ( $r=0.70$ ) Social Studies Curriculum Resources ( $r=0.78$ ) scales, Classroom Teaching Observation Schedule ( $r=.073$ ) and Social Studies Basic Concepts Test ( $r=0.78$ ) were used for data collection. Data were analyzed using descriptive statistics, multiple regression and t-test at 0.05 level of significance.

The UoAs and CoEs teachers rated the elements of the Social Studies curriculum to be effective with mean scores ( $\bar{x} = 3.02$  and  $\bar{x} = 2.80$ ) respectively. Students' ratings of the elements of Social Studies curriculum in the UoAs ( $\bar{x} = 3.25$ ) and CoEs ( $\bar{x} = 2.96$ ) were effective. For the UoAs resource input availability ( $\bar{x}= 1.82$ ) and adequacy ( $\bar{x}= 1.81$ ) were obtained in the UoAs while CoEs had  $\bar{x}= 1.72$  and  $\bar{x} = 1.73$  respectively. The TRV and teaching facilities had significant composite contribution to IOC in the UoAs, ( $F_{(6,26)} = 3.23$ ;  $R^2 = 0.39$ ) and CoEs, ( $F_{(6,45)} = 3.92$ ;  $R^2 = 0.26$ ) with 39% and 26% respective contributions to the variance of IOC. Teaching experience ( $\beta = -.08$ ,  $t = .37$ ) and qualification ( $\beta = -.52$ ,  $t = .2.16$ ) made significant relative contributions to the IOC in the UoAs, while area of specialization ( $\beta = -.29$ ,  $t = 2.05$ ) and teaching facilities ( $\beta = -.25$ ,  $t = 1.81$ ) contributed significantly in the CoEs.

The implementation of bachelor of education degree in Social Studies curriculum was more effective in the universities than colleges of education. There should be provision of adequate facilities for the colleges of education to improve on the implementation of their curricula.

**Keywords:** Social Studies curriculum, Bachelor degree in Social Studies, Curriculum implementation, Colleges of education, Universities of affiliation.

**Word count:** 498

**CERTIFICATION**

I certify that this work was carried out by **Abiodun Ayanlola AYANDELE** in the Department of Teacher Education, University of Ibadan.

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## **DEDICATION**

This thesis is dedicated to Anike Ayeni whose foresight and kindness enabled me to start and accomplish secondary education.

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I give glory to my heavenly Father who has spared my life and enabled me to start and complete this research successfully. My sincere gratitude goes to my able supervisor Professor F.A. Adesoji for playing his supervisory role with diligence, accommodating behaviour, constant encouragement and constructive criticism, in order to ascertain that this research is of intellectual worth.

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**Abiodun Ayanlola Ayandele**

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## ABBREVIATIONS

N. C. E	-	Nigeria Certification in Education
N. P. E	-	National Policy on Education
N. C. S. S	-	National Council for the Social Studies
N. T. I	-	National Teacher's Institute
A. T. O	-	Antecedents, Transactions and Outcomes
C. I. P. P	-	Context, Input, Process and Product
C. I. P. O. L	-	Context, Input, Process, Outcomes, Long-Range Outcome
U. S. A. I. D	-	United States Agency for International Development
C. E. S. A. C	-	Comparative Education Study and Adaptation Centre
N. E. R. C	-	Nigeria Educational Research Council
S. O. S. A. N	-	Social Studies Association of Nigeria
P. G. D. E	-	Post-Graduate Degree in Education
J. A. M. B	-	Joint Admission and Matriculation Board
T. I. S. P	-	Teachers In-Service Programme
C. O. S. U	-	Correspondence and Open Studies Unit
C. O. S. I	-	Correspondence and Open Studies Institute
D. L. I	-	Distance Learning Institute
S. Y. P. P	-	Six-Year Yoruba Primary Project
A.N.O.V.A	-	Analysis of Variance
N. U. C	-	National Universities Commission
N. C. C. E	-	National Commission for Colleges of Education
F. M. E	-	Federal Ministry of Education

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

In Nigeria, education is regarded as a means of promoting rapid national development. To this end, successive governments have adopted education as an instrument of national development. Societal development cannot take place without attaining national objectives and one way to do so is to use education as an instrument of change. Thus education is a priority sector in every well-meaning society (Adeyanju, Ajayi and Akinsanya, 2013). Various subject curricula in Nigerian tertiary institutions are developed towards achieving the needs of the society through the in-school youth. In spite of the inherent challenges facing the contribution of education to national development, it remains a key ingredient for the maintenance of economic growth and societal sustainability.

In recognizing the crucial role of education in the lives of individuals, the philosophy of education in Nigeria is based on the integration of the individuals into a sound and effective citizen through the inculcation of appropriate societal values, which include respect for the worth and dignity of individuals, shared responsibility for the common roles of society; respect for the dignity of labour; and faith in man's ability to make national decisions (FRN, 2004). The actualization of the above national aspiration in various forms is embedded in the curriculum of various subjects at all levels of education in Nigeria.

Curriculum is an embodiment of all the mapped out programme of learning planned for a specific group of learners within a time frame in order to achieve pre-determined objectives. The basic components of each school subjects are accommodated in the school curriculum for implementation at the classroom level. In the context of this research, to be specific, Social Studies curriculum is an embodiment of elements which equip an individual with the knowledge, attitude, skills, capacities and capabilities needed to make meaningful living in the individual's peculiar environment, and to solve the problem of world survival. Ajitoni and Olubola (2010) explain that Social Studies is concerned mainly with the reciprocal relationships between human and the physical environment. The mission of Social Studies is to develop capable citizens who are empowered with knowledge, skills and attitudes enabling them to make informed decisions in a culturally diverse and interdependent world (Olowo, and Arogunrerin, 2011). In the views of Akinola (2008) Social Studies equips the youths and other learners with skills that will make them engage in proper interpretation of their environment and serve to assist them to responsibly adapt to the environment or alter the same as situation may demand. Social Studies curriculum which accommodates societal

values therefore, frees learners from the possible imprisonment of the environments and prepares to match the challenges of the complex society when fully implemented. According to the National Universities Commission, (2002) Social Studies curriculum at the bachelor degree level is designed to achieve the following objectives:

- i. To produce highly motivated, conscientious and efficient classroom teachers for all levels of education system;
- ii. To help teachers to fit into the social life of the community and the society at large; and
- iii. To prepare graduate teachers who will inculcate in their learners national adjustment to their physical and social environments through acquisition of knowledge, attitude, values, appreciation and skills necessary for developing social and civic responsibilities.

In order to achieve the objectives of Social Studies curriculum, effective implementation is very essential. Social Studies curriculum empowers students to be informed, responsible citizens of a nation and the world and through participation in the democratic process to improve the society (Foran, 2004).

The extent to which Social Studies curriculum achieves the above objectives has been debated by people in the education industry. For instance, Olowo (2008) found out that Social Studies has been structured and taught to provide learners with the relevant knowledge, skills, attitude and values that would enable them to become functional citizens capable of addressing the problems and issues of their society. On the contents area of Social Studies curriculum, a critical analysis shows that some value course content are lacking (Taiwo, 2013). Since the curriculum of pre-service Social Studies teachers does not reflect strict value course content, Taiwo further observed this as part of the curriculum inadequacies. Studies conducted by Obot, Essien and Akpan (2009) however observed that Social Studies curriculum is structured around societal themes and the subject-matter at all levels of the educational system is centred on the identified problem areas in the society.

In 1977, the Federal Military Government of Nigeria promulgated a National Policy on Education (NPE), thereby introduced 6-3-3-4 education system. In this policy, which was revised in 2004, education was to help develop in the youths a sense of unity, patriotism and love of the nation. This led to recognition of Social Studies and it became a core subject in the primary and junior secondary schools. Also, Social Studies, through its curriculum, is being offered as a major or minor course in colleges of education and universities in Nigeria.



At the tertiary level, some universities offer it as a full-time bachelor degree programme while some universities offer it both on full time and part-time basis.

In spite of the importance of the Social Studies curriculum at all levels of education programme in Nigeria, a lot of doubts surround the quality of the output which have often prompted so many questions to the mind of anybody investing (in whatever manner) into this aspect of educational programme. Meanwhile in Nigeria, curriculum analysis shows that the learning experiences provided for Nigerian children from basic through higher education as written down in the curricula are rich, varied and capable of meeting the immediate future needs of the children (Obadara and Adesina, 2010). However, researches in learning achievement of pupils from primary through higher institutions have shown a huge gulf between the intended curriculum and what the pupils actually learn (Ajibola, 2008).

Akpochafo and Fillio (2006) reported that studies and opinions of experts showed that Nigerian universities are not producing high-quality graduates, meaning that the university curriculum is poorly implemented. They identified under funding, population explosion, quantity and quality of the teaching staff, quality of new entrants (students) into tertiary institutions and time usage as barriers for effective implementation of the tertiary institutions curriculum in Nigeria. Nduka (2005) also observed that instead of turning out a generation who acquire or value knowledge, academic excellence and moral integrity, Nigerian institutions seem to be turning out a generation of half-baked certificate holders. It, therefore, becomes worrisome why divergences exist between the dictates of the society in the curriculum and the product of that curriculum. With these observations in the criticisms levied against curricular practices in tertiary institutions, Social Studies curriculum is not an exception. For Social Studies curriculum as well as its implementation at the bachelor degree level in Nigerian universities and some affiliated institutions, criticisms abound about its worth in producing teachers who are both professionally committed and academically competent to implement its curriculum in Nigerian secondary schools.

An earlier study by Ojedokun (2006), found out that after the exposure of learners to Social Studies curriculum, the learners will be equipped with skills to manage their emotions, have confidence and be effective in their relationship with others. In spite of the implementations of Social Studies curriculum at all levels of the Nigerian educational system, the social problems experienced in the society remained largely unresolved, Ojedokun exclaimed. Awosolu and Esugbohungbe (2002) contended that for Social Studies curriculum to fulfill its laudable objectives, effective implementation matters. In such implementation,

many factors ranging from human and non-human resources are obviously strong determinants. Added are learner factors and the environmental factors of the educational institutions. The report of Olowo and Arogunrerin (2011) was on the need for re-structuring Social Studies curriculum to strengthen the teaching and learning of social responsibilities by the youths towards their communities, individual and corporate existence of their beloved nation. This report makes it evident that all is not well with the implemented Social Studies curriculum in teacher preparation programme.

It is the rising concern over the quality of degree awarded on part-time basis in the universities and affiliated institutes that Muhammed and Musa (2009) challenged educators to evaluate teacher education curriculum in Nigerian institutions in order to provide empirical information to pass accurate judgment on the curriculum designs and implementation. In line with this, several factors like teacher factors, institution factors, resource materials, teaching approaches, gender, ability level and type of institution are among the myriad of factors which have been examined in evaluation process as determinants of a curriculum success (Anderson, 2011; Okoye, 2008; Omoifo, 2007; Alade, 2007; Doe, 2006; Olaoye, 2004; Ogunleye, 2003; Ojerinde, 2002). The findings of some of these evaluative studies in various subject disciplines include deficiency in content, defects of instructional materials, poor methodology and inadequate evaluation techniques.

Evaluation has become an essential component of any human activity (Oladeji, 2002). In fact, it is an essential requirement in an educational programme in order to have a systematic and regular means of assessing progress and impacts. Evaluation of curriculum, both in design and implementation provide the society with what to hope for in the period ahead (Alade, 2007). If we accept the notion that only a truly educated citizenry can positively turn our values in the right direction, the worth of Social Studies curriculum in achieving this goal makes the evaluation of its curriculum inevitable.

Apart from some of the studies already carried out on evaluation discussed earlier, Ogunrinde (2000) compared the teaching of graduates of full-time programme with their part-time counterparts and found no significant difference in their job performance. Adeyemi and Osunde (2005) evaluated academic achievement of on-campus and out-reach part-time bachelor degree students in three Nigeria Universities. Their findings revealed that on-campus students performed better than their counterparts in the outreach centres. Oyeniyi (2010) analyzed educational facilities in southern universities in Nigeria. The findings indicated that the educational facilities were between 50.5% and 64.4% inadequate.

From the background, it is observed that previous available studies on evaluation of bachelor degree programme did not focus on Social Studies or a particular primary or secondary school subject which teacher education students are being trained to teach. Also, previous studies did not use National University Commission (NUC) guidelines as benchmark of evaluation and there was no comparative evaluation of the bachelor degree programme in the universities with the affiliated colleges of education. Also, the significance of the effectiveness of basic elements of the curriculum (objectives, content, learning experiences and evaluation) was not put into consideration. As a result evaluation of Social Studies curriculum implementation at the undergraduate level becomes significant. Similarly, criticisms abound on the effectiveness of Social Studies curriculum implementation at the bachelor of education (B. Ed) degree level both in full-fledged universities and affiliated institutions. It becomes imperative to evaluate the implementation of Social Studies curriculum at bachelor degree level in the universities and affiliated institutions in southwestern Nigeria in order to proffer workable suggestions for improvement in the Social Studies teachers preparation programme. The study would also examine the attitude of the students to Social Studies curriculum and perception of the stakeholders (Lecturers and Students) to the curriculum document. The composite and relative contributions of the six independent variables to dependent variables would be determined.

The variables are: lecturer's gender, qualification, area of specialization, teaching experience, methods of teaching and teaching facilities. There are many factors that has to be in place before any curriculum can be meaningfully implemented. Some of these factors can be categorized as human related while others are related to physical resources (Ojerinde, 2000). Among the factors, the teacher has been widely accepted as the most important component of curriculum implementation (Kolawole, 2006, Federal Ministry of Education, 2004). The teacher whose role is central to the implementation of the curriculum has some variables and attributes that influence the delivery of the role. One of these variables is gender of the lecturer. Ayoo (2002) in the study, "characteristics of male and female Social Studies teachers" reported that female teachers were more positive in their attitude towards the course, since teachers attitude had been established as affecting students achievements, one can say that gender does affect academic performance.

On the qualification of lecturer, educator needs to be academically and professionally well groomed to be able to translate theory of teaching into practice and vice-verse without which, implementation will be impossible (Craig, H. Krajt, R. and Plessis, J., 1998).

Kolawole (2002) has this to say “you can have a bad curriculum in the hands of a good teacher but you cannot have a good curriculum in the hands of a bad teacher” (p.12). He emphasized efforts to train teachers effectively so that they can interpret the curriculum, manage it properly along with other resources available in order to achieve the aims and objectives of the curriculum.

Another teacher related variable is the area of specialization. Bankole (2004) advocated the idea of professional efficiency which implies that teachers must be specially trained at special training institutions established for teachers performance, and elevate them above the level of mediocrity. Relevant experience in teaching gained over time could enhance effective transmission of knowledge and skills and productivity of workers. Adeyemi (2010) found out that teaching experience have significant relative contribution to students academic achievement in Social Studies.

It is generally believed that the manner by which the content of instructions are passed on to the learner within a time frame has significant influence on students’ academic performance. Abdulraheem (2011) found out that students engaged in discussion method performed better than those taught with conventional method. According to Oyeniyi (2011) educational resources are very necessary for utmost realization of the goals of education. Adequate physical infrastructures and other relevant teaching materials for the purpose of administration, practical illustrations of relevant issues and concepts enhance professional efficiency of teaching and non-teaching staff in curriculum implementation. (Balogun, 1999; Abimbade, 2001; Alade, 2007)

Recommendations on how to improve on preparation of graduate teachers would be made. Evaluation of education programme is carried out by using a particular model. Evaluation model is the plan, which enables the researcher or evaluator to adequately and skillfully effect a thorough appraisal of the project or programme (Kerlinger, 1979). Fitz-Gibbon and Morris (1988) observe that evaluation models serve primarily to conceptualize the field and set boundaries for an evaluation. There are many models of evaluation. Some of them are: Behavioural Objectives Model associated with Tyler (1949). The countenance model developed by Stake (1967). Formative and summative evaluation model proposed by Scriven (1967). Decision-making model associated with Alkin (1970). EIPOL model proposed by Dave (1979). CIPOL model formulated by Yoloye (1981). However, CIPP model proposed by Stufflebean (2004) was adapted for this study.

The rationale for the adaption of CIPP model is on the premise that its framework encompasses the elements of other evaluation models like context, input, process and product which has direct bearing and capable of probing into four different but interrelated aspects of Social Studies curriculum. According to Stufflebean (2004), context involves the effectiveness of the objectives of Social Studies curriculum at the bachelor degree level. The input element gives room for evaluation of human and non-human resources. The process aspect examines the implementation procedures of the curriculum and how well the plan is carried out. The product aspect accommodates composite and relative contributions of the input and process variables to academic achievement, teaching practice performance and attitude to social studies. The CIPP model is particularly useful because of the following reasons;`

It provides a framework that examines four different but interrelated aspects of Social Studies curriculum, namely: Context (C), Input (I), Process (P), and Product (P).

It has a comprehensive framework that accommodates all the variables in the study.

It is suitable for structuring research questions, hypothesis and collection of data

It is suitable for analyzing a curriculum package in a spiral order; and

It has been used by many curriculum evaluators such as Ogunleye (2003), Olaoye (2004) and Alade (2007). All these put together led to the adaptation of CIPP model in this evaluative study.

## **1.2 Statement of the Problem**

The introduction of Social Studies curriculum at bachelor degree level on full-time and part-time basis in the colleges of education in affiliation with universities aimed at producing academically sound and professionally equipped teachers to feed Nigerian secondary schools. However, the implementation of the curriculum in Nigerian universities and affiliated institutions have been criticized over the years for its inadequacies, considering the social vices and intolerance among citizens that ought to have been averted through the teaching / learning of Social Studies. Also, there are obvious criticisms on the opinions of teachers, education officers as well as private and public employers of labour that discrimination exists in the employment of graduates of part-time Social Studies programme in the labour market.

Records of English proficiency test for admission of graduates for post-graduate courses also revealed greater percentage of part-time degree graduates scoring below

stipulated benchmark of admission requirement. Since the central aim of Social Studies curriculum is to develop positive attitude of togetherness, comradeship and cooperation. Therefore before any effort is made, it is vital to evaluate the Social Studies curriculum of teacher education programme. For instance, some of the previous studies revealed defects in the facilities at the outreach institutions leading to low academic achievement, others showed that teachers do not understand the curriculum being implemented as well as inability to use the recommended teaching methods. Another gap in the previous studies which the present studies attempt to bridge is lack of comparative analyses of full-time and part-time bachelor degree programmes. Other defect is the variables on lecturer factors that was not emphasized by the previous evaluators.

Therefore, this study evaluated the implementation of the bachelor of education curriculum in Social Studies in the universities and their affiliated institutions in southwestern Nigeria taking into consideration the effectiveness of four major elements of the curriculum- objectives, content, learning experiences and evaluation in the curriculum implementation. The process of implementation of the curriculum with focus on lecturer variables: gender, qualification, teaching experience, area of specialization, methods of teaching and teaching facilities.

### **1.3 Research Questions**

1. Do the Universities and affiliated institutions abide with the NUC stipulated requirements for admission into the full-time and part-time Bachelor degree programme?
2. Are the qualifications of lecturers as stipulated by the NUC?
3. What are the perceptions of stakeholders (Lecturers and Students) about Social Studies curriculum at Bachelor degree level in terms of effectiveness of its:  
(a) Objectives (b) content (c) Learning experiences (d) Evaluation.
4. What methods do lectures adopt in the teaching of social studies?
5. What is the level of: (a) Availability (b) Adequacy (c) Utilization of Social Studies curriculum resources?
6. How effective is the classroom teaching of student-teachers?
7. To what extent would the following variables: lecturers; gender, qualification, area of specialization, teaching experience (context) teaching methods (process) and teaching facilities (input) when taken together determine students:

- (i) Acquisition of knowledge in Social Studies;
  - (ii) Performance in teaching practice in Social Studies; and
  - (iii) Attitude to Social Studies.
8. What is the relative contribution of each of the six independent variables on students:
- (i) Acquisition of knowledge in Social Studies;
  - (ii) Performance in teaching practice in Social Studies; and
  - (iii) Attitude of students to Social Studies.
9. How are the examination results graded for the award of Bachelor degree?
10. How are the examination questions and results moderated?

#### **1.4 Hypotheses**

**H0<sub>1</sub>:** There is no significant difference in the academic performance of full-time bachelor degree students in the universities and affiliated institutions.

**H0<sub>2</sub>:** There is no significant difference in the academic performance of part-time bachelor degree students in the universities and affiliated institutions.

**H0<sub>3</sub>:** There is no significant difference in the performance of full-time bachelor degree students in teaching practice exercise in the universities and affiliated institutions.

**H0<sub>4</sub>:** There is no significant difference in the performance of part-time bachelor degree students in teaching practice exercise in the universities and affiliated institutions.

**H0<sub>5</sub>:** There is no significant difference in the attitude to Social Studies curriculum of full-time bachelor degree students in the universities and affiliated institutions.

**H0<sub>6</sub>:** There is no significant difference in the attitude to Social Studies curriculum of part-time bachelor degree students in the universities and affiliated institutions.

#### **1.5 Scope of the Study**

The study is delimited to universities and affiliated institutions awarding bachelor degree in Social Studies to full-time and part-time students in southwestern Nigeria. These universities and institutions are:

Emmanuel Alayande College of Education, Erelu, Oyo, in affiliation with Ekiti State University, Ado-Ekiti. Osun State College of Education, Ilesa, in affiliation with Lagos State University, Lagos. Adeniran Ogunsanya College of Education, Lagos, in affiliation with Ekiti State University, Ado-Ekiti. Adeyemi College of Education, Ondo, in affiliation with Obafemi Awolowo University, Ile-Ife.

## 1.6 Significance of the Study.

The result of this study would reveal the perception of stakeholders (Lecturers and Students) on the effectiveness of the objective, content, learning experiences and evaluation of Social Studies curriculum at Bachelor degree level. The study would provide the basis for comparing the quality of full-time and part-time students of the colleges of education with their counterparts in the universities of affiliation. The findings of this study would reveal the extent to which teacher related variables e.g teaching experience determine students academic achievement, performance in teaching practice and attitude to social studies. The study would also be useful to the researcher in the field of education as a reference point. The outcome of this research would be a guide to colleges of education that are proposing to develop and implement bachelor degree programme in affiliation to universities.

## 1.7 Definition of Terms

**Affiliated Institution:** A college of education that is adopting the curriculum of a university (parent institution) to run its own Bachelor degree programme.

**Attitude to Social Studies:** This is the disposition of students towards the teaching and learning of Social Studies as measured by the attitude scale

**CIPP Model:** An acronym for context, input, process, and product which is conceptualized framework of the relationships assumed to exist among different parts of a whole which serves as a guide employed in curriculum evaluation.

**Effective Curriculum:** A curriculum whose objectives, content, learning experience, and evaluation procedure are adequate and relevant to societal needs.

**Parent Institution:** The university whose curriculum is adopted by a college of education for running its Bachelor degree programme.

**Part-time Degree Programme:** This is Bachelor of education (B.Ed) Sandwich, correspondence and in-service programme run in the universities and affiliated colleges of education.

**Pre-Service Teacher:** A student who is studying at a university or college of education to acquire a certificate in education.



**Programme Evaluation:** The process of collecting valid information (data), analysing and using such information for decision-making.

**Stakeholders:** Participants in the implementation of Bachelors degree curriculum in the universities and colleges of education - Lecturers, Students, Admission and academic affairs officers.

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## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

Review of Literature for this study was carried out under the follow headings:

- 2.1 Conceptual Framework
- 2.2 Theoretical Framework
- 2.3 The Concept of Curriculum
- 2.4 History of Curriculum Development in Nigeria
- 2.5 Origin of Social Studies Curriculum in Nigeria Education System
- 2.6 The Origin of the Bachelor of Education Programme in Nigeria.
- 2.7 National Curriculum Conference and Social Studies.
- 2.8 Historical Development of Teacher Education in Nigeria.
- 2.9 Evolution of Part-Time Education in Nigeria
- 2.10 Factors that Influence Curriculum Implementation
- 2.11 Conditions Necessary for Social Studies Curriculum Implementation and Evaluation
- 2.12 Part-Time Education in Nigeria.
- 2.13 Assessment of Educational Resources in Southwestern Universities
- 2.14 Gender Roles on Students Academic Achievement
- 2.15 Attitude of Students to Part-Time Education in Nigeria.
- 2.16 Teacher Related Variables
- 2.17 Appraisal of Literature.

#### **2.1 Conceptual Framework**

##### **Evaluation Models**

Evaluation model is the plan, which enables the researcher or evaluator to adequately, and skilfully effect a through appraisal of the project or programme (Kerlinges, 1979). Evaluation models serve primarily to conceptualize, structure research questions hypothesis and data collection in evaluative study. There are many models of evaluation; some of them are discussed below:

##### **i. Behavioural Objectives Model:**

This model is otherwise called Tyler's objective-oriented model. It is associated with Tyler (1949). It is summative in nature and product-oriented. Tyler conceived evaluation as the process of determining the degree to which changes in the behaviour of the students

actually take place. These changes in behaviour are measured in line with the educational outcomes or goals. Thus testing, grading and classifying becomes a popular curriculum evaluation instrument. It should be noted that the model pays no attention to an unplanned or unintended learning outcomes. Besides this, information by tests is too narrow to constitute a sound and comprehensive basis for judging the merit or worth of the total programme.

ii. **The Formative and Summative Evaluation Model:**

This model is proposed by Scriven (1967). The focus of the models is on the merit or worth of a programme being planned. The model was built on the premise that the curriculum should be subjected to evaluation at the onset and at the end of the programme so as to avoid wastage of resources that could come after the planning. Evaluating, as the programme progress will ensure the success of the programme. Thus, there should be periodic evaluation of the learner.

iii. **Decision-making Model:**

This model is associated with Alkin (1970). The model is still important and current in educational programme. This is due to the fact that it has taken care of various decision-making stages in planning and implementation of the programme. The realization of the importance of taking decisions at various stages of the programme, so as to avoid wastage probably makes the model important and current in education.

However, a number of models have emerged out of decision-making models. These include A. T. O. Model proposed by Stake (1967).

i. A. T. O. Represents three elements of evaluation as written below:

A - Antecedents      T - Transactions      O - Outcomes

ii. CIPP model proposed by Stufflebeam (2004) CIPP represents four elements:

C - Context      I - Input  
P - Process      P - Product

iii. EIPOL Model proposed by Dave (1979) as a modification of CIPP model.

EIPOL represents five elements:

E - Environment      I - Input  
P - Process      O - Outcomes (immediate)  
L - Long-range outcomes

iv. **The CIPOL Model:**

The model was formulated by Yoloye (1981) as a compendium of decision-making models involving ideas in ATO, CIPP and EIPOL models. CIPOL represents five elements:

C - Context

I - Input

P - Process

O - Outcomes

L - Long-range outcomes

Source: Aguokogbuo C.N. (2000) Curriculum Development and implementation for Africa: Mike Social Press, Nsukka.

Stufflebean's (2004) CIPP- comprehensive framework is the curriculum evaluation model adapted for this study. The rationale for choosing CIPP models is because it encompasses the elements of other evaluation models as spelt out in its framework, which is all embracing and capable of probing into four different but interrelated aspects of any programme. The four levels at which the evaluation of a curriculum can be embarked upon are provided as follows:

- i. Context Evaluation: This is the element, which questions the rationale for a curriculum and what the parameters of such a curriculum will be in terms of aims, goal and objectives.
- ii. Input Evaluation: This provides information to decide what strategies should be employed to implement the programme. Specifically, questions such as the quality of staff, time, budget requirements, potentials, procedural barriers, resources available and so on are addressed by input evaluation.
- iii. Process Evaluation: This examines how well the plan is implemented. It deals with information about the implementation of the educational processes set in motion.
- iv. Product Evaluation: This deals with the results obtained, whether needs were met and what planning for the future is required.

In summary, therefore, there are three types of decisions-making that feature in this model. These are: planning, structuring and recycling decisions.

- i. Planning decision considered whether major changes should be made, whether the objectives of the programme should be modified or changed completely?
- ii. Structuring decision took into account the means of achieving the curriculum objectives. The variables to be considered and measured such as courses, available facilities, opinion of the participants of the programme, and laid down regulations by parent universities and performance of the student-teachers.

iii. Recycling decisions took into consideration the relationship and means of achieving the stated objectives. Decision will be made on whether to terminate, modify or leave the programme. Decision will also be made on whether the NUC guidelines are strictly adhered to and whether the quality of the part-time degree programme in Social Studies in the affiliated institutions is the same with full-time degree programme of the parent institutions.

In conclusion, the CIPP model is particularly useful because of the following reasons:

- i. It provides a framework that examines four different but interrelated aspects of Social Studies curriculum, namely: Context (C), Input (I), Process (P), and Product (P)
- ii. It is suitable for analysing a curriculum package in a spiral order figure 1a illustrate further
- iii. It is suitable for structuring research questions, hypothesis and collection of data
- iv. It has a comprehensive framework that accommodates all the variables in the study
- v. It has been used by many curriculum evaluators such as Ogunleye (2003), Olaoye (2004) and Alade (2007).

## 2.2 Theoretical framework

This study takes its root from the perspective of Tyler (1963) curriculum theory and practice. This theory was based on four fundamental questions;

- (i) What educational purposes should the school seek to attain? (Objective)
- (ii) What educational experiences can be provided that are likely to attain these purpose? (Content)
- (iii) How can these educational experiences be effectively organized? (learning experiences)
- (iv) How can we determine whether these purposes are being attained? (Evaluation)

This theory shows the framework whereby an evaluation is carried out. An inference could be drawn from his first question which hinged on the need to clarify the specific purpose (objectives) in which the curriculum is meant to accomplish.

The second question addresses the content which is the assemblage of facts, ideas and values of society. Content in Social Studies curriculum is made up of concepts, principles and generalizations while the learning experiences are students' activities. This study is rooted in his fourth questions which focused on determination of what to evaluate and of the ways and means of doing it. It should be noted that curriculum is not physical things, but rather the interaction of teachers, students, knowledge and evaluation. An inference could be drawn

from Tyler's theory on the need to evaluate the four basic elements of the curriculum – objectives, content, learning experiences and evaluation.

Considering the importance of teachers factor in actualizing the focus of the curriculum through its basic elements, therefore the study determined the composite and relative effects of lecturers gender, lecturers qualification, lecturers area of specialization, lecturers methods of teaching and teaching facilities, academic, attitude and teaching practice performance of the bachelor degree students in Social Studies curriculum on full-time and part-time basis in the universities and affiliated institutions in southwestern Nigeria.

### **Other Curriculum Theories for the Study**

Another curriculum theory that provides the rationale for this study is Kelly(1999) curriculum theory and practice that focuses on curriculum as a body of knowledge to be transmitted, as a process and curriculum as an attempt to achieve certain ends in learners - product. This theory serves as the theoretical basis to evaluate the implementation of part-time bachelor degree programme in the college of education in comparison with full-time degree programme of the affiliated universities.

### **Curriculum as a Body of Knowledge to be Transmitted**

This consists of school subject and subject-matter, facts, concepts and principles which learners are exposed to in the school. In primary and secondary schools, knowledge transmission incorporates teaching/learning of subjects such as Mathematics, English Languages, Social Studies, Economics, Biology. In tertiary institutions, this involves courses like Psychology, Sociology, Electrical engineering, Medicine.

According to Oliver (1965) curriculum as a body of knowledge to be transmitted is not just restricted to a course of study, it involves activities, behaviour and thinking process. He sees curriculum as an educational programme that consists of three basic programme.

- (i) Programme of studies
- (ii) Programme of activities
- (iii) Programme of guidance

The programme of studies refers to what students learn in school in terms of courses, subjects and topics. The programme of activities refers to the activities engaged in, like writing, drawing, dramatization, physical exercises, co-curricular activities in clubs and societies. The programme of guidance has to do with helping learners in the area of behaviour, psychological problems, definition and expansion of interest.

Going by the above description of the curriculum as a means of transmitting knowledge to the learners within a period of time through instrumentality of the school, curriculum of schools therefore demand periodic evaluation. This will enhance production of high quality materials towards achieving societal values.

### **Curriculum as Process**

In this sense curriculum is not a physical thing, but rather the interaction of teachers, students, knowledge and evaluation. In other words, curriculum is what actually happens in the classroom and what people do to prepare and evaluate. According to Stenhouse (1975), curriculum is an active process and links with practical form of reasoning and evaluation. He stressed that a curriculum is an attempt to communicate the essentials 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.

He referred to curriculum as process like a teacher that enters particular schooling and situations with an ability to think critically in action. The teacher considers his role and expectations that people have for him, therefore, he makes proposal for action which sets out essential principles and features of the educational encounters. Guided by these, the teacher encourages conversations between and with, people in the situation out of which he prepares and takes action. He continuously evaluates the process and he sees outcomes. As a minimum, a curriculum should provide a basis for planning a course, studying it empirically and considering the grounds justification it should offer under the following principles.

#### **A. In planning**

- (i) Principle for the selection of content - what is to be learned and taught.
- (ii) Principles for the development of a teaching strategy - how it is to be learned and taught.
- (iii) Principle for making decision about sequence
- (iv) Principles on which to diagnose the strengths and differentiate the general principles 1, 2 & 3 above, to meet individual cases.

#### **B. In empirical study**

- (i) Principles on which to study and evaluate the progress of students.
- (ii) Principles on which to study and evaluate the progress of teachers.
- (iii) Guidance as to the feasibility of implementing the curriculum in varying school contexts, pupil contexts, environments, and peer-group situations.

- (iv) Information about the variability of effects in differing contexts and on different pupils and on understanding of the course of the variation.

**C In relation to justification:**

- (i) Formulation of the intention or aim of the curriculum which is accessible to critical scrutiny (evaluation). It should be noted that this process approach of the curriculum theory is an insight to decision making pertaining to methodologies and materials put in place in the implementation and assessment of the curriculum. It also serves as the basis of the study to focus classroom interactions which has to do with the teaching/learning process.

**Curriculum as product**

The dominant modes of describing and managing education are today couched in the productive form. Objectives are set, a plan drawn up then applied, and the outcomes (products) measured. It is a way of thinking about education that has grown in influence in the United Kingdom since the late 1970s with the rise of vocation and the concern with competencies. Thus, in the late 1980s and the 1990s many of the debates about the national curriculum for schools did not so much concern on how the curriculum was thought about, as to what its objectives and contents might be (UNICEF 2002).

There are a number of issues with this approach to curriculum theory and practice. The first is that the plan or programme assumes great importance, for example, we might look at a more recent definition of curriculum as: “A programme of activities (by teachers and Pupils) designed so that pupils will attain so far as possible certain educational and other schooling ends or objectives (Grundy, 1987). The problem here is that such programme inevitably exist prior to and outside the learning experiences. This takes much away from learners and they can end up with little or no voice. They are told what they must learn and how they will do it. The success or failure of both the programme and the individual learners is judged on the basis of whether pre-specified changes occur in the behaviour and person of the learner (the meeting of behavioural objectives). If the plan is lightly adhered to, there can only be limited opportunity for educators to make use of the interactions that occurs. It also can deskill educator in another way, for example, a number of curriculum programme particularly in the USA, have attempted to make the students experience ‘teacher proof’. The logic of this approach is for the curriculum to be designed outside of the classroom or school, as is the case with the National curriculum in the UK. Educators then apply programme and are judged by the products of their actions.



Second, there are questions around the nature of objectives. The focus of this approach is measurability. It implies that behaviour can be objectively and mechanically measured. There are obvious dangers here as there always has to be uncertainty about what is being measured. We only have to reflect on questions of success in our work. It is often very difficult to judge what the impact of particular experiences has been. Sometimes it is years after the event that we come to appreciate something of what has happened. For example, most informal educators who have been around a few years will have had the experiences of an ex-participant telling them in great detail about how some forgotten event brought about some fundamental change. Yet there is something more.

Third, much of the research concerning teachers thinking and classroom interaction, and curriculum innovation have pointed to the lack of impact on actual pedagogic practice of objectives. One way of viewing this is that teachers simply get it wrong- they ought to work with objectives. The difficulties that educators experience with objectives in the classroom may point to something inherently wrong with the approach that is not grounded in the study of educational exchanges Corbleth (1990) and Stenhouse (1975)

Fourth, there is the problem of unanticipated result. The focus on pre-specified goals may head both educators and learners to overlook learning that is occurring as a result of their interaction, but which is not listed as an objective. I believe there is a tendency, recurrent enough to suggest that it may be endemic in the approach, for academics in education to use the objectives model as a stick with which to beat teachers. The demand for objectives is a demand for justification rather than a description of ends. It is not about curriculum design, but rather for justification rather than a description of ends. It is not about curriculum design, but rather an expression of irritation in the problems of accountability in education.

Curriculum as a product in relation to this study implied that the researcher needs to ascertain whether the curriculum objectives were met. There is the need to examine the academic performance and attitude of part-time students and full-time Social Studies curriculum at bachelor degree level in colleges of education and the universities of affiliation.

The learning theory of Jerome Brunner, an American psychologist on experimental process of teaching/learning also serves as theoretical basis for the problem of this study. Brunner (1996) on cognitive interaction theory submits that the process of learning is not just by memorization of facts and figures, but includes the ability to form structures and categorize concepts in order to make meaningful inferences.

He maintains that learning involves three almost simultaneous process as follows:

- (i) Acquisition of knowledge whereby one actively constructs one's knowledge by relating incoming information to a previously acquired psychological frame of reference.
- (ii) Transformation of knowledge to make one manipulate knowledge to make it fit new tasks.
- (iii) Check on the pertinence and adequacy of knowledge whether the way we manipulate it is adequate to the task at hand.

Bruner advocates "Spiral" curriculum. This refers to arrangement of curriculum elements in sequential order leading to a good continuity, integration and effective linkages. By implication, knowledge is to be arranged and imparted from known to unknown, lower to higher, simple to complex and concrete to abstract. He is of the opinion that learners will learn and retain more knowledge if allowed to organize materials according to their own interests rather than externally imposed structure. The cognitive interaction theory seems to be the basis for widespread agreement among Social Studies educators on the use of spiral curriculum otherwise known as concentric or widening horizon approach to the organization of the content of Social Studies.

Ajiboye, Adu and Amosun (2005) in their own contribution observed that this approach has given room for the learner to see his immediate environment as the central concern in his acquisition of knowledge. They maintain that facts, concept, generalizations, skills, attitudes and values are identified to the learner and from the content of the spiral Social Studies curriculum as illustrated in figure 1.

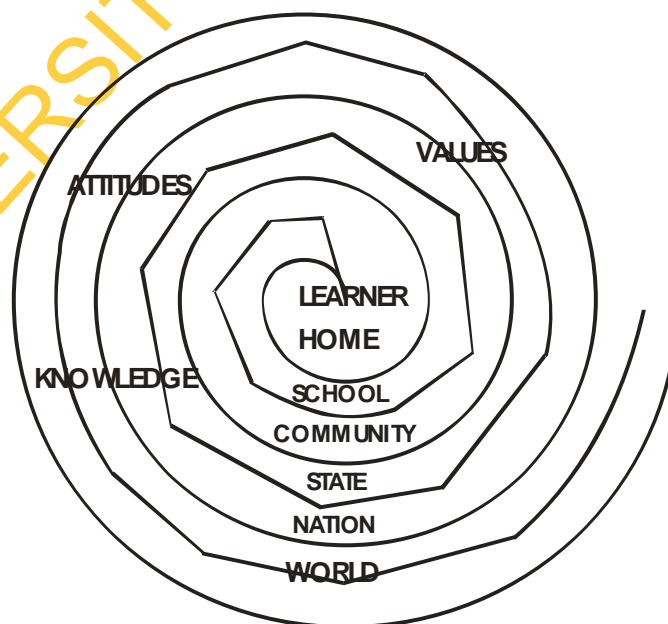


Figure 1: Spiral Curriculum Approach.

Source: Ajiboye, Adu, and Amosun, (2005) Introduction to Social Studies. A Basic Text for Tertiary Institution Students. Ibadan. Educational Research and Study Group.

As could be seen in figure 1, the curriculum and instruction in Social Studies are arranged in sequencing order so that what is learnt at each stage is built upon at the next higher stage. Against this backdrop, an inference could be drawn from Brunner's opinion on concepts and generalizations as the focus in selection and organization of Social Studies curriculum objectives, content, learning experiences and evaluation which are the hallmark in Social Studies curriculum design and implementation. The technique of curriculum evaluation that was adopted in this study is rooted in Brunner theory whereby spiral approach is used in assessing the profile of the lecturers, elements of the curriculum, human and non-human resources, methods of teaching and the impact of curriculum implementation on academic performance, performance in teaching practice and attitude of learners in that sequential order.

#### **2.4 The Concept of Curriculum**

The word "curriculum (whose plural form is curricula) like many of such words ending in -un (e.g. agendum=agenda addendum=addenda) took its root from Latin word "currere" that is now used in English. In its Latin origin it meant "to run", "race course" this is to say running a course, the course of doing something. It sometimes referred to a course which one runs to reach a goal. One undertakes courses such as Chemistry, Economics or History. For many years, it was used this way to refer to the content or subject-matter that was studied. Today, however, many people do not agree with definition any longer. They think that curriculum involves more things than just the subject-matter for which they reserve the term "syllabus" There are many philosophical schools of thought on the concept of curriculum, for the purpose of this study, two major ones are to be considered. These are :

- (1) The traditionalists
- (2) The progressivists

These can also be classified, according to Aguokogbuo (2000) and Obanya (1985) as (1) the narrow view point (2) the broad view point. The traditionalists are again broken into three groups. These are:-

(i) ***The Perennialists:-***

Perennialists believe that the school curriculum consists of “permanent studies”. The permanent studies include the rules of grammar, reading, mathematics, rhetoric and logic. These permanent studies are valid for the present and for all times. The perennialists were influenced in this proposal by their belief about human being. For them, human nature is the same everywhere in spite of the different environments of human being and as such, man’s education should be the same for all. Also, for them, education should aim at developing intellectual virtues; hence the permanent studies of grammar, discipline; and develop the logical faculty, while mathematics leads to correct thinking. One major flaw on this conception is the disregard of the interest and needs of the learners. This is a dangerous stand, besides, they failed to appreciate the ever-changing nature of knowledge as could be seen from their straight-jacketed subjects that exclude modern scientific studies as well as their myopic view that limited education to the cultivation of the intellect.

(ii) ***The Essentialists***

The essentialists maintain that the curriculum must essentially be for academic or disciplined study. Thus, they believe that intellectual power is gained through academic studies. The five areas to be accommodated in the disciplined study are:-

- Command of the mother- tongue and the systematic study of grammar, literature and writing.
- Mathematics
- Sciences
- History
- Foreign languages

Thus unlike the perennialists, they recognize the place of modern laboratory sciences in the curriculum. Their emphasis on intellectual training does not make for the all- round development of the learner. Besides, the needs and interests of learners are not important in the educative process.

- (1) Tyler (1963) defined curriculum as plan of study. To him, curriculum is concerned with all the learning of students which is planned and directed by the school to attain its educational goals. This definition embraces educational objectives, all planned learning experiences (including extra-class) and is important in the educative process.

### *(iii) The Discipline Doctrine Advocates*

The discipline doctrine advocate sees the curriculum as knowledge which comes from the disciplines. They maintain that though knowledge is neither fixed nor permanent, it is confined to the boundaries of the established disciplines. By implication, the curriculum is seen to be compartmentalized into different disciplines. This is a problem. Another problem is that they have no concern for the nature, needs and interest of learners.

### **The Progressivists**

The progressive define the curriculum as the total experiences presented to the learner under the guidance of the school. For them there must be an intimate relationship between learners, their nature, interest and what they learn. There must also be a relationship between students learning and what operates outside the school. The students, after graduation, should be able to adapt in the society so as to serve. Therefore, it is the society, to a large extent, that should determine the learning experiences to be incorporated in the school curriculum. Also, they believe that since the needs of society influence the curriculum and since society is ever-changing, the curriculum must change in line with it. Also, knowledge as recognized by the progressives, is not static but dynamic. Hence, there is the need to subject the curriculum to regular reviews.

Again, unlike the traditionalists, the progressives recognize the individual differences in the learners and that these differences must be brought to bear on the school curriculum. This is with a view to facilitating the total education of the child. Therefore, for the progressives, the curriculum is child-centered and the role of the teacher is that of a guide, an adviser or a facilitator in the problem-solving process. He /she should not assume a superimposed position but should see himself/ herself as a member, though a more mature member in the problem- solving process.

Several scholars and educators continue to define curriculum as it appeals to them in the area of teaching, learning, education administration or guidance learning activities at home in so far as they are planned by the school and finally, the appraisal of students' learning.

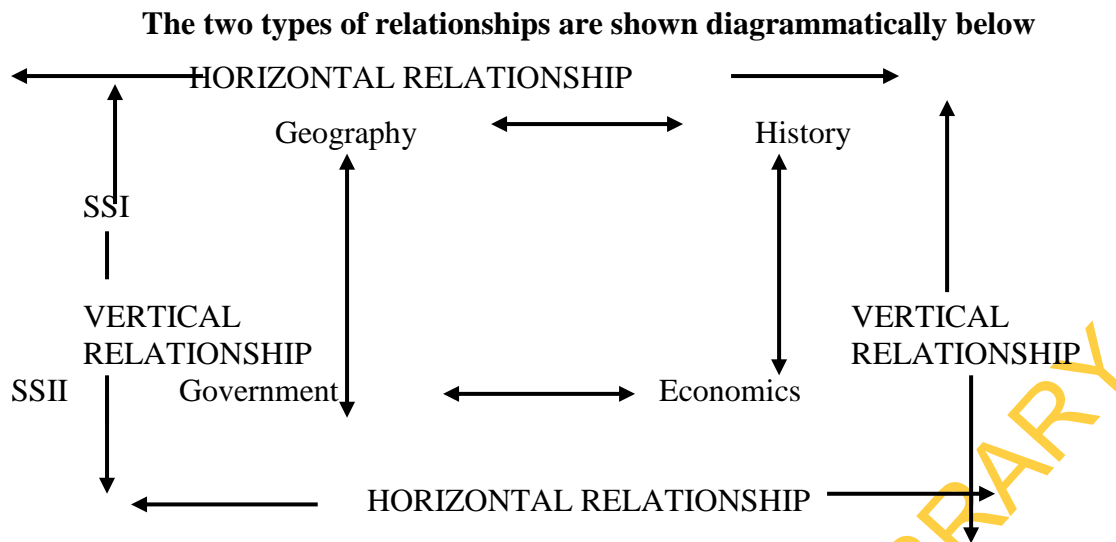
- (2) According to Neagley and Evans (1967), a curriculum is all the planned experiences provided by the school to assist learners in attaining the designed learning outcome to the best of their abilities.
- (3) Wheeler (1967) defined it as the planned experiences offered to the learner under the guidance of the school.

- (4) From the point of view of Kerr (1968), it is all the learning which is planned and guided by the school, whether it is carried out in groups or individually inside or outside the school.

These views of a curriculum as a plan suggest that it may be written down and it is open to critical study with a view to improving it. However, these definitions have major flaws. This is because almost all the major activities in the instructional process are planned e.g the lesson or unit plan. These are not curricula, but can best be described as a document of a curriculum. Besides, they lack understanding of the obvious inherent unity in a curriculum and instruction. In an attempt to give a broad based definition, Oliver (1965) termed curriculum as an educational programme which consists of three basic elements:-

- (i) Programme of studies
- (ii) Programme of activities
- (iii) Programme of guidance

The programme of studies refers to what the learners learn in school in terms of subjects and topic, in other word the syllabus. The programme of activities refers to the activities students engage in like writing, drawing, dramatization, physical exercises, co-curricula activities in clubs societies. Yusuf (2012) states that, curriculum can be conceptualized as consisting of the various subjects in the various disciplines, other educational activities appropriate to formal institutions of learning, and their vertical and horizontal arrangements and their relationships.



**Figure 2:** Vertical and Horizontal Relationships in Learning

*Source:* Adapted from Aguokogbuo, C.N. (2000). *Curriculum Development and Implementation for Africa*. Nsukka. Mike social press.

Now, with the different conceptions of the curriculum, as presented in figure 2, there is a need for curriculum developers to eschew their differences during the planning and developmental process, otherwise the curriculum being developed will grind to a halt, as a result of new distinctions within the curriculum. However, it is in this apparent lack of consensus that the educator proposed the four basic elements of a curriculum, either stated or implied in any valid definition of curriculum. The four basic elements are: (1) curriculum objectives (2) selection of content and learning experiences (3) organization of teaching experiences (4) Evaluation

In conclusion, the concept 'curriculum' has had a variety of meanings attached to it over the history of Western Education, but the meaning which has become more current as well as more popularly entertained is that which regards it as the entire experiences to which a learner is subjected in an effort to realize a set of predetermined instructional objectives.

#### **2.4 History of curriculum Development in Nigeria.**

God created man into his physical environment. In order for man to be adaptable into society, man using his physical environment produced some needed items through which culture was born. These cultural elements must be learnt and perpetuated by the members of society and so came education. Initially, education was purely informal, which was operated in Nigeria for hundreds of years prior to formal education. With the passage of time came the

missionaries who introduced formal education and its attendant institutions. These institutions set a series of potential learning experiences for disciplining children and youths into group ways of thinking and acting (culture) through which curriculum was born (Aguokogbuo, 2000).

### **Traditional Education and its Curriculum**

The curriculum came with education and culture and the aims of education are the pivot on which the school curriculum is planned. Take, for instance, in Nigeria traditional education existed for many decades and it preceded western education by hundreds of years. The aim of traditional education was to induct the child into the culture of the people.

Fafunwa (1974) listed seven cardinal aims of traditional education as:

1. To develop the child's latent physical skills.
2. To develop character.
3. Inculcating respect for elders and those in position of authority.
4. The development of intellectual skills.
5. The acquisition of specific vocational training and the development of healthy attitude towards honest labour
6. The development of sense of belonging and the encouragement of active participation in family and community affairs.
7. Understanding as well as appreciating and promoting the cultural heritage of the community at large.

The curricular activities (learning experiences and content) employed in achieving the aims and objectives of traditional education in Nigeria include:

- i. Physical training
- ii. Development of character
- iii. Respect for elders and peers
- iv. Intellectual training
- v. Community participation
- vi. Promotion of cultural heritage

The curriculum was informal but functional and designed to achieve the above aims. Other learning activities according to Aguokogbuo (2000) are fortunetelling, traditional healing, wrestling, pottery-making, weaving, carving, blacksmithing, sculpturing, painting and decorating, carpentry, hair plaiting, drumming and dancing, soap making, mat-making,



dress-making cooking, fishing, cultural norms etc. The methodology of teaching was 'learning by doing' through observation and imitation.

For example, a boy observes the father climb a cola nut or palm tree and takes after the father. A girl also observes her mother to acquire the skill of sweeping the floor. The curriculum of traditional education has provision for apprenticeship system. This enables learners to acquire skills in blacksmithing, carving, weaving etc. Evaluation of traditional curriculum is spontaneous and immediate; a learner that performs creditably is praised while failure is meted with corporal punishment.

### **Western Education and Its Curriculum**

The advent of western education curriculum in Nigeria could be traced to 1842 when the Wesleyan Methodist and Missionary Society (C.M.S) came to Badagry in Lagos in 1853, the American Baptist Mission also came, followed by the Roman Catholic Mission (R.C.M) in 1860. These Christian Missions started to build churches and schools where they taught those converts the rudiments of Christian's life and westerns civilization. The content of the curriculum was basically in arithmetic and religion. The missionaries received stiff opposition from the traditionalists during evangelization and there was problem of language.

In order to break these barriers, they needed indigenous labour from the local people as interpreters, catechists (pastors) and clerks to help in curriculum designed and implemented with schooling since churches were built beside school and religion became a core subject in the school curriculum. Most of the early schools were modeled on British charity schools and were maintained by the church. By 1948, ninety-nine percent of all primary and secondary schools in Nigeria were still being run by the mission (Fafunwa, 1974). According to Oyewobi (2006) missionaries continue with responsibilities of educating the natives until 1872 when the colonial government made available the sum of 30 pounds to each of the three missionary societies involved in educational activities in Lagos (the CMS, Wesleyan Methodist and the Catholic) to support their educational activities. This was the beginning of the system of grant-in-aid to education, which formed the major educational financing policy of the colonial government. However, the colonial government changed the focus of the curriculum from producing catechists, interpreters and clerks to educating a few selected children of leaders who were to rule the country after independence although the curriculum was not designed in line with the interest, needs and cultural activities of Nigerians.

The Phelps-Stokes commission was set up between 1920 and 1926 by American Baptist Foreign Missionary Society to study education in Africa. It was the recommendation of this commission that led to restructuring of the curriculum in relation to the mentality, attitudes, occupations and tradition of various people in Nigeria. This by the mid-1904s, things had begun to change for the better in Nigeria education system. There was preparation to redesign the curriculum to meet the immediate challenges created by societal change as well as to meet the demands of the independence that Nigerians were expecting then. (Osokoya, 1999).

### **Post- Independence Education and Its Curricula**

There were changes in educational philosophy in Nigeria as from 1960 which Nigerians became involved in the control of their educational system. Hence, the curriculum was to be redeveloped to focus on productions of skilled manpower, other focus of educational programme was to adapt education to meet the needs of society. Education was also planned in line with the political changes as at that time. However, 1969 curriculum conference brought Nigerians together for the purpose of developing a new curriculum for the whole country. Nigerians were able to discover their needs and aspirations, which served as basis for the curriculum. The recommendation made at the conference brought in the New National Policy of Education in 1977.

According to Osokoya (1999), the policy spelt out a clear philosophy of education for Nigerian and 6-3-3-4 education system came to be. This is a landmark in curriculum revision from colonial era to post independence era. The 6-3-3-4 education system is accompanied with functional curriculum that was made up of pre-vocational and vocational subjects as well as sciences at all levels of education. It should be noted that the 6-3-3-4 involves three years of junior secondary school and three years of senior secondary school with the following.

- Pre-vocational and academic subjects for junior secondary
- Core subjects and electives in the senior secondary school

Other changes that took place in the curriculum at the post independence era include:

- Phasing out of the Teachers Grade II Certificate and the Introduction of Nigeria Certificate in Education (NCE) as minimum qualification for teaching.
- The introduction of Polytechnics and Universities of Technology

- The introduction of Integrated Science, Introductory Technology, Social Studies, Business Studies etc.
- The introduction of Continuous Assessment
- The introduction of Guidance and Counselling (FRN2004).

## **2.5 Origin of Social Studies Curriculum in Nigeria Education System.**

According to Mezieobi, Fubara and Mezieobi (2008) Social Studies is an interdisciplinary field in which man learns about problems of survival in his environment. It is a study of how man influences and in turn is influenced by his physical, social, political, religion, economic, psychological, environment. Awosolu and Esugbohunge (2002) state that Social Studies is concerned with the study of five major topics;- man, ideas, environment, time and space. It deals with the behaviour of man towards his multifarious environment and the circumstances in which he finds himself in the past, present and the future. Ajiboye, Adu and Amosun (2005) describe Social Studies as a distinct integrated single subject that attempts to study virtually the totality of man's existence on earth purposely to encourage learners to acquire knowledge, skill and values needed for understanding and coping with various problems confronting man in the course of survival. The origin of the teaching of Social Studies in form of three traditional subjects- History, Geography and Civics separately could be said to date back to the early history of education in the country.

Ogunsanya (1984) contends that our educational system like every other aspects of our societal life was patterned after the British tradition, it is therefore not surprising that Social Studies taught then and up to 1960s consisted of the British constitution, the History and Geography of the United Kingdom as well as the civics pertaining to the British law and code of ethics. The integrated approach to the teaching of Social Studies that is relevant to the needs of Nigerians was introduced in 1963 at the comprehensive High School, Aiyetoro in Ogun State. This new format for the teaching of Social Studies was born as a result of the participation of the Western State Ministry of Education with the United State Agency for International Development (USAID), in a common educational venture at the comprehensive High School, Aiyetoro in Ogun State. This project became the springboard for the development of Social Studies into the school curriculum in Nigeria in the 60s and 70s.

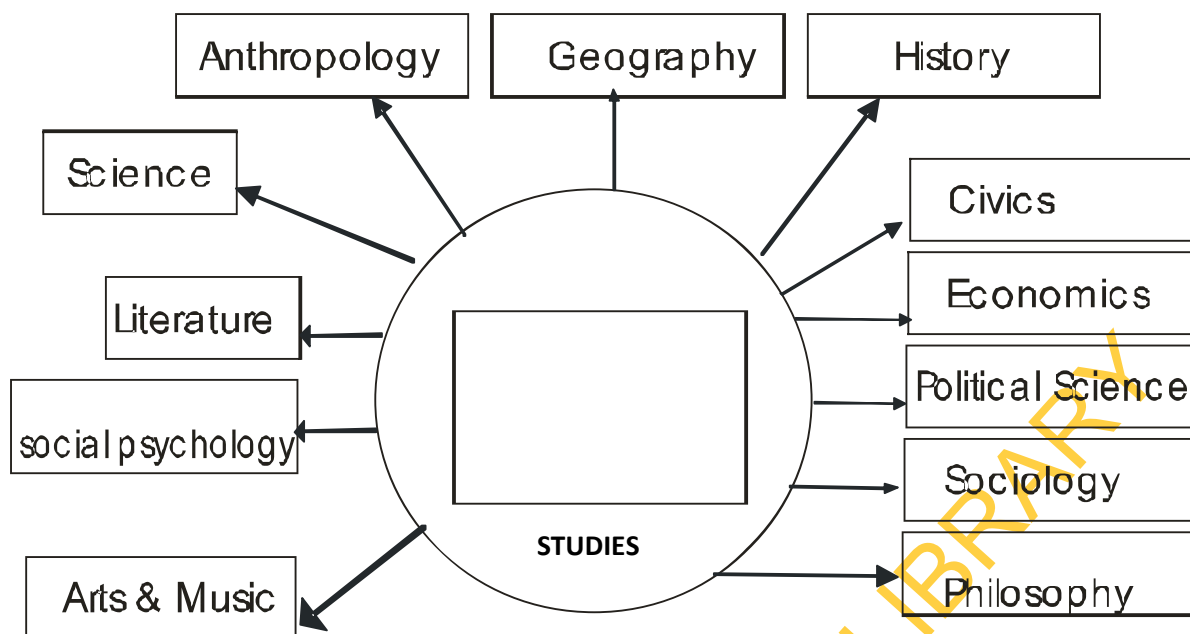
Other major organizations that were much involved in the development of Social Studies curriculum included the formal Comparative Education Study and Adaptation Centre (CESAC), the Nigerian Educational Research Council (NERC) and the Social Studies

Association of Nigeria (SOSAN). The 1969 curriculum conference finally adopted Social Studies as one of the core subject that could lead to inculcation of the rights of the individual in the society. Today, Social Studies is firmly rooted as a compulsory subject at the primary and junior secondary schools in Nigeria. It has been entrenched in the curricula of universities as a major course for the award of Bachelor, Master and Ph.D degrees while Colleges of Education offer it as a major discipline as well as compulsory/minor subject for students in Humanities for the award of Nigeria Certificate in Education (NCE).

### **The Integrated Curriculum of Social Studies**

Integration in curriculum studies could be traced to formal incorporation of subjects hitherto taught separately into new programme with new name. For example, Nature study, Rural science and Health education were originally taught as General Science. In Nigeria there has been an attempt to integrate Music, Dance, Drama and Fine-Art under the new name of cultural and creative art. Social Studies is based on an integrated curriculum. The principle of integrated curriculum recognizes the need for some kind of “Unity of all knowledge” rather than the “compartmentalization” of it as typified by the separate subjects. According to Ajiboye, Adu and Amosun (2005), the idea of integration in Social Studies therefore means that the various concepts and other materials from various disciplines have been fused to become a recognizable and systematically developing body of knowledge. The concept of integration is by no means unique to Social Studies, there is for instance Integrated Science, which seeks to integrate knowledge from the different branches of science.

Akinlaye, Mansaray, and Ajiboye, (1996) maintain that since Social Studies is concerned with the totality of man’s interactions with his environment, there is the need to learn facts, concepts, generalizations, skills etc that have to be derived from other disciplines which have accumulated detailed knowledge about man. Omosehin (2002) stresses that man’s life is not compartmentalized and that he can be better understood if he is studied as a whole body of facts. The content of Social Studies therefore is made up of relevant elements derived from a broad field of disciplines as illustrated in figure 3.



communications Ltd. Lagos

**Figure 3: Multidisciplinary Nature of Social Studies Curriculum**

## 2.6 The Origin of Bachelor of Education in Nigeria

The Bachelor of education (B.Ed) programme is an offshoot of the recommendations by the Ashby Commission of 1959-1960 as a temporary measure for quick production of sufficient graduate teachers for the increasing number of secondary schools. The first degree education course was vividly described in the Commission's report titled "Investment in Education" Ashby (1959) quoted as follows:

The proposal was that 7,000 graduate teachers be available for Secondary Schools, Technical Institutes, Grade 1 Colleges and Training Colleges by 1970. This is to be compared to 1,254 graduates in these institutions in 1958, or a five-fold increase. It means that all universities in Nigeria must be responsible for preparing teachers. Seven hundred a year by 1970 is a minimum estimate from Nigerian Institutions, another 50 from Overseas training might be expected. There is not enough time to require for all the present 3-years courses for the bachelor's degree plus a full year of professional preparation for teaching. Nor is the usual university programme with its high specialization appropriate for the teacher of secondary school. The target was that a new 3 years degree be established, the Bachelor of Arts (Education). The first year might require four subjects, and the second and third years three subjects of which would be appropriate for the curriculum of the secondary schools.

Professional preparation for teaching, to be taken in the second and third year, might include the history of education, reading in philosophy, and the psychology of learning. Practice in schools, to which discussion of teaching methods should be linked, could take place in long vacation after the second year. For this purpose, it is fortunate that Nigeria practices a variety of academic schedules, and secondary schools are in session during the long holidays of the universities. Programmes of this sort have been successful in both the United Kingdom and the United States. There seems little reason to doubt that they would fit Nigeria's needs. The graduates should soon become the leaders of policy and practice in the schools and it is not unlikely that in time they will contribute also to the political and economic life of the nation as well. (p. 89-90)

Following this proposal, a first degree programme in Education was introduced into Nigerian universities as they emerged. The first five universities in Nigeria were known as the "Ashby universities" or the present-day "first generation universities" They are:- University of Nigeria, Nsukka (1961); Ahmadu Bello university, Zaria (1962), University of Ile-Ife (1962); University of Lagos, Lagos (1962); in addition to university of Ibadan which had earlier been established as university college, Ibadan in 1948. University of Benin was later established in 1972 to bring to six; the number of universities in Nigeria.

The National Universities Commission (NUC) was set up in 1962, to co-ordinate the orderly development of the Nigeria university system and to maintain its academic standard. Other tertiary institutions that came up include Colleges of Education (COE) to train professional teachers, Polytechnics and Colleges of Technology to provide middle level technical manpower for the economy. The other two types of tertiary education also had coordinating bodies. They are National Board for Technical Education (NBTE), for Polytechnics and Colleges of Technology, and National Commission for Colleges of Education (NCCE) to take care of the running of colleges of education nationwide. They were saddled with similar roles as NUC. Higher education developed so rapidly that by 1999 Nigeria already had forty-one universities made up of twenty-five federal, twelve states and four private owned.

These include specialized universities made up of three universities of agriculture. Seven universities of technology and a military university, the Nigeria Defence Academy in Kaduna. It is of interest to note that from 5 in 1972 to 13 in 1980, Nigeria had 42 universities in 1990. The enrolment which stood at 18,448 in 1972, and 53000 in 1980 rose to 126,285 in 1985 in universities. The rapid growth was apparent between 1986 and 1988 when the

enrolment in twenty-four universities rose to 160,767. Polytechnics had increased steadily from twenty-seven (27) in 1987 to forty three (43) in 1995. The enrolment had also increased from 60,533 in 1987 to 92,364 in 1995 according to Federal Ministry of Education. Teacher education had passed through several stages of modification such as Teacher Training College (TTC), Advanced Teacher Training College (ATTC) till it took the present form of College of Education (COE). The number of Colleges of Education was 54 with enrolment of 60,324 in 1991. Enrolment rose to 70,613 in 1995. This number is being augmented by the National Teacher Institute (NTI) which has the role of offering distant learning for teacher education in Nigeria.

## **2.7 The National Curriculum Conference and Social Studies**

The National curriculum conference took place in 1969 in Lagos, at the tail end of the civil war. It was meant for national reconstruction and to chart a way forward for Nigerian education system that will reflect the aspiration of the nation and ensure its continued development. This sparked off renewed interest in government circle thereby leading to the organization of a national seminar on educational policy in 1973 under the chairmanship of Chief S.O Adebayo. The recommendations of this seminar transformed into the national policy on education (NPE) which was promulgated in 1977 by the military administration (Omolewa and Sarumi, 2002).

The NPE states the philosophy for Nigeria education and presents the goals, purposes orientations of various levels and aspects of education system. The document outlined the philosophy of education in Nigeria, pre-primary education, primary education, secondary education, teacher education, technical education, higher education, adult education, special education, educational services, administration of education and financing of education. UPE was again re-launched by the national government in 1976 but collapsed again due to: faulty statistics, inadequate planning, inadequate funding, and generally low quality of teachers.

The trainees were rushed through short-term, often ineffective, training programmes. The planners were trying to seize the advantage of the 'oil boom' in Nigeria at the time, but sudden economic recession caught up with it and the programme eventually collapsed. Statistically, free and compulsory primary education had always been attractive to the Nigeria populace. This resulted in explosive enrolment in primary schools to the point that enrolment population rose from 13,607, 249 in 1991 to 16,190,947 in 1994 (Federal office of statistics).

In anticipation of the launching of the Universal Basic Education (UBE) in 1999, the National Primary Education Commission (NPEC) gave a run-down of the state of primary education in Nigeria thus:

Fifty percent of the total number of pupils in primary schools were boys while girls constituted forty-four percent.

Eighty per cent of the primary schools were located in the rural areas.

Infrastructural facilities are not available.

They had no library facility.

Instructional materials were grossly inadequate.

Less than forty percent (40%) of pupils have basic text books and writing materials.

The state of the trainers was given to have improved:

The teaching staff situation was said to be improving in quantity and in quality.

More teachers were being trained.

The number of unqualified teachers had dropped from over fifty per cent in 1989 to six percent in 1997 in the south and forty-two per cent in the North.

In the whole country, only 23.8 per cent unqualified teachers could be found in the primary schools.

The Federal Government of Nigeria did not however, give up on free education. In September 1999, Universal Basic Education (UBE) was launched as an improvement on the Universal Primary Education (UPE). It thus, replaced it. The concept is to make basic education available to every school-age child in Nigeria. This is expressed in the words of the Executive secretary of NERDC (Nigeria Education Development and Research Council) thus:

Following the decision of the Federal government to introduce the 9-year Basic programme and the need to attain the Millennium Development Goals (MDGs), 2015 and the critical targets of the National Economic Empowerment and Development Strategies (NEEDS), which can be summarized as value-orientation, poverty eradication, job creation, wealth generation and using education to empower the people, it becomes imperative that the existing curricular for primary and JSS should be reviewed, re-structured and realigned to fit into a 9-Year Basic education programme (NERDC, 2007)

Thus, the poor, the socially marginalized and vulnerable groups can effectively develop their full capacities and potentials. The NPE had established the 6-3-3-4 system; which simply meant 6 years of primary school, 6 years of secondary education split into 3



years of junior secondary school, 3 years of senior secondary school respectively and 4 years of tertiary education. The UBE is meant to cater for the first nine years of the 6-3-3-4 system. This, in practice, implies 6-year primary as well as the first 3 years of secondary school education; that is, junior secondary school (JSS) levels. In recent times, the Federal Government has been responsible for the running of primary school education. This it does through her agents, such as National Primary Education Commission (NPEC, by decree no 96 of 1993); State Primary Education Board (SPEB), and with the Universal Basic Education- We have State Universal Basic Education Board (SUBEB, 1999).

1. Lower Basic Education Curriculum – Primary 1-3
2. Middle Basic Education Curriculum – Primary 4-6
3. Upper Basic Education Curriculum – Junior Secondary School 1-3

However, the 1969 curriculum conference adopted Social Studies as one of the core subjects that could lead to the “inculcation of the right of the individuals and the society”. Today, Social Studies is firmly rooted as one of the compulsory subjects at the primary and the junior secondary levels of Nigerian education. Presently, efforts are on to make the subject one of the elective subjects at the senior secondary school level. In Nigerian tertiary institutions, Social Studies is becoming a prominent field of study and one that enjoys high patronage.

## **2.8 Historical Development of Teacher Education in Nigeria.**

Teacher education is the foundation of quality in the schools. Qualitative teaching is also the goal of teacher education and one of the qualities of a good teacher is the ability to teach effectively in the classroom. Al-subeeh (2009) sees teacher education as that component of any educational system charged with the education and training of teachers to acquire the competence and skills of teaching for improvement in the quality of teachers for the school system.

Balogun (2005) asserts that the training of teachers is otherwise called teacher education which is to produce qualified individuals expected to educate children in the right way in order that they may grow up as educated men and women and useful citizens of the state. Teacher education in Nigeria could be traced to the advent of the missionaries in the mid-nineteenth century. Adeyemo, Oke and Ishola (2010) indicate that formal training of teachers started in the upper half of the 19th century with the establishment of an elementary teacher training college in Abeokuta in 1859. This followed the establishment of teacher training college in different parts of Nigeria by various Christian denominations, - In Calabar

by 1892, Ogbomoso 1897, in Ibadan 1905 and Nassarawa in 1909. Fafunwa (1980) stresses that despite the tremendous increase in the number of teacher training college in the country, the supply of trained teachers was still inadequate. This led to the appointment of holder of first school leaving certificate to teach in primary schools hence, the flooding of teaching with teachers without pedagogical training. This however marked the beginning of setback in teacher education programme and professionalism in Nigeria.

In 1925, Phelps-strokes commission was set up by the colonial administration to reorganise Nigerian system. The re-organization also affected teacher education programme. This led to the establishment of two types of teacher training institutions, namely: the Elementary training colleges which awarded the teachers' grade III certificate and the higher Elementary training college which awarded the teacher's grade II certificate. Yaba higher college was founded in 1932 and this led to the introduction of three-year diploma programme in education which prepared teachers for the teaching of science courses in the secondary schools. By 1950, Yaba higher college was merged with the University College and this marked the phasing out of three-year diploma course in teacher education.

The implementation of Ashby commission of 1960 also led to the inauguration of two new teacher education programme namely: the "well-qualified non-graduate teachers' certificate and the full-degree (B.A or B. Sc education) programme. By 1962, five advantaged teacher training colleges were established in order to implement the non-degree teacher education programme. This marked the beginning of Nigeria Certificate in Education (NCE). The Bachelor degree in education and Post-Graduate Degree in Education (PGDE) were at the same time introduced in all Nigeria universities. It should be acknowledged that before the recommendation of Ashby report of 1960, post-secondary school level of teacher education programme was virtually absent in Nigeria.

Between 1970 and 1980, states and federal governments have started establishing colleges of education and by 2011 there are sixty-eight government owned colleges of education and thirty-three are privately owned. In addition, there are fifty-nine government owned universities and thirty eight are privately owned with various courses in education (JAMB 2011/2012). It is however worthy of note that the phasing out of grade II teachers certificate and its replacement with NCE on the recommendation of the 1969 Nigerian curriculum conference are evidences that the government has long perceived the need for improved teacher education programme. Thus, the Nigerian teacher education programme has passed through many stages of development. The minimum qualification for teaching

initially was the primary school certificate, followed by Grade III and Grade II teacher's certificate respectively. Today, the Nigerian certificate in education (NCE) is taken as the minimum teaching qualification in primary schools.

## **2.9 Evolution of Part-Time Education in Nigeria**

Prior to the establishment of university college in Ibadan in 1948, those Nigerians in search of higher educational qualifications but had no financial strength to travel overseas to achieve their aims embraced correspondence education which afforded them the opportunity to acquire degree without leaving the country. Omolewa cited in Oladeji (2002) report that by the first decade of the twentieth century, some British correspondence colleges notably the university correspondence college, Wesley hall, rapid result college's e.t.c, were established in Nigeria to assist the learners study through correspondence in their preparation for the London university examination.

Some Nigerians passed the matriculation examination, graduated and obtained the degree of London universities in various disciplines as external students. Notable among them were, - Eyo Ita and H.O. Davies who both passed the London matriculation examination in 1925, E.P. Ajayi and Ikoku both obtained the university's degree in philosophy in 1927 and 1929 respectively. In spite of the establishment of a university college in Ibadan in 1948, many Nigerians continued to patronise the British correspondence colleges, which eventually assisted in building the careers of the early educated elites in Nigeria. Ahmadu Bello University became the first institution to use the distance education system to carry out a special training programme tagged, the correspondence and Teachers' In-service programme" (TISEP) in the 70s. In 1974, a correspondence and Open Studies Unit (COSU) was established at the University of Lagos to produce University graduates in various disciplines. COSU was later developed into an institute known as Correspondence and Open Studies Institute (COSIT) and recently the name was changed to Distance Learning Institute (DLI) (Aderinoye 2002). National Teacher Institute was established as the first independent distance education institution in 1976 and it admitted its first students in 1984. The planning committee of National Open University was inaugurated on May, 1, 1980 and was suspended in 1984 and later reincarnated in form of the University of Abuja with the centre for Distance learning and continuing Education and admitted its first set of students in 1992/93 academic session.

Part-time degree programme of University of Ibadan admitted its first students in 1988/1989 academic session. It was called external studies programme and its name later

changed to Centre for External Studies now called Centre for Distance Learning. It is modeled after Distance Learning Institute (DLI) of the University of Lagos. It is pertinent to note that many other federal and state universities, some colleges of education of states and federal government now embrace the distance education approach to reach thousands of Nigerians who yearn for higher educational qualifications but who cannot for one reason or the other enroll as full-time or as regular students in our higher institutions.

## **2.10 Factors that Influence Curriculum Implementation.**

Every curriculum document is a hypothesis which assumes certain conditions for the success of the curriculum in terms of achieving the objectives set out in the document. Hence, there is the need to take the curriculum package to the end users. According to Oduoluwu (2002), curriculum implementation takes place during the space time representing the merger of the curriculum system with the instructional system. At this point, the curriculum becomes a working tool for teachers as they develop their instructional strategies. This is the point where the message of the curriculum planner is communicated to and interpreted by the teacher for a specific group or for groups of learners. Curriculum implementation is part and parcel of the entire process of curriculum development and it is an un-ending process. It is important to note that curriculum implementation cannot take place without the learners. The learner is therefore the central figure in the curriculum implementation process. Implementation takes place as the learners acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learners to function effectively in the society

Putting the curriculum into operation requires an implementing agent. The most important agent of implementation is the classroom teachers. It is the teachers that handles the curriculum, interprets it and executes it in terms of organizing the teaching/learning situation. Implementation takes place when the teacher constructs syllabus, schemes of work and lesson plan to be delivered to students. Some tools of implementation are specifically suggested in the curriculum package while some are refined. For instance, certain programmes may recommend specific textbooks that will currently interpret the programme. The more these tools are available the easier it will be to implement the programme. According to Gatawa (1990), the process of curriculum implementation is a crucial stage of curriculum programme because the functionality / workability or otherwise of the curriculum and attainment of the stated objectives of instruction are determined. It is the stage that the learners are given the opportunity of benefiting from the curriculum. The implementation

stage also creates meaningful interactions among three major components/ groups- the teachers, learners and the curriculum materials. Tanner and Tanner (1995) listed the following factors that influence curriculum implementation.

### **The Teacher**

The role of teacher in curriculum implementation is an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum. However, it is important that the teacher must play a more significant role in designing the curriculum. Teachers must be involved in curriculum planning and development so that they can implement and modify the curriculum for the benefit of their learners.

### **The Learners**

Learners are critical elements in curriculum implementation. While the teachers are the arbiters of the classroom practice, the learners hold the key to what is actually transmitted and adopted from the curriculum. The learner factor influences teacher in their selection of learning experiences, hence the need to consider the diverse characteristics of learners in curriculum implementation. For example, home background and learner's ability can determine what is actually achieved in the classroom.

### **Resource Materials and Facilities**

For an effective curriculum implementation, adequate supply of resource materials to schools such as textbooks, teaching aids and stationary are necessary. The government also need to provide physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create an environment in which effective implementation can take place.

### **Location of school**

Schools located in rich socio- economic environments and those that have adequate human and material resources can implement the curriculum to an extent that would be difficult or impossible for schools in poor economic environments.

### **Culture and Ideology**

Culture and ideological differences within a society or country can also influence curriculum implementation. Some communities may resist a domineering culture or government ideology and hence affect the implementation of the centrally planned curriculum.

## **Instructional Supervision**

Curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of the school head. The head does this through:

- developing staff
- allocating time to subjects taught at the school
- providing teaching and learning materials
- creating an atmosphere conducive to effective teaching and learning.

## **Evaluation**

Evaluation in the form of examinations influences curriculum implementation tremendously. This is due to great value given to public examination certificates by communities and schools, teachers have tended to concentrate more on subjects that promote academic excellence. This action by the teacher obviously can affect the achievement of the broad goals and objectives of the curriculum. The centredness of implementation of any curriculum is the product of implementation and this can be seen in the performance of the learners who have undergone the process.

However, evaluation instruments should be put in place in the process of curriculum implementation for an effective check of academic performance, skills, interest and attitudes of the learners. Beyond the school level, the society will be able to ascertain the quality of the products through their performance in the public and private sectors of the society.

### **2.11 Conditions Necessary for Social Studies Curriculum Implementation and Evaluation**

There is no doubt that there is a relationship between curriculum formulation, implementation and evaluation. One of the factors that inform this relation is the social context of implementation, this further stresses that formulations of Social Studies curriculum must be guided by a pragmatic philosophy for a successful implementation of such curriculum. Iyang-Abia (2004) has an outline of some conditions that are necessary for an effective Social Studies curriculum implementation and evaluation. They include:

- i. clear specification of instructional objective;
- ii. careful selections and judicious utilization of instructional objectives;
- iii. thoughtful and appropriate provision of relevant learning objectives;
- iv. relevant evaluation of learner's attainment of the specified objectives;
- v. affective focus; and
- vi. effective teacher's commitment, motivation and efficient reward system.

Pragmatism as a philosophy has its root from American philosophy. With the rejection of the philosophy of correspondence as the criteria of truth, some American philosophers maintain that ideas and words have definite meaning if they are verifiable. This idea was carried further by some philosophers. For example pragmatic bases will be more problem-solving oriented rather than be mere theoretical and speculative. A pragmatic oriented curriculum would be in the following form: (i) All information in the process of curriculum implementation and assessment will be based on scientifically derived data. (ii) Analysis of such data and the result of such analysis will reflect as much as possible the true situation of our society. (iii) Method employed in the use of such data and analysis will be problem-solving oriented with particular targets. (iv) Social Studies curriculum will have contents and learning experiences with the capacity to bring about the desired change in the learners. (v) The merits of such contents and experiences will be based on prior or high level of probable workability.

Others are; (a) more care will be taken to ensure that all the possible and relevant workability factors are considered in the implementation and assessment of such curriculum, (b) be that as it may, the curriculum will be able to overcome party, tribal, geo-political, all personal and anti-social limitations, (c) however, Social Studies curriculum will take into consideration the heterogeneous nature of our society, our economic and our social predicaments. Thus, it will be problem solving and result oriented, (d) all technical vocabularies use will be interpreted from the pragmatic basis, (e) the curriculum will emphasize practical evaluation and re-organization, (f) record keeping and reasonable precision would be emphasized in implementation, and (g) attitude change in practical situation not only in class situation will form part of the evaluation.

The level of social problems in our society today can never be over emphasized. For some people, the security needed for the decency of life is totally absent. Effective Social Studies education is one of the indispensable tools that can be used to correct these abnormalities. As factors or social rectification, Social Studies and its proper curriculum implementation and assessment hold the key to the desired social change. For many instances, we have been disappointed in this regard. One of the major reasons for this is that some curriculums are not pragmatic and do not reflect the society of context. In such a situation, the curriculum is not meant for that society and cannot sufficiently solve the targeted problems of such a society. Pragmatism is a problem-solving philosophy. With the aid of pragmatism at the bases of our Social Studies curriculum implementation and

evaluation Social Studies curriculum will squarely ensue from and be directed towards the genuine problems of our society. Thus our curriculum would be socially effective as the case should be.

### **2.12 Part-Time Education in Nigeria.**

Ajadi (2008) observed that external studies are a form of education that is external but not separated from the faculty staff of the institution. According to him, the same staff has two groups of student; one on campus, the other external, and they prepare both groups for the same examinations. Omoifo (2002) in her evaluation of B.Ed part-time programme of the University of Benin found that the part-time programme compared in quality with that of the full-time in respect of similarity of academic programmes, staff and administrative personnel. However, she identified variations in workload per lecturers, class size, and lecturer-student ratio. Obanya (1985) pointed out that in-service education organized at the University of Ibadan was bedeviled with lack of adequate classroom space, shortness of course duration and lack of sufficient desks and seats.

Oladeji (2002) in her study of distance learning programme of University of Ibadan identified that incessant strike of academic staff disrupted distance learner academic calendar so that face to face lecture periods sometimes clash with normal academic periods of primary and secondary schools. Distance learners find it difficult to leave their schools for lectures. Babatunde (2008) evaluated the curriculum of distance learning programme of the University of Ibadan. His findings revealed that the materials (both human and non-human) used for the programme were relevant and adequate. He recommended adequate supply of computers and various accessories including training of students to access the internet.

Osunde and Omoruyi (2004) assessed the National Teacher Institute (NTI) man-power training programme. The outcome of their research showed a remarkable achievement in attainment of curriculum objectives. They recommended an improvement in evaluation procedure of the training programme. Afe (1990) questioning the standard of part-time programme observed that the B.Ed part-time education programme of Bendel State University was faced with inadequate programme duration, poor lecture time-table and unsatisfactory examination arrangements.

### **2.13 Evaluation of Educational Resources in Southwestern Universities**

The availability of adequate quality and quantity educational resources in educational institution is very important because of its role in the achievement of curriculum objectives.



Educational resources can be categorized into human, materials, physical and financial resources. Human resources in education are the students, teaching staff, non-teaching staff. Materials resources include textbooks, charts, maps, audio-visual and electronic instruction materials such as radio, computer, tape recorder, television and video tape recorder. Other category of materials resource consists of paper supplies and writing materials such as biro, eraser, drawing books, notebooks, pencil, ruler, and workbooks.

Physical resources include classrooms, lecture theatres, auditorium, administrative block, libraries, laboratories, computer room, staff quarters, students' hostels, cafeteria, guest house/hotels. Financial resources are monetary inputs available for and expended on the education like grants, internally generated funds and donations. According to Oyeniya (2011) one of the cardinal aims of university education is to provide skilled, high level manpower, which is vital to economic and national development. To this end, educational resources are very necessary for utmost realization of the goals of education.

It should be noted that the resources to bring about the production of skilled university graduate will not be achieved without fundamental assessment of the available educational resource for a university education. Fakoya (2008) viewed current state of most universities and compared them to 1980s based on *Webometric ranking* of universities released in July 2008 in which no Nigerian university made top 500 in the world. A study investigated the facilities in conventional and non-conventional universities in Nigeria by NUC (2008) revealed that available facilities, in conventional universities are not significantly different from non-conventional universities. The table 2.13.1 illustrates further.

**Table 2.13.1: Level of Adequacy of Facilities in Nigerian Universities according to Specialization**

Universities	Facilities	Classroom	Volumes of book in library	Adequacy of computers	Adequacy of laboratories
Conventional	Observed	396	1496	420	28,985
	Expected	718	1,500,000	7,186	10,020
	% Adequacy	55.15	0.10	5.84	
	Chi-square cal.	172.45	1996649.56	8342.33	48.382.09
	Chi-square cirt.	3.84	3.84		3.84
	Standard deviation	152.71	658.00	268.70	13,567.26
Non-conventional	Observed	130	180	40	9,798
	Expected	206	500.000	2051	3,340
	% Adequacy	63.11	0.04	1.95	
	Chi-square cal.	172.45	1996649.56		48.382.09
	Chi-square cirt.	3.84	3.84		3.84
	Standard deviation	152.71	658.00	268.70	13,567.26

Sources: Fieldwork, NUC 2008

Oyeniya (2008) carried out a research on adequacy of resources in Nigerian universities according to ownership (i.e. Federal and State Governments). The variables of the study are classroom/lecture theatre, volume of books available in the libraries, laboratories/studio/workshop and computers. The findings revealed that ownership does not significantly influence the educational facilities available in Nigerian universities.

**Table 2.13.2: Level of Adequacy of Facilities in Nigerian Universities According to Ownership.**

Universities	Facilities	Classroom	Volumes of book in library	Adequacy of computers	Adequacy of laboratories
<b>Federal Government</b>	Observed	300	1355	400	20559
	Expected	528	1,000,000	5,277	6680
	% Adequacy	56.82	0.14	7.58	
	Chi-square cal.	171.43	1996649.56	8342.33	48.382.09
	Chi-square cirt.	3.84	3.84		3.84
	Standard deviation	111.54	543.35	167.58	1167.50
<b>State Government</b>	Observed	226	321	60	18224
	Expected	396	1,000,000	3960	6680
	% Adequacy	57.07	0.03	1.52	
	Chi-square cal.	171.43	1996649.56	8348.23	48.382.09
	Chi-square cirt.	3.84	3.84		3.84
	Standard deviation	111.54	543.35	167.58	1167.50

Sources: Fieldwork, NUC 2008

The national goal of developing the educational system in such a way as to provide a satisfactory flow of men and women capable, of acquiring the skills necessary to exploit to the fullest, the natural resource of the country makes it imperative for facilities to be abundantly available in universities. Buildings are needed to shelter staff and students, laboratory facilities are needed to generate manipulative skill in students, sports/games facilities are needed to develop the mental, social and physical aspect of the students. However, curriculum implementation and achievement of its objectives depends to a large extent on the availability of educational resources. It therefore suffices to say that assessment of implementation of bachelors of education curriculum of universities and affiliated institutions suppose to focus investigation on the issue of educational resources in the institutions under study.

I believe there is a tendency, recurrent enough to suggest that it may be endemic in the approach, for academic in education to use the objectives model as a stick with which to beat teachers. The demand for objectives is a demand for justification rather than a description of ends. It is not about curriculum design, but rather an expression of irritation in the problems of accountability in education. Curriculum as a product in relation to this study implies that the researcher needs to ascertain whether the curriculum objectives were met. There is the need to examine the academic performance and attitude of the students to part-time and full-time Social Studies curriculum at bachelor degree level in colleges of education and the universities of affiliation.

#### **2.14 Gender Roles on Students Academic Achievement**

A myriad of factors have been blamed for both girl's and boy's low academic achievement in tertiary institutions in developing countries. Some of the major factors include domestic chores, biased upbringings that portray boys as superior to girls in all aspects of maturation, poor school environments and intensive teaching methods that disregard the students needs (Fawe, 2003). A close scrutiny of the above factors revealed that gender could be playing an important role in their influence on students (not residing in school hostel) academic achievement with regard to gender roles that a society assigns to its children. Chepcheng and Kiboss (2004), UNICEF (2004), pointed to the view that the engagement of children in domestic chores not only contributes to dismal performance but also leads to the gender differential in academic achievement. Ayoo (2002) in the study, "characteristics of male and female Social Studies teachers" reported that female teachers were more positive in their attitude towards the course. Since teachers attitude had been established as affecting students achievement, one can say here that gender does affect academic performance.

Adamolekun (2002) identified differences between male and female teachers with respect to their classroom behaviour, expectation of achievement of students, or teaching behaviour with the path analysis which showed no sizeable teacher gender effect on the achievement level of students. Okpala (1985), Odunbunmi (1986), have established indirect linkages of teacher genders and student academic performance. Based on the foregoing research outcomes therefore, the need arises to examine the contribution of lecturers' gender to the achievement and non-achievement of Social Studies curriculum objectives in the universities and affiliated institutions

## 2.15 Attitude of Students to Sandwich Programme

The definition and measurement of attitude lacks consensus among educators. This is because many educators define and measure attitude to suit the social needs prevalent at the time, while at the same time being influenced by the dynamic nature of knowledge, the changing conception of the learner and the learning process as well as of education. Ayeni, Aina and Adu (2002) consider attitude as a mental predisposition, which develops from a past experimental exposure. Akinade (2004) perceives it as the magnitude or direction of a person's likes or dislikes, favourable or unfavourable assessment of and reaction to an opinion, belief, person, event or idea, place, subject, job or situation. Mukhejee (1980) sees attitude as representing silent predisposition of people to concepts, ideas and belief. Obi cited in Chukwuka (2004) note that attitude should deal with helping the individual and social group acquire social values, strong feelings of concern for the environment and motivation for actively participating in its protection and improvement. Fawole (2008) in his own contribution consider it to be an important outcome of schooling and even indicators of how well school systems are performing.

Relating various views of educators about attitude to academic programme, one considers it to mean outcome of dissemination of knowledge of students in schools and predictors of effectiveness of academic programme. Babatunde (2008) evaluated the distance learning B.Ed programme of University of Ibadan and the research work indicated that students had a positive attitude towards the programme. Olalumade (2000) also examined the attitude of the students and lecturers towards the sandwich programme of Adeyemi College of Education, Ondo and came out with the result that both had positive attitude towards the programme. It should be noted that attitudes are investigated in so many different context, for examples, attitudes that result from experience in schools may differ from those that predict achievement. Attitudes may indicate strength or weakness of a new programme. Appropriate methods used to measure or to obtain evidence about attitudes in diverse setting may likewise be different. Odeyemi (2000) concludes by saying that whatever areas of human endeavours that we intend to use the concept; attitude should be justified with strong theoretical framework.

## 2.16 Teacher Related Variables

According to Anderson (2011), graduates performance in the various subjects in recent times has attracted public criticism while the blame has been apportioned to one of the agencies of education or the other. While some blame the government for not supplying certain basic educational necessities, some blame the learners for not being serious with their studies. Others put the blame on teachers for non performance. But since teachers and learners interact with curriculum at the implementation stage, and teachers are the agents of implementation, the issue cannot be effectively dealt with without considering conditions that ensure effective implementation with reference to teachers and what aids them in the implementation process.

Teachers are the implementers of an instructional programme as they actually transmit the content designed to the learner. Therefore, what they do and think greatly affect the implementation process. They should as such be given adequate preparation to ensure effective implementation (Lorte, 1975; Fullan, 1982; Tamakole, 1992). Without educators who are academically and professionally well groomed to be able to translate theory of teaching into practice and vice-versa implementation will be impossible. (Craig, H., Kraft, R., and Plessis, J., 1998) maintained that it is the teacher that translates policies and programme into action. Teachers require the acquisition of certain skills and confidence before they can implement the curriculum effectively (Glatthorn, A., and Jailall, J., 2010). The major aspect of teacher qualification is the background which Thompson et al says contains the subject matter knowledge and pedagogical content knowledge. Lewin and Stuart (2003) define each component as follows:

**Subject content:** knowledge and understanding of school subjects in the primary curriculum.  
**Pedagogic content knowledge (often known as skills in teaching):** teaching methods and ways of assessing learning related to specific subject areas and matched to the capabilities of learners

**Professional studies/education studies:** understanding of how children learn and how cognitive, affective, psychomotor, and social development take place, knowledge and skill in classroom management and pastoral care, craft knowledge of effective techniques to promote learning, acquisition of professional identities as a teacher, awareness of relevant educational history, psychology, sociology, philosophy, legislation, responsibilities. Penuel, Fishman, Yamaguchi and Gallagher (2014) found that teacher professional development allow teacher effectively implement a programme. Teaching experience may be positively related to

student achievement (Hightower, Delgado, Lloyd, Wittenstein, Sellers and Swanson,2011). Research indicates that teacher experience contributes to student learning for teachers in their first few years in the classroom, but additional experience does not make a difference after that (Boyd, Grossman, Lankford, Loeb, and Wyckoff, 2006); (Clotfelter et al., 2006); Ferguson, (1991); Goe (2007); (Greenwald, Hedges, and Laine, 1996); Rice, (2003); (Rivkin et al., 2005); Rockoff, (2004). Some studies suggest that the impact of experience on student achievement may continue beyond the earliest years in the classroom for teachers at the high school level (Rice, 2003).

### **2.16.1 Teacher's gender and curriculum implementation**

There are various assertions on the role of teacher's gender in learning and curriculum implementation. Some believe that teachers' gender shapes the communication between teacher and pupil while others believe that teachers act as a gender specific role model regardless of what he or she says or does AAUW (2010) found out that having a woman teacher instead of a man raises the achievement of girls by 4% of a standard deviation and lowers the achievement of boys by roughly the same amount producing overall gender gap of 8% of a standard deviation in Science, Social Studies and English. This dynamic is more profound among science students where females prefer to be taught by female teacher in other subjects. Teacher's gender contributes significantly to stress teacher's encounter while trying to implement the curriculum (Klassen and Chiu, 2010). The female teachers were found to report higher workload stress and greater classroom stress in Klassen and Chiu (2010) study. On the other hand Brookhart (2005) used a large data set that observed a matched teacher/student sample over a multiple of years and found out that regardless of gender, students of male teachers perform worse than students of female teachers in different subjects.

### **2.16.2 Teaching methods and curriculum implementation**

Certain techniques are associated to a specific subject-matter. Science is recommended to be taught through hands-on inquiry learning. Social Studies curriculum outlines several teaching approaches called alternative methods of teaching. Unfortunately, teachers' response to use of alternative methods for teaching Social Studies has taken various forms ranging from half hearted compliance and defiance to outright condemnation. Teachers are having this rigidness because they do not have accurate conceptual clarification that Social Studies is not a combination of history, geography, economics and other social sciences. Social Studies teaching by its nature requires the collection and use of human and

material resources. The curriculum of Social Studies at the primary and secondary school level recommends a variety of teaching methods and learning activities that will engage students (Olatunde, 2010). The curriculum recommends expository method of teaching which entails lecturing technique; Inquiry methods which entails questioning, field trips, field work and take home assignment; activity methods which entails role play, dramatization, drawing, painting and labeling, demonstrations, poetry recitation and songs; discussion methods entails story entails class discussion, group discussion, group work, debate, question and answer and brainstorming.

Several teaching strategies have been researched on at the secondary and primary levels in Nigeria. For example inquiry and expository method (Edinyangs and Ubi, 2012); team teaching (Adedoja, Abidoje and Afolabi, 2013); inquiry method and teacher guided discussion method (Ogunbiyi, 2012); cooperative learning and problem-solving strategies (Adeyemi, 2008) and discussion methods (Abduraheem, 2011). Abduraheem (2011) found out that students engaged in discussion method performed better than those taught with conventional method. The experimental group was also found to have a high retention. Findings of Adeyemi (2008) revealed that cooperative learning effectively affect student performance when compared to problem solving strategy. Adeyemi (2008) discovered that a statistical significant interaction existed between the methods of instruction and academic ability.

### **2.16.3 Teaching experience and curriculum implementation**

Many occupations recognize employees' years of experience as a relevant factor in human resource policies, including compensation systems, benefits packages, and promotion decisions. The idea is that experience, gained over time, enhances the knowledge, skills, and productivity of workers (Rice, 2010). Rice (2010) averred that teacher with twenty years of effectiveness are more effective than those with no experience but are not much more effective than those with five years experience (Ladd, 2008). Hanushek (1986) found out that no fewer than half of 109 researches on the estimated effect of teaching experience showed that teaching experience had a significant effect on students' achievement. Thirty-three of the study analyzed by Hanushek showed that additional years of experience had a positive effect on students' achievement. Adeyemi (2010) found out that teaching experience did not only have a relative contribution to students' achievement in Social Studies, the contribution was the most significant.

Theresa (2015) found that teachers with more relative experience produced greater gains in academic achievement than teachers with higher qualifications without teaching experience. Greenwald, Hedges and Laine (1996) asserted that if resources were earmarked to select teachers based on their levels of experience, this would produce results in increased academic achievement of nearly one-sixth of a standard deviation. Students learn more from teachers with more relative experience teaching in the classroom. Teacher's experience matters.

#### **2.16.4 Qualification/Area Specialization**

A qualified teacher is generally known to have acquired academic and professional training. Penuel, Fisherman, Yamaguichi and Gallagher (2007) established that educational attainment of teachers affects their performance. Therefore, it can be concluded that professional/academic qualification of teacher influences his or her competence. Penuel et al (2007) established that teachers with professional qualifications tended to associate and commit themselves more to curriculum implementation requirements.

Also, Yobe and Owusu (2013) in a study found out that teacher's qualification is the best predictor of their ability to implement the curriculum. According to Susan (1999) in an investigation on the factors that affect successful implementation of Music curriculum found out Music specialist teachers are considerably more amenable to the implementation of the Music curriculum when compared to the generalist. Similarly, researchers have found that teacher level of subject-matter competence is the prime predictor of student learning (Cassidy 1989, Mullin, 1993).

#### **2.16.5 Teaching Facilities**

Resources, which aid the teacher in his job as a facilitator, are important factors in the teaching and learning process. Fadoju (2003) acknowledged resources as almost everything a teacher uses to meet an education needs. It is major variables that determine the rate of educational success of a school, hence the quantity and quality of these resources will determine the quality of output, that is, students' academic performance. Akinwumiju and Fabunmi (2003) also identified educational facilities as main factor contributing to academic performance in school systems.



## 2.17 Appraisal of Literature Review

It has been shown in the literature reviewed that the implementation of bachelor of education programme in Social Studies in university requires urgent evaluation. This is necessary because the achievement gap of what the curriculum should achieve and what it currently achieves. Most studies reviewed revealed that teacher related variables are central to any curriculum implementation. Also some input variables such as availability of teaching resources was considered as other crucial aspects of curriculum implementation. Several evaluation studies has been carried out on the Social Studies curriculum at the bachelor degree level but not one considered the part time programme.

Also the evaluation studies carried out previously rarely considered the students' performance during the teaching practice which is a vital evidence to proof that the Social Studies curriculum is well implemented. It should be noted that in the course of reviewing related literatures to this study, an attempt has been made to look at the conceptual framework in terms of models of evaluation and implementation. Considering the fact that teachers play significant role in the implementation of an instructional programme, hence teachers related variables were reviewed in relation to Social Studies curriculum achievements. In conclusion, this study tried to fill the gap observed in research by evaluating the Social Studies curriculum at the bachelor degree level giving adequate consideration to admission requirements, teacher related variables, facilities for teaching, computation and moderation of results.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter discusses the research design for the study, variables in the study, curriculum evaluation framework, target population, sample and sampling techniques, the research instruments as well as the procedure for the collection and analysis of data.

#### 3.1 Research Design

This study is an evaluation research which adopted the descriptive survey research design of the ex-post facto type. It makes use of evaluation model of Guba and Stufflebeam (2004) otherwise called CIPP model.

#### 3.2 Variables in the Study

Educational research is concerned with finding solutions to educational problems. Variables are the components of any identified educational problem. Two categories of variables were involved in this study, these are; independent and dependent variables. The independent variables are; Lecturer's gender, qualification, area of specialization, teaching experience, methods of teaching and teaching facilities. The dependent variables are; academic performance of the students, performance of students in teaching practice and attitude of students to Social Studies.

#### 3.3 Components of CIPP Model

The main components of CIPP model and the specific aspects that serve as guide for this study are as follows:

**Context Evaluation:** Empirical data will be collected from the stakeholders (Lecturers and Students) on the effectiveness of objectives, content, learning experiences and evaluation of Social Studies curriculum.

**Input Evaluation:** The major concern here is information for the determination of how resources and facilities are provided for the achievement of curriculum objectives.

**Process Evaluation:** This focused on the interaction in the Social Studies classrooms, which has to do with the teaching-learning process

**Product Evaluation:** Collection of data here is on teaching and learning outcomes especially in the areas of acquisition of knowledge by the students, teaching practice performance and attitude of students to Social Studies.

Table 3.3.1 illustrates the components.

**Table 3.3.1: The Framework for the Evaluation of Social Studies**  
(Adapted CIPP Conceptualized Framework).

<b>Evaluation Component Objectives</b>	<b>Variable Indicators</b>	<b>Data Sources</b>	<b>Instruments for Data Collection</b>	<b>Research Questions and Hypotheses</b>
<p><b>A. Context:</b> To examine; (i) Admission requirements of candidates (ii) Profile of lecturers as indicated by their demographic data (iii) Perception on effectiveness of Social Studies curriculum objectives, content, learning experiences and evaluation to the needs of the society</p>	<p>(i) Criteria for the admission of candidates for Bachelor degree programme in Social Studies. (ii) Gender, qualifications, area of specialization, teaching experience. (iii) Elements of Social Studies curriculum; objectives, content, learning experiences and evaluation</p>	<p>(i) Social Studies lecturers (ii) Social Studies students. (iii) Admission officers.</p>	<p>(i) Perception of Social Studies Curriculum Questionnaire (PSSCQ). (ii) B.Ed Candidates' Admission Requirements Questionnaire (BCARQ)</p>	<p>Research questions 1, 2&amp;3</p>
<p><b>B. Input:</b> To identify factors affecting input variables</p>	<p>Factors relating to the institutions lecturers, students, and non-human resources.</p>	<p>(i) Social Studies lecturers (ii) Social Studies Students</p>	<p>(i) Inventory of Social Studies Curriculum Resources (ISSCR)</p>	<p>Research question 5</p>
<p><b>C. Process:</b> To examine: (i) Teaching and learning process involved in the implementation of Social Studies curriculum. (ii) Procedure for grading of examination results for the award of degrees. (iii) Procedure for the external moderation of examination questions and results.</p>	<p>(i) Methods of teaching/classroom interaction among the lecturers, students and the materials.  (ii) Method of grading results for the award of degrees.  (iii) Method of moderation of examination questions and results</p>	<p>(i) Social Studies lecturers (ii) Social Studies Students (iii) Academic Affairs Officers (iv) Heads of department of Social Studies.</p>	<p>(i) Social Studies' Teacher's Teaching Methods Questionnaire (SSTTMQ) (ii) Computation and Determination of B. Ed Result Inventory (CDBRI) (iii) Questionnaire on External Moderation of Examination Questions and Results. (QEMEQR)</p>	<p>Research Questions 4, 6, 9, 10</p>

<p><b>D. Product:</b> To examine: (i) Academic performance of students. (ii) Teaching Practice Performance of Students (iii) Attitude of students to Social Studies teaching/learning</p>	<p>Performance of students in terms of: (i) Acquisition of knowledge in Social Studies (ii) Teaching Practice Performance (iii) Attitudes of students to teaching and learning of Social Studies.</p>	<p>(i) Final year students of Social Studies</p>	<p>(i) Social Studies Concepts Test (SSCT) (ii) Classroom Teaching Observation Schedule (CTOS) (iii) Social Studies Students Attitude Scale (SSAS)</p>	<p>Research Questions 7 &amp; 8 Hypotheses 1 - 6</p>
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### 3.4 Target Population.

The target population of this study consisted:

All final year full- time and part- time bachelor degree students in Social Studies in the universities and affiliated colleges of education. All lecturers in Social Studies curriculum teaching full-time and part- time students. Admission and Academic affairs officers of the same institutions.

### 3.5 Sample and Sampling Procedure

There are twenty-six colleges of education in Southwestern Nigeria, seven are owned by state government, four by federal and sixteen by private organizations (JAMB, 2013).

Purposive sampling technique was used to select institutions based on the following criteria:

- (1) The universities and their affiliated colleges of education are located in Southwestern Nigeria.
- (2) The universities and affiliated colleges of education selected offer Social Studies at bachelor degree level on full-time and part-time bases.
- (3) Selected institutions have minimum of four years of experience in the implementation of the curriculum.

All Social Studies lecturers teaching final year full-time and part-time students in the universities and affiliated colleges of education were purposely selected for the study.

Social Studies lecturers were generally few in number hence all of them were involved. All final year Social Studies students of the universities and affiliated colleges of education were involved in the study due to their years of exposure to Social Studies curriculum. Total respondents were 782. This is made up of 230 full-time and part-time Social Studies students,

six Admission Officers, six Academic affairs officers and 22 lecturers of the selected universities. In the colleges of education, the respondents were 455 full-time and part-time Social Studies students, eight Admission officers, eight academic affairs officers and 47 lecturers. The selected universities and affiliated colleges of education are as follows:

1. Emmanuel Alayande College of Education, Erelu, Oyo, in affiliation with Ekiti State University, Ado-Ekiti;
2. Adeniran Ogunsanya College of Education Lagos. in affiliation with Ekiti State University, Ado-Ekiti;
3. Osun State College of Education, Ilesa, in affiliation with Lagos State University, Lagos;
4. Adeyemi College of Education, Ondo, in affiliation with Obafemi Awolowo University, Ile-Ife.

### **3.6 Research Instruments**

A total of nine instruments were used for the purpose of data collection. This consists of six structured and three unstructured (open-ended) questionnaires. The instruments are listed thus:

1. B.Ed Candidates Admission Requirement Questionnaire (BCARQ)
2. Perception of Social Studies Curriculum Questionnaire (PSSCQ)
3. Inventory of Social Studies Curriculum Resources (ISSCR)
4. Social Studies Teacher's Teaching Methods Questionnaire (SSTTMQ)
5. Classroom Teaching Observation Schedule (CTOS)
6. Social Studies Student's Attitudinal Scale (SSSAS)
7. Social Studies Basic Concepts Test (SSBCT)
8. Computation and Determination of B.Ed Result Inventory (CDBRI)
9. Questionnaire on External Moderation of Examination Questions and Result (QEMEQR)

#### **3.6.1 B.Ed Candidates Admission Requirements Questionnaire (BCARQ)**

It is made up of two sections, A and B. Section A seeks Socio-demographic information from the admission officers and programme coordinators of full-time and part-time bachelor degree programme in the universities and affiliated institutions. Section B consists of seven (7) open-ended items that seek information on admission criteria for

Bachelor degree programme. The respondents were expected to supply the required information that can facilitate assessment of admission procedure in their institutions. The draft of BCARQ was given to four lecturers in Social Studies Unit in order to establish the face and content validity of the instrument suggestions of the lecturers were used to revise the instrument (Appendix 1).

### **3.6.2 Perception of Social Studies Curriculum Questionnaire (PSSCQ)**

This consists of two sections, A and B. Section A seeks information on demographic data of the full- time and part- time Social Studies lecturers and students. Section B seeks information from the lecturers and students on their perception on effectiveness of Social Studies curriculum objectives, content, learning experiences and evaluation techniques. It consists of sixteen (16) items. Lecturers and students were expected to respond by expressing their level of agreement or otherwise on a Likert scale ranging from strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 Strongly Disagree (SD) = 1

The draft of PSSCQ was given to 4 lecturers in the Social Studies unit in order to establish the face and content validity of the instrument. Defective items were dropped and the second draft was administered to sample Social Studies lecturers and students of University of Ilorin and College of Education Oro (not included in the main sample). The data obtained was analyzed and value obtained was 0.72 with the use of Crombach alpha formular (Appendix 2).

### **3.6.3 Inventory of Social Studies Curriculum Resources (ISSCR).**

The researcher adapted the classification of teaching resources by Balogun and Abimbade (2002). The instrument contains twenty-two (22) statements grouped into three categories as follows:

Category A = 9 items on materials

Category B = 5 items on settings (structured)

Category C = 8 items on equipments

The items were designed to seek information from the stakeholders – lecturers and students on instructional materials availability, adequacy and utilization in the teaching and learning of Social Studies at Bachelor degree level in the universities and affiliated colleges of education. The instrument contains three major sections as follows section A contains 9 items on the material; section B contains 5 items on settings and section C contains 8 items on

equipment. There are three levels of responses in each of the sections. Availability: Available=2; Not available=1. Adequacy: Adequate=2; Not Adequate=1, and Utilization: Frequently used=3; Occasionally used=2; Never used=1. The reliability test of the instrument was determined by administering the instrument to Social Studies lecturers and students in College of Education, Oro and University of Ilorin (not included in the main sample). The data obtained was analyzed and reliability value 0.78 was obtained using cronbach alpha (Appendix 3).

#### **3.6.4 Social Studies' Teachers' Teaching Methods Questionnaire (SSTMQ)**

This questionnaire is designed to collect information on the strategy / strategies employed by the lecturers in teaching Social Studies at the Bachelor degree level in the colleges of education. The seven strategies identified by Awosolu and Esugbohungebe (2002) for effective teaching of Social Studies are used in constructing the items.

The scoring of SSTSQ was in the following order: 4, 3, 2 and 1 for Very Often, Often, Rarely and never respectively. The face and content validity was carried out by Social Studies curriculum specialists. The reliability was determined by administering the instrument to 20 lecturers outside the sample of the study. On analysis using Cronbach alpha formula. The standardized alpha value 0.71 was obtained (Appendix 4).

#### **3.6.5 Classroom Teaching Observation Schedule (CTOS)**

This is an observation schedule developed and validated by the Directorate of Regular and Part-time Degree programme for undergraduate students on teaching practice, at Emmanuel Alayande College of Education Oyo. It was modified and adapted by the researcher for classroom observation of students under study. The reliability of the instrument was established when two research assistant used the instrument to assess a pre-service Social Studies teacher during lesson delivery. The data obtained was subjected to reliability using scott's formular and the reliability coefficient value of 0.73 obtained (Appendix 5).

#### **3.6.6 Social Studies Student's Attitude Scale (SSSAS)**

This instrument was designed by the researcher to measure the attitude of students to Social Studies curriculum. It consists of twenty- six items made up of thirteen positively worded items and thirteen negatively worded item grouped into six categories as follows:

Category A = 4 items on Enjoyment of Social Studies lectures

Category B = 4 items on Attitude to Social Studies as a course of Studies

Category C = 4 items on Attitude to Scientific inquiry in Social Studies

Category D = 4 items on Attitude to Social Studies Specialist

Category E = 4 items on Leisure Attitude in Social Studies

Category F = 6 items on Career Attitude in Social Studies

The subjects respondent to these statement on a Likert- type scale consisting of four categories as follows:

SA	=	Strongly Agree	=	4
A	=	Agree	=	3
D	=	Disagree	=	2
SD	=	Strongly Disagree	=	1

The positive items were graded on points ranging from 4 for SA, 3 for A, 2 for D and 1 for SD, while the grading points were reversed for negative items

The items in SSAS were subjected to face and content validity and twenty- six that survived the scrutiny were administered to a group of twenty - two final year part-time undergraduates of Social Studies in University of Ilorin and College of Education Oro who are not part of the main sample and reliability of the items was computed using Cronbach alpha. The value obtained was 0.791 (Appendix 6).

### **3.6.7 Social Studies Basic Concepts Tests (SSBCT)**

It is made up of two sections, A and B. Section A seeks socio-demographic information from the respondents. Section B consists of sixty multiple- choice objective test items. Each test is followed by five –answer option (A- E) from which students are expected to select the correct alternative. The items of the test are made up of basic concepts in Social Studies curriculum at bachelor degree level as contained in the course outline of three Universities; Ekiti State University, Lagos State University and Obafemi Awolowo University where the Colleges of Education under study are affiliated. The test was designed by the researcher in order to assess the student’s level of understanding of basic concepts in Social Studies curriculum at bachelor degree level. All the test items were drawn based on Bloom’s (1971) taxonomy of educational objectives and were synthesized into three levels of cognitive domain of Remembering, Understating and Thinking (Okpala, 1985). Table 3.7 is the table of specification of test items prepared and divided into five basic teaching/ assessment units in Social Studies curriculum.



**Table 3.6.7: Table of Specification for Social Studies Basic Concepts Test.**

S/N	CONTENT AREA	OBJECTIVE			
		Remembering	Understanding	Thinking	Total
1.	Social and Physical Environment	1, 2,6,7,8,12	4, 5, 10	3, 9, 11	12
2.	Population Education	13,14,18,20,24	17, 19, 21, 23	15, 16,22,	12
3.	Co-operation and Conflict	2, 27,34	43, 45,47	1, 29,31,11	12
4.	Science and Technology	37,38,46	43,45,47	39,40,41, 42,44,48	12
5	Global Connections	50,51,55,58,59	52,54,56,60	49,53,57	12
	Total number of items	22	19	19	60

In order to determine the face and content validity of SSBCT the initial one hundred multiple-choice objective test items drawn were subjected to scrutiny by the specialist in Social Studies Curriculum of Teacher Education Department of University of Ibadan and College of Education, Oro. Sixty items were found acceptable and administered on twenty-two (22) final year part-time and full-time undergraduates of Social Studies in College of Education, Oro, that was not part of the main study. The difficulty index obtained was 0.49 indicating that the test items were not too difficult or too simple. The discriminating index value calculated was 0.50 and this shows that SSBCT moderately discriminates between highly intelligent and low intelligent students. Kuder- Richardson formular 20 (KR- 20) was used to calculate the reliability coefficients and the value obtained was 0.78 and this appeared high enough to be used for this study (Appendix 7).

### **3.6.8 Computation and Determination of B.Ed Result Inventory (CDBRI)**

It is an inventory schedule of two sections, A and B. Section seeks Socio-demographic information from the academic affair officers and programme coordinators of full-time and part-time degree programme of the Universities and affiliated institutions. Section B consists of five open-ended items that seeks information on grading of Students Scores to determine the class of degrees to be awarded. The draft of CDBRI was given to four lecturers in Social Studies Unit in order to establish the face and content validity of the instrument. Suggestions of the lecturers were used to revise the instrument (Appendix 8).

### **3.6.9 Questionnaire on External Moderation of Examination Questions and Results (QEMEQR)**

It is an open-ended schedule made up of two sections, A and B.

Section A seeks socio-demographic information of the Head of Departments and programme coordinators of full- time and part- time degree programme in the universities and affiliated colleges of education.

Section B consists of seven open-ended items that seek information on the procedure for the external moderation of examination questions and results. The draft of QEMEQR was given to four lecturers in Social Studies unit in order to establish the face and content validity of the instrument. Suggestions of the lecturers were used to revise the instrument (Appendix 9).

### **3.7 Procedure for Data Administration and Collection.**

The researcher visited each of the universities and affiliated colleges of education for the study. He obtained permission from the school's authorities and administered the questionnaire with the help of two research assistants that were trained for the exercise.

**The Research Assistants were trained under the following Guidelines:**

- ❖ Training on how to use BCARQ to collect information from admission officers and programme coordinators
- ❖ Training on Observation of Classroom Teaching and how to use CTOS to award mark in classroom observation
- ❖ Training on how distribute and collect PSSCQ, ISSCR, SSTTMQ & SSSAS from the lecturers & students
- ❖ How to organize lecture room for a written test in SSCT
- ❖ Training on how to use CDBRI & QEMEQR to collect information from heads of departments

Responses were elicited from the heads of departments of Social Studies and admission officers on issues pertaining to admission of Bachelor degree students. The trained research assistants who are also academic colleagues of the researcher made use of teaching observation schedule designed by the researcher to observe classroom interactions of the student-teachers on teaching practice in their respective institutions. The scores generated by the researcher and the assistants were collated and reported as findings of this study on teaching practice performance of the students.

The researcher and the assistants made use of Social Studies concepts test to conduct written examination for the final year bachelor degree student in social studies.

Distribution, collection of research instruments and other exercise were carried out within sixteen weeks of two long vacations of July to September 2012 and 2013.

### **3.8 Method of Data Analysis**

Descriptive statistic tools such as frequency counts, percentages, mean and standard deviation were used to answer research questions. Multivariate statistical methods were used to examine how dependent variables were jointly related to several independent variables. Hypotheses were tested by using inferential statistics of t-test.

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**CHAPTER FOUR**  
**THE RESULTS AND DISCUSSIONS**

**4.0 Introduction**

This section deals with the findings of this study. Data analysis and discussion of results are presented in line with the research questions raised and hypotheses tested.

**Research Question 1:** Are the admission procedures for the full-time and Part-time Bachelor degree programme in the universities and affiliated institutions as stipulated by the NUC?

**Table 4.1.1: Responses of the Admission Officers in the Universities and Affiliated Institutions on Admission Procedure**

	<b>Admission procedure items</b>	EACOE	AOCE	OSCE	ACOE	EKSU	LASU	OAU*
1	O level requirements	*	*	*	*	*	*	*
2	Maximum number of sitting for O'level	2	2	2	2	2	2	2
3	Waving O'level requirement for part-time degree for students with less than 5 required credit pass	NA	NA	NA	NA	NA	NA	NA
4	Unified Tertiary Matriculation Examination Cut-off point.	180 above	180 above	180 above	180 above	180 above	180 above	180 above
5	Minimum age of entry	16years	16years	16years	16years	16years	16years	16years
6	Direct Entry requirement	3 merits	3 merits	3 merits	3 merits	3 merits	3 merits	3 merits
7	Verification of Certificate	Always Done	Always Done	Always Done	Always Done	Always Done	Always Done	Always Done

\*5 credits passes including Government, Economics , Geography, Mathematics and English

NA - Not Acceptable

\* No part-time degree programme in the main campus.

Emmanuel Alayande College of Education, Oyo

EACOE

Adeniran Ogunsanya College of Education, Lagos

AOCE

Osun State College of Education, Ilesa	OSCE
Adeyemi College of Education, Ondo	ACE
Ekiti state University	EKSU
Lagos State University	LASU
Obafemi Awolowo University	OAU

Table 4.1.1 reveals that five credit pass in senior secondary school certificate examination or its equivalent in relevant subjects is the requirement for any candidate seeking admission into Bachelor degree programme in Social Studies. The five credit pass must be obtained at maximum of two examination sittings. Admission requirement is not waived for candidate seeking admission into part-time degree programme in all the institutions. The cut-off point requirements for admission of candidate for Bachelor of education as stipulated by JAMB were strictly adhered to by the universities and affiliated institutions. A candidate must reach the age of sixteen before he/she can be offered admission in both institutions.

Investigation also revealed that direct entry admissions were given to holders of Nigeria Certificate in Education (NCE). Concerning verification of authenticity of certificate used for the admission of candidates, universities and affiliated institutions verified with the examination bodies that issued the certificates or statement of results presented by all candidates for admission. The overall result presented in Table 4.1.1. shows that the same entry qualifications were used for admission of candidates in the universities and the affiliated Colleges of education for full-time and part-time Bachelor degree in Social Studies as stipulated by NUC/JAMB.

## Research question 2

Are the qualifications of lecturers as stipulated by the NUC?

**Table 4.2.1: Profile of lecturers in the Universities**

S/N	Stakeholder	Variables	Categories	Frequency	Percentage
1	Lecturers	Gender	i. Male	15	68.20
			ii. Female	7	31.80
		Qualification	i. NCE, B.Ed, M.Ed	2	9.10
			ii. MSc, PGDE	-	-
			iii. BSc, PGDE	-	-
			iv. BSc, PGDE, M. Ed	3	13.60
			v. Ph. D	17	77.39
		Working Experience	i. 0-5 years	4	18.20
			ii. 6-10years	3	13.60
			iii. 11-15years	3	13.60
			iv. 16-20years	3	13.60
			v. 21-25years	5	22.70
			vi. 26 and above	4	18.20
		Area of Specialization	i. Social Studies	20	90.90
			ii. Sociology	2	-
			iii. Economics	2	9.10
			iv. Family Studies	-	-
			v. Guidance and counseling	-	-
		Mode of appointment	i. Full time	22	100
			ii. Part time	-	-

**Table 4.2.2: Profile of lecturers in the Colleges of Education**

S/N	Stakeholder	Variables	Categories	Frequency	Percentage
1	Lecturers	Gender	i. Male	34	72.30
			ii. Female	13	27.60
		Qualification	i. NCE, B.Ed, M.Ed	25	53.10
			ii. MSc	4	8.50
			iii. BSc	6	12.70
			iv. BSc, MSc	1	2.10
			v. Ph. D	11	23.40
		Working Experience	i. 0-5 years	5	22.70
			ii. 6-10years	5	10.60
			iii. 11-15years	12	25.50
			iv. 16-20years	8	17.00
			v. 21-25years	10	21.20
			vi. 26 and above	8	17.00
		Area of Specialization	i. Social Studies	38	80.80
			ii. Sociology	4	8.50
			iii. Economics	5	10.70
			iv. Family Studies	-	-
			v. Guidance and counselling	-	-
		Mode of appointment	i. Full time	47	100
			ii. Part time	-	-

The NUC guideline requires that lecturers of Bachelor of education should possess a minimum of a good master's degree with a teaching qualification. The findings revealed that the minimum qualification of lecturers employed in the universities and colleges of education under study was master's degree. A cursory look at the profile of 22 lecturers of Social Studies departments of universities under study revealed that 17 (77.39%) are Ph.D holders and 5 (22.7%) are master's degree holders.

Concerning the affiliated institutions, records showed that 11 (23%) are Ph.D holders while 36 (77%) are master degree holders totaling 47 lecturers. The study also revealed that all the lecturers in Social Studies departments of the universities and the affiliated colleges of education have Social Studies background. The findings indicated that the qualifications of lecturers as stipulated by the NUC were being adhered to by the institutions studied.

**Table 4.2.3: Summary of Profile of Lecturers in the Universities and Affiliated Colleges of Education**

Institutions	Qualification		Experience		Area of Specialization		Gender	
	Qualified		Experienced		Specialized		Male	
Universities	86.49		81.8		90.9		68.2	
	13.51		18.2		9.10		31.8	
Colleges of Education	76.50		77.3		80.8		72.3	
	23.50		22.7		19.2		27.6	

The table 4.2.3 reveals that there are more qualified teachers implementing the Social Studies curriculum in the Universities (86.49%) compared with their counterparts in the Colleges of Education (76.50%). Also, there are more experienced teachers in the Universities (81.80%) than that of the Colleges of Education (77.30%). Lecturers that specialized in Social Studies in the Universities were (90.90%) whereas (80.80%) was found in the Colleges of Education. About (68%) of the Social Studies teachers in the Universities are male while (72.30%) of the teachers in the Colleges of Education are male.

### **Research Question 3**

What are the perceptions of stakeholders (Lecturers & Students) about Social Studies curriculum at Bachelor degree level in terms of the effectiveness of its: (a) Objectives (b) Content (c) Learning experience (d) Evaluation?



### Answer to Research question 3

Descriptive Statistics showing the perceptions of the Lecturers, Full-time and Part-time students to Social Studies curriculum in the universities and affiliated institutions.

**Table: 4.3.1: Universities Lecturers' Perception of Social Studies Curriculum at Bachelor Degree Level**

SA = Strongly Agree - 4, A = Agree – 3, SD = Strongly Disagree – 2, D = Disagree-1

<b>A</b>	<b>Perception of Social Studies Curriculum Objectives at the Bachelor Degree level</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
1	Production of professionally equipped teachers is achievable in Social Studies	20 (90.90)	-	-	2 (9.10)	3.73
2	Interdisciplinary objective is inappropriate in Social Studies	1 (4.50)	1 (4.50)	1 (4.50)	19 (86.40)	1.27
3	Production of teachers with a variety of teaching methods is relevant	18 (81.80)	-	1 (4.50)	3 (13.60)	3.50
4	To produce teachers for postgraduate programme is not achievable in Social Studies	-	2 (9.10)	17 (77.30)	3 (13.60)	1.96
<b>B</b>	<b>Perception of Content of Social Studies Curriculum at Bachelor Degree level</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
5	Knowledge acquired in Social Studies is applicable to real life situation	19 (86.40)	2 (9.10)	-	1 (4.50)	3.77
6	“Thematic Approach” as the basis for selecting Social Studies Curriculum Content is not appropriate	-	3 (13.60)	2 (9.10)	17 (77.30)	1.36
7	Spiral structure of Social Studies curriculum made it to be consistent in teaching and learning	20 (90.90)	-	-	2 (9.10)	3.73
8	The content of the curriculum of part-time degree in colleges of education is too wide	-	2 (9.10)	17 (77.30)	3 (13.60)	2.00
<b>C</b>	<b>Perception of Learning Experience in Social Studies Curriculum</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
9	Classroom activities of the curriculum involve making decision about Social affairs	18 (81.80)	2 (9.10)	-	2 (9.10)	3.64
10	Learning experiences do not appeal to various categories of Social Studies students	-	1 (4.50)	6 (27.30)	15 (68.20)	1.360
11	Hypothesis formulation is consistent in gathering data in Social Studies.	12 (54.50)	5 (22.70)	2 (9.10)	3 (13.60)	3.20
12	Students are not encouraged to participate in seminars, conferences, workshops within and outside their classrooms	17 (77.30)	3 (13.60)	2 (9.10)	-	3.68

<b>D</b>	<b>Perception on Evaluation in Social Studies Curriculum</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
13	The curriculum objectives and the content serve as the basis of evaluation in Social Studies	13 (59.10)	3 (13.60)	3 (13.60)	3 (13.60)	3.18
14	Evaluation data are not used in planning curriculum improvement in Social Studies	1 (4.50)	3 (13.60)	15 (68.20)	3 (13.60)	2.10
15	Evaluation includes classroom activities and field-trips.	17 (77.30)	2 (9.10)	1 (4.50)	2 (9.10)	2.00
16	Evaluation of affective domain is difficult in Social Studies due to conventional approach used by the teachers	16 (72.70)	2 (9.10)	2 (9.10)	2 (9.10)	3.46

**Key:** Mean responses ranges from 0-1.0=Strongly disagree, 1.5-2.0= Disagree, 2.5-3.0=Agree, 3.5-4.0= Strongly agree (Mid-point=2.50)

**Table 4.3.2: Colleges of Education Lecturers' Perception of Social Studies Curriculum at Bachelor Degree Level.**

SA = Strongly Agree - 4, A= Agree – 3, SD = Strongly Disagree – 2, D = Disagree-1

<b>A</b>	<b>Perception of Social Studies Curriculum Objectives at the Bachelor Degree level</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>mean</b>
1	Production of professionally equipped teachers is achievable in Social Studies	35 (74.50)	1 (2.10)	1 (2.10)	10 (21.30)	3.30
2	Interdisciplinary objective is inappropriate in Social Studies	1 (2.10)	3 (6.40)	33 (70.20)	10 (21.30)	1.89
3	Production of teachers with a variety of teaching methods is relevant	30 (63.80)	4 (8.50)	2 (4.30)	11 (23.40)	3.13
4	To produce teachers for postgraduate programme is not achievable in Social Studies	3 (13.60)	6 (12.80)	10 (21.30)	31 (66.00)	1.72
<b>B</b>	<b>Perception of Content of Social Studies Curriculum at Bachelor Degree level</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
5	Knowledge acquired in Social Studies is applicable to real life situation	35 (74.5)	5 (10.60)	-	7 (14.90)	3.45
6	“Thematic Approach” as the basis for selecting Social Studies Curriculum Content is not appropriate	9 (19.10)	2 (4.30)	5 (10.60)	31 (66.00)	1.77
7	Spiral structure of Social Studies curriculum made it to be consistent in teaching and learning	39 (83.00)	-	-	8 (17.00)	3.49
8	The content of the curriculum of part-time degree in colleges of education is too wide	-	3 (6.40)	33 (70.20)	11 (23.40)	1.83
<b>C</b>	<b>Perception of Learning Experience in Social Studies Curriculum</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
9	Classroom activities of the curriculum involve making decision about Social affairs	33 (70.20)	4 (8.50)	1 (2.10)	9 (19.10)	3.30
10	Learning experiences do not appeal to various categories of Social Studies students	1 (2.10)	2 (4.30)	32 (68.10)	12 (25.50)	1.83
11	Hypothesis formulation is consistent in gathering data in Social Studies.	24 (51.10)	7 (14.90)	4 (8.60)	12 (25.50)	3.00
12	Students are not encouraged to participate in seminars, conferences, workshops within and outside their classrooms	31 (66.00)	7 (14.90)	1 (2.10)	8 (17.00)	3.30
<b>D</b>	<b>Perception on Evaluation in Social</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>

Studies Curriculum						
13	The curriculum objectives and the content serve as the basis of evaluation in Social Studies	25 (53.20)	7 (14.90)	5 (10.60)	10 (21.30)	3.00
14	Evaluation data are not used in planning curriculum improvement in Social Studies	10 (21.30)	4 (8.50)	1 (2.10)	32 (68.10)	1.83
15	Evaluation includes classroom activities and field-trips.	32 (68.10)	6 (12.80)	1 (2.10)	8 (7.00)	3.32
16	Evaluation of affective domain is difficult in Social Studies. due to conventional approach used by the teachers	31 (66.00)	7 (14.90)	1 (2.10)	8 (17.00)	3.30

**Key:** Mean responses ranges from 0-1.0=Strongly disagree, 1.5-2.0= Disagree, 2.5-3.0=Agree, 3.5-4.0= Strongly agree (Mid-point=2.50)

Tables 4.3.1 and 4.3.2 reveal the perception of lecturers to Social Studies curriculum of full-time and part-time degree programme in the universities and affiliated colleges of education.

In evaluating a curriculum, it is essential to begin with objectives because the effectiveness of curriculum depends to a large extent on the objectives of the curriculum.

The lecturers perceived the objectives of the curriculum as effective. Items 1 and 3 attest to this with high mean scores of 3.73 and 3.50 respectively as responses of lecturers in the universities while that of colleges of education showed 3.30 and 3.13 respectively (above the mid-point of 2.50). The negatively worded items 2 and 4 recorded low mean scores of 1.27 and 1.96 (below the mid-point of 2.50) in affirmation of universities lecturers position on curriculum objectives as being effective, while the mean scores for the same items in colleges of education showed 1.89 and 1.72 respectively.

Concerning the content of the curriculum, which is the body of knowledge; skills principles, attitudes, feelings, norms and values presented to learners of which they are expected to interact for effective teaching/learning, lecturers in the universities and affiliated colleges of education perceived it to be effective as shown in the items 5, 7 with high mean scores of 3.77 and 3.73 as recorded for lecturers in the universities while their counterpart in the colleges of education responded with mean scores of 3.45 and 3.49 respectively which is above mid-point of 2.50 mean.

Items 6 was negatively worded and positively responded to with mean score 1.36 in the universities and 1.77 in the colleges. Respondents in the universities and affiliated colleges of education (lecturers') recorded low mean scores of 2.00 and 1.83 respectively to express their position on content of curriculum not too wide in relation to time allotted for part-time degree programme in the institutions under study. On the issue of learning experiences of the curriculum, there are series of teaching/learning activities in which learners are expected to engage for meaningful learning of the content for the achievement of the curriculum objectives. The mean scores of 3.64 and 3.20 for items 9 and 11 respectively recorded for the responses of the universities lecturers signified effectiveness of this element of the curriculum while the responses of the lecturers in colleges of education on these items with high mean scores of 3.30 and 3.00 affirm this. Responses of universities lecturers to negatively worded item 12 with mean scores of 3.91 and 3.30 for the responses of lecturers of colleges of education respectively showed defect in this element of the curriculum.

As regards evaluation of the curriculum, this is a process of determining whether the stated curriculum outcomes have been realized or not and the extent to which they have been realized or failed to be realized. Lecturers in the universities and colleges of education responded positively with high mean scores indicating effectiveness of the Social Studies curriculum. A notable area of ineffectiveness is the evaluation of affective domain, since the societal values and other social behaviours embodied in Social Studies curriculum hardly lend themselves to the conventional evaluation procedures that teachers were more conversant with as written in the item 16 with lecturers responses having high mean scores of 3.46 and 3.30 in the universities and colleges of education.

**Table 4.3.3: Full-time Universities Students' Perception of Social Studies Curriculum at Bachelor Degree Level.**

**SA = Strongly Agree - 4, A = Agree – 3, SD = Strongly Disagree – 2, D = Disagree.**

<b>A</b>	<b>Perception of Social Studies Curriculum Objectives at the Bachelor Degree level</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
1	Production of professionally equipped teachers is achievable in Social Studies	49 (44.50)	61 (55.50)	-	-	3.45
2	Interdisciplinary objective is inappropriate in Social Studies	-	-	49 (44.50)	61 (55.50)	1.45
3	Production of teachers with a variety of teaching methods is relevant	-	110 (100)	-	-	3.00
4	To produce teachers for postgraduate programme is not achievable in Social Studies	-	-	110 (100)	-	2.00
<b>B</b>	<b>Perception of Content of Social Studies Curriculum at Bachelor Degree level</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
5	Knowledge acquired in Social Studies is applicable to real life situation	61 (55.50)	49 (44.50)	-	-	3.55
6	“Thematic Approach” as the basis for selecting Social Studies Curriculum Content is not appropriate	-	-	49 (44.50)	61 (55.50)	1.45
7	Spiral structure of Social Studies curriculum made it to be consistent in teaching and learning	110 (100)	-	-	-	4.00
8	The content of the curriculum of part-time degree in colleges of education is too wide	-	-	110 (100)	-	2.00
<b>C</b>	<b>Perception of Learning Experience in Social Studies Curriculum</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
9	Classroom activities of the curriculum involve making decision about Social affairs	61 (55.50)	49 (44.50)	-	-	3.55
10	Learning experiences do not appeal to various categories of Social Studies students	-	-	49 (44.50)	61 (55.50)	1.44
11	Hypothesis formulation is consistent in gathering data in Social Studies.	-	-	49 (44.50)	61 (55.50)	1.44
12	Students are not encouraged to participate in seminars, conferences, workshops within and outside their classrooms	-	110 (100)	-	-	3.00

<b>D</b>	<b>Perception on Evaluation in Social Studies Curriculum</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
13	The curriculum objectives and the content serve as the basis of evaluation in Social Studies	110 (100)	-	-	-	4.00
14	Evaluation data are not used in planning curriculum improvement in Social Studies	-	-	110 (100)	-	2.00
15	Evaluation includes classroom activities and field-trips.	61 (55.50)	49 (44.50)	-	-	3.55
16	Evaluation of affective domain is difficult in Social Studies. due to conventional approach used by the teachers	110 (100)	-	-	-	4.00

**Key:** Mean responses ranges from 0-1.0=Strongly disagree, 1.5-2.0= Disagree, 2.5-3.0=Agree, 3.5-4.0= Strongly agree (Mid-point=2.50)

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**Table 4.3.4: Full-time Colleges of Education Students' Perception of Social Studies Curriculum at Bachelor Degree Level.**

SA = Strongly Agree - 4, A = Agree – 3, SD = Strongly Disagree – 2, D = Disagree-1

<b>A</b>	<b>Perception of Social Studies Curriculum Objectives at the Bachelor Degree level</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
1	Production of professionally equipped teachers is achievable in Social Studies	96 (50.50)	94 (49.50)	-	-	3.50
2	Interdisciplinary objective is inappropriate in Social Studies	-	94 (49.50)	58 (30.50)	38 (20.00)	2.29
3	Production of teachers with a variety of teaching methods is relevant	98 (51.60)	92 (48.40)	-	-	3.51
4	To produce teachers for postgraduate programme is not achievable in Social Studies	53 (27.90)	-	58 (30.50)	79 (41.60)	2.14
<b>B</b>	<b>Perception of Content of Social Studies Curriculum at Bachelor Degree level</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
5	Knowledge acquired in Social Studies is applicable to real life situation	150 (78.90)	40 (21.10)	-	-	3.79
6	“Thematic Approach” as the basis for selecting Social Studies Curriculum Content is not appropriate	40 (21.10)	-	58 (30.50)	92 (48.40)	1.93
7	Spiral structure of Social Studies curriculum made it to be consistent in teaching and learning	-	62 (32.60)	58 (30.50)	70 (36.80)	1.95
8	The content of the curriculum of part-time degree in colleges of education is too wide	-	53 (27.90)	136 (71.60)	1 (0.50)	2.27
<b>C</b>	<b>Perception of Learning Experience in Social Studies Curriculum</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
9	Classroom activities of the curriculum involve making decision about Social affairs	150 (78.90)	40 (21.10)	-	-	3.79
10	Learning experiences do not appeal to various categories of Social Studies students	-	-	80 (42.10)	110 (57.90)	1.42
11	Hypothesis formulation is consistent in gathering data in Social Studies.	-	80 (42.10)	58 (30.50)	52 (27.40)	2.14
12	Students are not encouraged to participate in seminars, conferences, workshops within and outside their classrooms	41 (21.60)	91 (47.90)	58 (30.50)	-	2.91
<b>D</b>	<b>Perception on Evaluation in Social Studies Curriculum</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
13	The curriculum objectives and the content serve as the basis of evaluation in Social Studies	139 (73.20)	51 (26.80)	-	-	3.73
14	Evaluation data are not used in planning curriculum improvement in Social Studies	-	51 (26.80)	58 (30.50)	81 (42.60)	1.84



15	Evaluation includes classroom activities and field-trips.	149 (78.40)	41 (21.60)	-	-	3.43
16	Evaluation of affective domain is difficult in Social Studies. due to conventional approach used by the teachers	150 (78.90)	40 (21.10)	-	-	3.79

**Key:** Mean responses ranges from 0-1.0=Strongly disagree, 1.5-2.0= Disagree, 2.5-3.0=Agree, 3.5-4.0= Strongly agree (Mid-point=2.50)

Tables 4.3.3 and 4.3.4 reveal the Perception of full-time students of the universities and colleges of education on the effectiveness of Social Studies curriculum objectives, content, learning experiences and evaluation.

High mean scores 3.45 and 3.00 recorded for the positively worded items 1 and 3, low mean scores 1.45 and 2.00 for the negatively worded items 2 and 4 as shown in table 4.3.3 are indication of effectiveness of the objectives of the curriculum. On account of content of the curriculum, full-time students in the institutions perceived it to be effective. Responses of full-time students on items 6 and 7 with mean scores 1.45 and 4.00 respectively signified this. Full-time students in the two institutions (Universities & Colleges of Education) responded with low mean scores (2.00 & 2.27) corroborates effectiveness of the content of the curriculum for not being too wide in relation to time allotted for part-time degree programme.

A negatively worded item 12 with mean score of 3.00 and 2.91 (above the mid-point 2.50) showed negative perception of the students as they were not encouraged to participate in activities such as seminars, conferences and workshops especially in colleges of education.

Full-time students in the universities and colleges of education responded on ineffectiveness in the evaluation of affective domain that is yet to be integrated into conventional evaluation procedures that students / teachers are more conversant with high mean score of 4.00 and 3.79 in item 16 affirmed this.

**Table 4.3.5: Part-time Universities Students' Perception of Social Studies Curriculum at Bachelor Degree Level.**

**SA = Strongly Agree - 4, A= Agree – 3, SD = Strongly Disagree – 2, D = Disagree-1**

<b>A</b>	<b>Perception of Social Studies Curriculum Objectives at the Bachelor Degree level</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>	
1	Production of professionally equipped teachers is achievable in Social Studies		54 (45.00)	-	-	3.55	
2	Interdisciplinary objective is inappropriate in Social Studies		-	54 (45.00)	66 (55.00)	1.45	
3	Production of teachers with a variety of teaching methods is relevant		120 (100)	-	-	3.00	
4	To produce teachers for postgraduate programme is not achievable in Social Studies		-	120 (100)	-	2.00	
<b>B</b>	<b>Perception of Content of Social Studies Curriculum at Bachelor Degree level</b>		<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>	
5	Knowledge acquired in Social Studies is applicable to real life situation		66 (55.00)	-	-	3.45	
6	“Thematic Approach” as the basis for selecting Social Studies Curriculum Content is not appropriate		-	66 (55.0)	54 (45.00)	1.55	
7	Spiral structure of Social Studies curriculum made it to be consistent in teaching and learning		-	-	-	4.00	
8	The content of the curriculum of part-time degree in colleges of education is too wide		-	-	-	4.00	
<b>C</b>	<b>Perception of Learning Experience in Social Studies Curriculum</b>		<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
9	Classroom activities of the curriculum involve making decision about Social affairs		54 (45.00)	66 (55.00)	-	-	3.45
10	Learning experiences do not appeal to various categories of Social Studies students		66 (55.0)	54 (45.00)	-	-	3.55
11	Hypothesis formulation is consistent in gathering data in Social Studies.		66 (55.0)	54 (45.00)	-	-	3.55
12	Students are not encouraged to participate in seminars, conferences, workshops within and outside their classrooms		-	120 (100)	-	-	3.00

<b>D</b>	<b>Perception on Evaluation in Social Studies Curriculum</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
13	The curriculum objectives and the content serve as the basis of evaluation in Social Studies	120 (100)	-	-	-	4.00
14	Evaluation data are not used in planning curriculum improvement in Social Studies	-	-	120 (100)	-	2.00
15	Evaluation includes classroom activities and field-trips.	54 (45.00)	66 (55.00)	-	-	3.45
16	Evaluation of affective domain is difficult in Social Studies. due to conventional approach used by the teachers	117 (97.50)	3 (2.50)	-	-	3.98

**Key:** Mean responses ranges from 0-1.0=Strongly disagree, 1.5-2.0= Disagree, 2.5-3.0=Agree, 3.5-4.0= Strongly agree (Mid-point=2.50)

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**Table 4.3.6: Part-time Colleges of Education Students' Perception of Social Studies Curriculum at Bachelor Degree Level**

SA = Strongly Agree - 4, A = Agree – 3, SD = Strongly Disagree – 2, D = Disagree-1

<b>A</b>	<b>Perception of Social Studies Curriculum Objectives at the Bachelor Degree level</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
1	Production of professionally equipped teachers is achievable in Social Studies		138 (52.10)	-	-	3.48
2	Interdisciplinary objective is inappropriate in Social Studies		137 (51.70)	43 (16.20)	84 (31.70)	2.21
3	Production of teachers with a variety of teaching methods is relevant		211 (79.60)	-	-	3.20
4	To produce teachers for postgraduate programme is not achievable in Social Studies		43 (16.20)	182 (68.70)	40 (15.10)	2.01
<b>B</b>	<b>Perception of Content of Social Studies Curriculum at Bachelor Degree level</b>		<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
5	Knowledge acquired in Social Studies is applicable to real life situation		149 (56.20)	-	-	3.44
6	“Thematic Approach” as the basis for selecting Social Studies Curriculum Content is not appropriate		138 (52.10)	43 (16.20)	84 (31.70)	2.20
7	Spiral structure of Social Studies curriculum made it to be consistent in teaching and learning		91 (34.30)	43 (16.20)	-	3.33
8	The content of the curriculum of part-time degree in colleges of education is too wide		104 (39.20)	-	1 (0.40)	3.60
<b>C</b>	<b>Perception of Learning Experience in Social Studies Curriculum</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
9	Classroom activities of the curriculum involve making decision about Social affairs	115 (43.40)	150 (56.60)	-	-	3.43
10	Learning experiences do not appeal to various categories of Social Studies students	155 (58.50)	110 (41.50)	-	-	3.58
11	Hypothesis formulation is consistent in gathering data in Social Studies.	-	110 (41.50)	43 (16.20)	112 (42.30)	2.00
12	Students are not encouraged to participate in seminars, conferences, workshops within and outside their classrooms	11 (4.20)	211 (79.60)	43 (16.20)	-	2.88
<b>D</b>	<b>Perception on Evaluation in Social Studies Curriculum</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>Mean</b>
13	The curriculum objectives and the content serve as the basis of evaluation in Social Studies	161 (60.80)	104 (39.20)	-	-	3.61
14	Evaluation data are not used in planning curriculum improvement in Social Studies	-	103 (38.90)	43 (16.20)	119 (44.90)	1.94

15	Evaluation includes classroom activities and field-trips.	112 (42.30)	153 (57.70)	-	-	3.42
16	Evaluation of affective domain is difficult in Social Studies. due to conventional approach used by the teachers	182 (68.70)	83 (31.30)	-	-	3.69

**Key:** Mean responses ranges from 0-1.0=Strongly disagree, 1.5-2.0= Disagree, 2.5-3.0=Agree, 3.5-4.0= Strongly agree (Mid-point=2.50)

Table 4.3.5 & 4.3.6 reveal the perception of part-time students of the universities and the affiliated colleges of education on the effectiveness of Social Studies curriculum objectives, content, learning experience and evaluation.

Part-time students of the universities responded positively to items 1 and 3 with high mean scores of 3.55 and 3.00 respectively (above the mid-point of 2.50) in support of effectiveness of curriculum objective. However, the mean scores 1.45 and 2.00 of items 2 and 4 that were negatively worded was also an affirmation of the objectives of the curriculum being effective.

The opinion of the part-time students in colleges of education on items 1 and 3 were expressed with high mean scores of 3.48 and 3.20 respectively in favour of effectiveness of curriculum objective.

Items 2 and 4 that were negatively worded also attended to by the Part-Time students with Low mean scores of 2.21 and 2.01 which signified their support for the effectiveness of curriculum objective in the colleges of education.

The content of the curriculum as perceived by the students of the universities under study were expressed with mean scores 3.45 and 4.00 for positively worded items 5 and 7 which is above mid-point of 2.50 in support of effectiveness of the content of the curriculum. Low mean score of 1.55 negatively worded item 6 also signified effectiveness of the curriculum content. Part-time students in colleges of education under study also expressed their opinion in favour of content of the curriculum as being effective. High mean scores in item 5 and 7 attest to this.

However, part-time students in the two institutions were indifferent to the content of the curriculum as being too wide compared with the time allowed for Bachelor degree programme. This is revealed in item 8 with mean score of 4.00 and 3.60 for the universities and colleges of education respectively. On learning experiences aspect of the curriculum, a negatively worded item 12 with mean scores of 3.00 and 2.88 (above mid-point of 2.50) as

responses of part-time students in the universities and colleges of education respectively showed negative perception of the students as they were not encouraged to participate in activities such as seminars, conferences and workshops.

On evaluation aspect of the curriculum, responses to items in the questionnaire by part-time students in the institutions under study showed effectiveness of the curriculum. A notable area of ineffectiveness is the evaluation of effective domain, since the societal values and others social behaviours emphasized in Social Studies curriculum hardly lend themselves to the conventional evaluative procedures that teachers were more conversant with as written in item 16 with students responses having high mean scores of 3.98 and 3.69 for students in universities and affiliated colleges of education respectively.

**Table 4.3.7: Summary of Perception of Lecturers and Students on Objectives, Content, Learning Experiences and Evaluation.**

Stakeholders	Institutions	
	Colleges of Education	Universities
	$\bar{x}$	$\bar{x}$
Lecturers	2.80	3.02
Students	2.96	3.21

Average grand mean ( $\bar{x}$ ) = 2.00

From the table 4.3.7, Lecturers and students in the universities have higher perception of the effectiveness of the objectives, content, learning experiences and evaluation Social Studies curriculum with mean scores of  $\bar{x}$  = 3.02 and  $\bar{x}$  = 3.21 respectively compared with their counterparts in the Colleges of Education with mean scores of  $\bar{x}$  = 2.96 and  $\bar{x}$  = 2.80 respectively.

However, the responses of the universities and colleges of education lecturers and students did not fall below the average grand mean score of  $\bar{x}$  = 2.00. This showed the effectiveness of basic elements of the Social Studies curriculum (objectives, content, learning experiences and evaluation procedure) at Bachelor degree level in the universities and affiliated colleges of education in the Southwestern Nigeria.

**Research Question 4:** What methods do teachers adopt in teaching of Social Studies?

Table 4.4.1: Methods adopted by the lecturers in the teaching of Social Studies in the universities at bachelor degree level.

		<b>VO</b>	<b>O</b>	<b>R</b>	<b>N</b>	<b>MEAN</b>
1	Inquiry method / questioning and project techniques	3 (13.6)	8 (36.4)	10 (45.5)	1 (4.5)	$\bar{x} = 2.59$
2	Discussion method / small group discussion and debate technique	11 (50)	10 (45.5)	1 (4.5)	-	$\bar{x} = 3.45$
3	Field trip method / outdoor experience and excursion technique	-	12 (54.6)	5 (22.7)	5 (22.7)	$\bar{x} = 2.32$
4	Activity method / role-playing and dramatization techniques	-	11 (50)	11 (50)	-	$\bar{x} = 2.45$
5	Project method / simulation technique	6 (27.2)	8 (36.4)	8 (36.4)	-	$\bar{x} = 2.90$
6	Expository method / content transmission technique	-	1 (4.5)	11 (50)	10 (45.5)	$\bar{x} = 1.59$
7	Lecture method / chalk and talk technique	11 (50)	10 (45.5)	1 (4.5)	-	$\bar{x} = 3.45$
8	Lecture method / discussion	19 (86.4)	3 (13.6)	-	-	$\bar{x} = 3.86$
9	The use of continuous assessment to examine the performance of students	16 (72.7)	5 (22.7)	1 (4.5)	-	$\bar{x} = 3.68$
10	I encourage evaluation based on individual students project / assignment	16 (72.7)	5 (22.7)	1 (4.5)	-	$\bar{x} = 3.68$

Key: Mean response ranges from 0.00-1.0=Never, 1.5-2.0=Rarely, 2.5-3.0=Often, 3.5-4.0=Very often

**Average grand mean**( $\bar{x}$ )= 3.00

From the table 4.4.1, it could be observed that discussion method, lecture method, the use of continuous assessment and their accompanied techniques in items 2, 3 & 8, recorded high mean scores of 3.45, 3.45, 3.86, respectively. (out of a maximum score of 4.0) for all the eight methods / techniques.

This shows that Social Studies lecturers still hold the opinion that these methods and techniques are better than other methods and techniques. It also lends credence to the findings of Motala (2009) that poor method of instruction is one of the bane of teaching effectiveness.

Field trips and activity methods / techniques in items 3 and 4 account for 2.32 and 2.45 mean scores respectively. This finding is in consonance with the finding of Odetoyinbo (2003) methods and techniques can lead to the development of process skills, scientific methods and attitudes in student teachers.

However, item 6 on expository method and item 8 on lecture method with their mean scores 1.59 and 3.86 respectively signifies that the two methods are often use in teaching of Social Studies in the universities.

The use of continuous assessment as found in item 9 with mean score of 3.68 (out maximum of 4.00) is in tune with Black and William (2011) assertion that continuous assessment is systematic, objective and comprehensive in teaching and learning.

Record also showed high mean score of 3.68 as response of universities lecturers to item 10 on the use of project method which is an indication that Social Studies students are motivated to explore and develop their inquisitive nature in learning.

**Table 4.4.2: Methods adopted by the lecturers in the teaching of Social Studies in the colleges of education at bachelor degree level.**

		VO	O	R	N	MEAN
1	Inquiry method / questioning and project techniques	7 (14.9)	13 (27.7)	24 (51.1)	3 (6.4)	$\bar{x} = 2.51$
2	Discussion method / small group discussion and debate technique	24 (51.1)	20 (42.6)	3 (6.3)	-	$\bar{x} = 3.45$
3	Field trip method / outdoor experience and excursion technique	-	25 (53.2)	11 (23.4)	11 (23.4)	$\bar{x} = 2.76$
4	Activity method / role-playing and dramatization techniques	-	24 (51.1)	23 (48.9)	-	$\bar{x} = 2.51$
5	Project method / simulation technique	13 (27.6)	17 (36.2)	17 (36.2)	-	$\bar{x} = 2.91$
6	Expository method / content transmission technique	-	3 (6.3)	24 (51.1)	20 (42.6)	$\bar{x} = 1.64$
7	Lecture method / chalk and talk technique	24 (51.1)	20 (42.6)	3 (6.3)	-	$\bar{x} = 3.45$
8	Lecture method / discussion	40 (85.1)	7 (14.3)	-	-	$\bar{x} = 3.89$
9	The use of continuous assessment to examine the performance of students	34 (72.3)	10 (21.3)	3 (6.3)	-	$\bar{x} = 3.66$
10	I encourage evaluation based on individual students project / assignment	34 (72.3)	10 (21.3)	3 (6.3)	-	$\bar{x} = 3.66$

Key: Mean response ranges from 0.00-1.0=Never, 1.5-2.0=Rarely, 2.5-3.0=Often, 3.5-4.0=Very often

**Average grand mean = 3.04**

From table 4.4.2, it could be observed that items 2 on discussion method, 7 and 8 on lecture methods showed high mean scores of 3.45, 3.45 and 3.89 respectively as an indication that lecturers in colleges of education used lecture and discussion methods very often as



against Kelly (1991) who believed that knowledge is not something that can be simply given by teacher at the front of the classroom to the students.

However, responses of lecturers to items 9 and 10 on the use of continuous assessment in teaching / learning showed high mean scores of 3.66 and 3.66 respectively which Fraser (2010) identified to make the learner a better learner .

Responses to items 1, 3, 4 and 5 with high mean scores between 2.51 – 2.91 (out of maximum score of 4.00) revealed that lecturers made use of inquiry, field trip, activity and project methods in teaching and learning of Social Studies in colleges of education.

The mean score for the item 6 on expository method was 1.64 below the average mean score of 2.00. This showed that large number of lecturers were not using expository method in teaching of Social Studies in colleges of education.

**Research Question 5:** What is the level of:

- (a) Availability
- (b) Adequacy
- (c) Utilization of Social Studies curriculum resources?

**Table 4.5.1: Universities Lecturers' Perception on Availability, Adequacy and Utilization of Instructional Materials.**

A	Materials	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequently	Occasionally	Never
1	Whiteboard	22 (100)	-	19 (86.40)	3 (13.60)	18 (81.80)	4 (18.20)	-
2	Boardmarker	18 (81.8)	4 (18.2)	18 (81.80)	4 (18.20)	18 (81.8)	4 (18.20)	-
3	Social Studies textbooks	22 (100)	-	20 (90.90)	2 (9.10)	5 (22.70)	17 (77.30)	-
4	Wall Maps	22 (100)	-	22 (100)	-	-	15 (68.20)	7 (31.80)
5	The Atlas	19 (86.40)	3 (13.6)	19 (86.40)	3 (13.60)	3 (13.60)	16 (72.70)	3 (13.60)
6	Posters /pictures	17 (77.30)	5 (22.7)	-	-	2 (9.10)	17 (77.30)	3 (13.60)
7	Charts	22 (100)	-	22 (100)	-	-	22 (100)	-
8	The globe	22 (100)	-	22 (100)	-	-	22 (100)	-
9	Magazines, Journals and Newspapers	22 (100)	-	18 (81.80)	4 (18.20)	22 (100)	-	-

Average grand mean  $\bar{x} = 1.06$   $\bar{x} = 1.21$   $\bar{x} = 1.21$

**Key:** Utilization (Mean response ranging from 0-1.0=never, 1.5-2.0=occasionally, 2.5-3.0=frequently); Adequacy (Mean response ranging from 0-1.0=not adequate, 1.5-2.0=adequate); Availability (Mean response ranging from 0-1.0=not available, 1.5-2.0=available)

B	Settings	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequently	Occasionally	Never
10	Lecture room	22 (100)	-	19 (86.40)	3 (13.60)	22 (100)	-	-
11	Auditorium	22 (100)	-	10 (45.50)	12 (54.50)	22 (100)	-	-
12	Library	22 (100)	-	-	22 (100)	15 (68.20)	7 (31.80)	-

13	Social Studies room	20 (90.90)	2 (9.10)	-	-	-	-	-
14	Lecturer's office	22 (100)	-	10 (45.50)	12 (54.50)	-	-	-

Average grand mean  $\bar{x} = 1.90$   $\bar{x} = 1.50$   $\bar{x} = 1.81$

**Key: Utilization** (Mean response ranging from 0-1.0=never, 1.5-2.0=occasionally, 2.5-3.0=frequently); **Adequacy** (Mean response ranging from 0-1.0=not adequate, 1.5-2.0=adequate); **Availability** (Mean response ranging from 0-1.0=not available, 1.5-2.0=available)

C	Equipments	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequently	Occasionally	Never
15	Public address system (Megaphone)	16 (72.70)	6 (27.30)	16 (72.70)	6 (27.30)	16 (72.70)	6 (27.30)	-
16	Computer and its accessories	22 (100)	-	22 (100)	-	22 (100)	-	-
17	Slide projectors	22 (100)	-	22 (100)	-	-	22 (100)	-
18	Filmstrip projectors	22 (100)	-	22 (100)	-	-	22 (100)	-
19	Radio / Tape Recorders	22 (100)	-	-	-	-	10 (45.50)	12 (54.50)
20	Television sets	22 (100)	-	22 (100)	-	-	22 (100)	-
21	Video recorders	22 (100)	-	22 (100)	-	-	22 (100)	-
22	Camera	22 (100)	-	22 (100)	-	-	22 (100)	-

Average grand mean  $\bar{x} = 1.59$   $\bar{x} = 1.51$   $\bar{x} = 1.58$

**Key: Utilization** (Mean response ranging from 0-1.0=never, 1.5-2.0=occasionally, 2.5-3.0=frequently); **Adequacy** (Mean response ranging from 0-1.0=not adequate, 1.5-2.0=adequate); **Availability** (Mean response ranging from 0-1.0=not available, 1.5-2.0=available)

It could be observed from table 4.5.1 that the average grand mean of the responses of the lecturers in the universities on availability of Social Studies teaching materials is  $\bar{x} = 1.06$  out of maximum average grand mean of  $\bar{x} = 2.00$  in items 1 – 9. This implies that the materials available for teaching of Social Studies is not sufficient. On adequacy of the available materials, the average grand mean of  $\bar{x} = 1.21$  is evident that the available materials

were not adequate while the average grand mean of  $\bar{x} = 1.21$  as expressed by the universities lecturers on utilization of the available resources listed in items 1.9.

On structural resource (Settings) record showed average grand mean  $\bar{x} = 1.90$  on availability of items 10 – 14  $\bar{x} = 1.50$  and  $\bar{x} = 1.81$  for adequacy and utilization respectively. It is observed that the structural materials listed in items 10 – 14 were available and utilized while adequacy of the items were not below the bench mark of 1.5 mean score.

As regards teaching and learning equipments listed in items 15 – 22. Records showed appreciable availability=1.59, adequacy=1.51 and utilization=1.58 of the equipments by the lecturers in the universities under study since the mean did not fall below the bench mark of mean score of 1.50.

**Table 4.5.2: Colleges of Education Lecturers' Perception on Availability, Adequacy and Utilization of Instructional Materials.**

A	Materials	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequent ly	Occasional ly	Never
1	Whiteboard	47 (100)	-	42 (89.40)	5 (10.60)	42 (89.40)	5 (10.60)	-
2	Boardmarker	40 (85.10)	7 (14.9)	40 (85.10)	7 (14.90)	40 (85.10)	7 (14.90)	-
3	Social Studies textbooks	47 (100)	-	44 (93.60)	3 (6.4)	44 (93.60)	-	3 (6.40)
4	Wall Maps	47 (100)	-	47 (100)	-	-	29 (61.70)	18 (38.30)
5	The Atlas	41 (87.20)	6 (12.8)	41 (87.20)	6 (12.80)	-	41 (87.20)	6 (12.80)
6	Posters /pictures	38 (80.90)	9 (19.1)	34 (72.30)	13 (27.70)	-	38 (80.90)	9 (19.10)
7	Charts	47 (100)	-	47 (100)	-	-	-	-
8	The globe	47 (100)	-	47 (100)	-	-	-	-
9	Magazines, Journals and Newspapers	47 (100)	-	41 (87.20)	6 (12.8)	47 (100)	-	-

**Average grand mean**  $\bar{x} = 1.70$   $\bar{x} = 1.12$   $\bar{x} = 1.40$

**Key:** Utilization (Mean response ranging from 0-1.0=never, 1.5-2.0=occasionally, 2.5-3.0=frequently); Adequacy (Mean response ranging from 0-1.0=not adequate, 1.5-2.0=adequate); Availability (Mean response ranging from 0-1.0=not available, 1.5-2.0=available)

B	Settings	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequent ly	Occasional ly	Never
10	Lecture room	47 (100)	-	42 (89.40)	5 (10.60)	47 (100)	-	-
11	Auditorium	47 (100)	-	23 (48.9)	24 (51.00)	47 (100)	-	-
12	Library	47 (100)	-	-	47 (100)	38 (80.80)	9 (19.20)	-
13	Social Studies room	43 (85.10)	4 (14.9)	32 (68.10)	15 (31.9)	25 (53.20)	20 (46.80)	-
14	Lecturer's office	47 (100)	-	-	47 (100)	47 (100)	-	-

Average grand mean  $\bar{x} = 1.97$   $\bar{x} = 1.70$   $\bar{x} = 1.85$

**Key:** Utilization (Mean response ranging from 0-1.0=never, 1.5-2.0=occasionally, 2.5-3.0=frequently); Adequacy (Mean response ranging from 0-1.0=not adequate, 1.5-2.0=adequate); Availability (Mean response ranging from 0-1.0=not available, 1.5-2.0=available)

C	Equipments	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequent ly	Occasional ly	Never
15	Public address system (Megaphone)	35 (74.50)	12 (25.50)	35 (74.50)	12 (25.50)	27 (57.40)	20 (42.60)	-
16	Computer and its accessories	47 (100)	-	47 (100)	-	47 (100)	-	-
17	Slide projectors	47 (100)	-	47 (100)	-	-	47 (100)	-
18	Filmstrip projectors	47 (100)	-	47 (100)	-	-	47 (100)	-
19	Radio / Tape Recorders	47 (100)	-	-	-	-	47 (100)	-
20	Television sets	47 (100)	-	47 (100)	-	-	47 (100)	-
21	Video recorders	47 (100)	-	-	-	-	47 (100)	-
22	Camera	47 (100)	-	47 (100)	-	-	47 (100)	-

Average grand mean  $\bar{x} = 1.57$   $\bar{x} = 1.57$   $\bar{x} = 1.99$

**Key:** Utilization (Mean response ranging from 0-1.0=never, 1.5-2.0=occasionally, 2.5-3.0=frequently); Adequacy (Mean response ranging from 0-1.0=not adequate, 1.5-2.0=adequate); Availability (Mean response ranging from 0-1.0=not available, 1.5-2.0=available)

It could be observed that the average grand mean for the responses of colleges of education lecturers on availability of materials for teaching of Social Studies is  $\bar{x} = 1.90$ , adequacy and utilization have record of  $\bar{x} = 1.12$  and  $\bar{x} = 1.40$  respectively that showed high level of availability, adequacy and utilization of items 1 – 9.

Concerning the structural facilities (settings), it could be observed that the average grand mean on availability is  $\bar{x} = 1.97$ ,  $\bar{x} = 1.70$  for adequacy and  $\bar{x} = 1.85$  for utilization. This is an indication that Social Studies resources listed in items 10 – 14 are available, adequate and utilized since the mean score did not fall below the bench mark of 1.50.

On account of teaching equipments in the colleges of education under study, the average grand mean on availability of items 15 – 22 is  $\bar{x} = 1.57$ ,  $\bar{x} = 1.57$  for adequacy and  $\bar{x} = 1.99$  for utilization above the bench mark of 1.50.

The average grand mean scores recorded were above average of 1.50 and evident of appreciable level of availability, adequacy and utilization of equipments in teaching of Social Studies in the colleges of education.

**Table 4.5.3: Full-time Universities Students' Perception on Availability, Adequacy and Utilization of Instructional Materials.**

A	Materials	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequently	Occasionally	Never
1	Whiteboard	110 (100)	-	94 (85.5)	16 (14.5)	93 (84.5)	17 (15.5)	-
2	Boardmarker	92 (83.6)	18 (16.4)	92 (83.6)	18 (16.4)	92 (83.6)	18 (16.4)	-
3	Social Studies textbooks	110 (100)	-	102 (92.7)	08 (7.3)	40 (36.4)	70 (63.6)	-
4	Wall Maps	110 (100)	-	110 (100)	-	-	74 (67.3)	36 (32.7)
5	The Atlas	103 (93.6)	07 (6.4)	103 (93.6)	07 (6.4)	10 (9.1)	93 (84.5)	07 (6.4)
6	Posters/pictures	85 (77.3)	25 (22.7)	79 (71.8)	31 (28.2)	25 (22.7)	85 (77.3)	-
7	Charts	110 (100)	-	110 (100)	-	-	110 (100)	-
8	The globe	110 (100)	-	110 (100)	-	-	102 (92.7)	08 (7.3)
9	Magazines, Journals and Newspapers	110 (100)	-	94 (85.5)	16 (14.5)	110 (100)	-	-

Average grand mean  $\bar{x} = 1.95$

$\bar{x} = 1.90$

$\bar{x} = 1.56$

B	Settings	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequently	Occasionally	Never
10	Lecture room	110 (100)	-	100 (90.9)	10 (9.1)	110 (100)	-	-
11	Auditorium	110 (100)	-	54 (49.1)	56 (50.9)	110 (100)	-	-
12	Library	110 (100)	08 (7.3)	102 (92.7)	75 (68.2)	-	35 (31.8)	-
13	Social Studies room	110 (100)	-	95 (86.4)	15 (13.6)	70 (36.4)	40 (63.6)	-
14	Lecturer's office	110 (100)	-	08 (7.3)	102 (92.7)	110 (100)	-	-

Average grand mean  $\bar{x} = 1.98$

$\bar{x} = 1.48$

$\bar{x} = 2.86$

C	Equipments	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequently	Occasionally	Never
15	Public address system (Megaphone)	83 (75.00)	27 (24.50)	83 (75.50)	27 (24.50)	44 (40)	39 (35.50)	27 (24.50)
16	Computer and its accessories	110 (100)	-	110 (100)	-	110 (100)	-	-
17	Slide projectors	110 (100)	-	110 (100)	-	-	110 (100)	-
18	Filmstrip	110 (100)	-	110 (100)	-	-	110 (100)	-
19	Radio / Tape Recorders	110 (100)	-	110 (100)	-	-	52 (47.30)	58 (52.70)
20	Television sets	110 (100)	-	110 (100)	-	-	110 (100)	-
21	Video recorders	110 (100)	-	110 (100)	-	-	110 (100)	-
22	Camera	110 (100)	-	110 (100)	-	-	110 (100)	-

Average grand mean  $\bar{x} = 1.96$

$\bar{x} = 1.96$

$\bar{x} = 1.85$

**Key:** Utilization (Mean response ranging from 0-1.0=never, 1.5-2.0=occasionally, 2.5-3.0=frequently); Adequacy (Mean response ranging from 0-1.0=not adequate, 1.5-2.0=adequate); Availability (Mean response ranging from 0-1.0= not available, 1.5-2.0=available)

From the table 4.5.3, it could be observed that the responses of full-time students in the universities on availability  $\bar{x} = 1.95$ , adequacy is  $\bar{x} = 1.90$  and  $\bar{x} = 1.56$  for utilization which implies that the materials listed in items 1-9 are available, adequate and utilized in the universities under study.

On structural resource (settings), the average grand mean are  $\bar{x} = 1.98$ ,  $\bar{x} = 1.48$  and  $\bar{x} = 2.86$  on availability, adequacy and utilization respectively. It should be noted that the average grand mean of adequacy of resource fell below bench mark of 1.50, an indication of inadequacy of resource materials as listed in items 10 – 14. On equipments, records showed average grand mean of  $\bar{x} = 1.96$  on availability,  $\bar{x} = 1.96$  on adequacy and  $\bar{x} = 1.85$  on utilization. This is an evidence that the equipments for teaching and learning of Social Studies in the universities as listed in items 15 – 22 are available, adequate and utilized.

**Table 4.5.4: Full-time Colleges of Education Students’ Perception on Availability, Adequacy and Utilization of Instructional Materials.**

A	Materials	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequent ly	Occasio nally	Never
1	Whiteboard	190 (100)	-	160 (83.80)	30 (16.2)	163 (85.80)	27 (14.20)	-
2	Boardmarker	165 (86.80)	25 (13.20)	154 (81.10)	36 (18.9)	165 (86.80)	25 (13.20)	-
3	Social Studies textbooks	190 (100)	-	170 (89.50)	20 (10.5)	89 (46.80)	101 (53.20)	-
4	Wall Maps	190 (100)	-	190 (100)	-	-	106 (55.80)	84 (44.20)
5	The Atlas	172 (90.50)	18 (9.50)	172 (90.50)	18 (9.5)	8 (4.20)	170 (89.50)	12 (6.30)
6	Posters /pictures	150 (78.90)	30 (21.10)	100 (52.60)	90 (47.4)	149 (78.40)	21 (11.10)	20 (10.50)
7	Charts	190 (100)	-	190 (100)	-	76 (40)	114 (60)	-
8	The globe	190 (100)	-	190 (100)	-	8 (4.20)	182 (95.80)	-
9	Magazines, Journals and Newspapers	190 (100)	-	169 (88.9)	21 (11.1)	190 (100)	-	-
<b>Average grand mean</b>		$\bar{x} = 1.95$		$\bar{x} = 1.90$		$\bar{x} = 1.56$		



B	Settings	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequently	Occasionally	Never
10	Lecture room	190 (100)	-	168 (88.4)	22 (11.60)	190 (100)	-	-
11	Auditorium	190 (100)	-	132 (69.5)	58 (30.50)	190 (100)	-	-
12	Library	190 (100)	-	72 (37.9)	118 (62.1)	165 (86.80)	25 (13.20)	-
13	Social Studies room	175 (92.10)	15 (7.90)	152 (80)	23 (20)	115 (60.50)	75 (39.50)	-
14	Lecturer's office	190 (100)	-	10 (5.3)	180 (94.70)	190 (100)	-	-

$$\bar{x} = 1.98$$

$$\bar{x} = 1.48$$

$$\bar{x} = 1.86$$

C	Equipments	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequently	Occasionally	Never
15	Public address system (Megaphone)	145 (76.30)	45 (23.6)	145 (73.6)	45 (23.60)	81 (42.10)	64 (34.20)	45 (23.70)
16	Computer and its accessories	190 (100)	-	190 (100)	-	190 (100)	-	-
17	Slide projectors	190 (100)	-	190 (100)	-	-	190 (100)	-
18	Filmstrip projectors	190 (100)	-	190 (100)	-	-	190 (100)	-
19	Radio / Tape Recorders	190 (100)	-	190 (100)	-	-	88 (46.30)	102 (53.70)
20	Television sets	190 (100)	-	190 (100)	-	11 (5.80)	179 (94.20)	-
21	Video recorders	190 (100)	-	-	-	-	190 (100)	-
22	Camera	190 (100)	-	190 (100)	-	-	190 (100)	-

**Average grand mean**

$$\bar{x} = 1.96$$

$$\bar{x} = 1.96$$

$$\bar{x} = 1.85$$

**Key:** Utilization (Mean response ranging from 0-1.0=never, 1.5-2.0=occasionally, 2.5-3.0=frequently); Adequacy (Mean response ranging from 0-1.0=not adequate, 1.5-2.0=adequate); Availability (Mean response ranging from 0-1.0=not available, 1.5-2.0=available)

It could be observed from Table 4.5.4 that the average grand mean for the responses of full-time degree students in Social Studies showed  $\bar{x} = 1.95$ ,  $\bar{x} = 1.90$  and  $\bar{x} = 1.56$ . This implies that the materials listed in items 1 – 9 were available, adequate and utilized.

On structural resource (Settings)  $\bar{x} = 1.98$ ,  $\bar{x} = 1.48$  and  $\bar{x} = 1.86$  for availability, adequacy and utilization respectively. It should be noted here that adequacy recorded average grand mean score below the bench mark of 1.50 which is an indication of inadequacy of the resource.

As regards equipments, the average grand mean on availability, adequacy and utilization are  $\bar{x} = 1.96$ ,  $\bar{x} = 1.96$  and  $\bar{x} = 1.85$  respectively.

**Table 4.5.5: Part-time Universities Students' Perception on Availability, Adequacy and Utilization of Instructional Materials.**

A	Materials	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequent ly	Occasional ly	Never
1	Whiteboard	120 (100)	-	100 (83.3)	20 (16.7)	93 (22.5)	27 (77.5)	-
2	Boardmarker	98 (81.1)	28 (18.3)	98 (81.7)	22 (18.3)	98 (81.7)	22 (18.3)	-
3	Social Studies textbooks	120 (100)	-	107 (89.2)	12 (108)	40 (33.3)	80 (66.7)	-
4	Wall Maps	105 (87.5)	15 (12.5)	105 (87.5)	15 (12.5)	-	74 (61.7)	46 (38.3)
5	The Atlas	102 (85)	18 (15)	105 (87.5)	15 (12.5)	-	86 (71.7)	34
6	Posters /pictures	102 (85)	18 (15)	63 (52.5)	57 (47.5)	-	93 (77.5)	27 (22.5)
7	Charts	120 (100)	-	120 (100)	-	-	120 (100)	-
8	The globe	120 (100)	120 (100)	-	-	110 (92.5)	10 (7.5)	-
9	Magazines, Journals and Newspapers	115 (95.8)	5 (4.2)	110 (90.8)	5 (9.2)	108 (9.2)	7 (90.8)	-

**Average grand mean**

$$\bar{x} = 1.92$$

$$\bar{x} = 1.65$$

$$\bar{x} = 1.26$$

B	Settings	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequently	Occasionally	Never
10	Lecture room	120 (100)	-	95 (79.2)	25 (20.8)	120 (100)	-	-
11	Auditorium	120 (100)	-	60 (50)	60 (50)	120 (100)	-	-
12	Library	120 (100)	-	-	120 (100)	102 (85)	18 (15)	-
13	Social Studies room	107 (89.1)	13 (11.9)	98 (81.7)	22 (18.3)	70 (58.32)	37 (30.80)	-
14	Lecturer's office	120 (100)	-	-	120 (100)	120 (100)	-	-

Average grand mean

$$\bar{x} = 1.98$$

$$\bar{x} = 1.82$$

$$\bar{x} = 1.81$$

C	Equipments	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequently	Occasionally	Never
15	Computer and its accessories	92 (76.7)	28 (23.3)	-	-	64 (53.30)	28 (23.30)	28 (23.30)
16	Overhead project	120 (100)	-	120 (100)	-	120 (100)	-	-
17	Slide projector	120 (100)	-	-	-	-	120 (100)	-
18	Radio / Tape Recorders	120 (100)	-	-	-	-	58 (48.30)	62 (51.70)
19	Television sets	120 (100)	-	120	-	-	120 (100)	-
20	Video recorders	120 (100)	-	-	-	-	120 (100)	-
21	Camera	120 (100)	-	120	-	-	120 (100)	-

Average grand mean

$$\bar{x} = 1.97$$

$$\bar{x} = 1.97$$

$$\bar{x} = 1.44$$

**Key:** Utilization (Mean response ranging from 0-1.0=never, 1.5-2.0=occasionally, 2.5-3.0=frequently); Adequacy (Mean response ranging from 0-1.0=not adequate, 1.5-2.0=adequate); Availability (Mean response ranging from 0-1.0= not available, 1.5-2.0=available)

It could be observed from Table 4.5.5 that the average grand mean of the responses of the part-time degree students of the universities on availability, adequacy of the Social Studies teaching materials listed in items 1-9 are  $\bar{x} = 1.92$  and  $\bar{x} = 1.65$  respectively. This

implies the materials are available and adequate since the mean scores are higher than the mid-point of 1.50.

Utilization however recorded low level with average grand mean of 1.26 which is below the bench mark of 1.50. As regards the structural resources (settings)  $\bar{x} = 1.98$ , 1.82 and 1.81 were the average grand mean for the availability adequacy and utilization of the resources listed in items 10 – 14 and this is above the mid-point of 1.50. On account of equipments, records on availability and adequacy showed  $\bar{x} = 1.97$  and  $\bar{x} = 1.97$  average grand mean which is above the bench mark of 1.50. However the utilization of the equipments is below the bench mark of 1.50 with average grand mean of  $\bar{x} = 1.44$ .

**Table 4.5.6: Part-time Colleges of Education Students' Perception on Availability, Adequacy and Utilization of Instructional Materials.**

A	Materials	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequently	Occasionally	Never
1	Whiteboard	265 (100)	-	230 (86.8)	35 (13.20)	231 (87.20)	34 (12.80)	-
2	Boardmarker	225 (84.90)	40 (15.10)	225 (84.9)	40 (15.1)	225 (84.90)	40 (15.10)	-
3	Social Studies textbooks	265 (100)	-	241 (90.9)	24 (9.10)	68 (25.70)	197 (74.30)	-
4	Wall Maps	265 (110)	-	265 (100)	-	-	199 (75.10)	66 (24.90)
5	The Atlas	240 (90.60)	25 (9.40)	240 (90.6)	25 (9.40)	25 (9.40)	200 (75.50)	40 (15.10)
6	Posters /pictures	197 (74.30)	68 (25.70)	178 (57.2)	87 (32.8)	35 (13.20)	197 (74.30)	33 (12.50)
7	Charts	265 (100)	-	265 (100)	-	68 (25.70)	197 (74.30)	-
8	The globe	265 (100)	-	265 (100)	-	68 (25.70)	197 (74.30)	-
9	Magazines, Journals and Newspapers	265 (100)	-	-	-	265 (100)	-	-

Average grand mean  $\bar{x} = 1.94$   $\bar{x} = 1.89$   $\bar{x} = 1.86$

**Key:** Utilization (Mean response ranging from 0-1.0=never, 1.5-2.0=occasionally, 2.5-3.0=frequently); Adequacy (Mean response ranging from 0-1.0=not adequate, 1.5-2.0=adequate); Availability (Mean response ranging from 0-1.0=not available, 1.5-2.0=available)

B	Settings	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequently	Occasionally	Never
10	Lecture room	265 (100)	-	240 (90.60)	25 (9.40)	265 (100)	-	-
11	Auditorium	265 (100)	-	130 (49.10)	135 (50.90)	265 (100)	-	-
12	Library	265 (100)	-	-	265 (100)	199 (75.10)	66 (24.90)	-
13	Social Studies room	241 (90)	24 (9.10)	207 (78.10)	58 (21.90)	159 (60)	102 (38.50)	4 (1.50)
14	Lecturer's office	265 (100)	-	15 (5.70)	250 (94.3)	265 (100)	-	-

Average grand mean  $\bar{x} = 1.71$   $\bar{x} = 1.45$   $\bar{x} = 1.81$

C	Equipments	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequently	Occasionally	Never
15	Public address system (Megaphone)	195 (73.60)	70 (26.40)	195 (73.6)	70 (26.40)	128 (48.30)	67 (25.30)	70 (26.40)
16	Computer and its accessories	265 (100)	-	265 (100)	-	-	265 (100)	-
17	Slide projectors	265 (100)	-	265 (100)	-	-	265 (100)	-
28	Filmstrip projectors	265 (100)	-	265 (100)	-	-	265 (100)	-
19	Radio / Tape Recorders	265 (100)	-	265 (100)	-	-	124 (46.80)	141 (53.20)
20	Television sets	265 (100)	-	265 (100)	-	-	265 (100)	-
21	Video recorders	265 (100)	-	265 (100)	-	-	252 (95.10)	13 (4.90)
22	Camera	265 (100)	-	-	-	-	249 (94.00)	16 (6.00)

Average grand mean  $\bar{x} = 1.96$   $\bar{x} = 1.96$   $\bar{x} = 1.82$

**Key:** Utilization (Mean response ranging from 0-1.0=never, 1.5-2.0=occasionally, 2.5-3.0=frequently); Adequacy (Mean response ranging from 0-1.0=not adequate, 1.5-2.0=adequate); Availability (Mean response ranging from 0-1.0=not available, 1.5-2.0=available)

It could be observed from table that  $\bar{x} = 1.94$ ,  $\bar{x} = 1.89$  and  $\bar{x} = 1.86$  were recorded as average grand mean for the availability, adequacy and utilization respectively. This is an

indication that Social Studies teaching materials listed in items 1 – 9 were available, adequate and utilized.

On structural resources (settings), the average grand mean of  $\bar{x} = 1.71$  for availability and  $\bar{x} = 1.81$  for utilization of resources listed in items 10 – 14. However, adequacy recorded average grand mean of  $\bar{x} = 1.45$  which is below the bench mark of 1.50.

On account of teaching and learning equipments as listed in items 15-22, it could be observed that the average grand mean were  $\bar{x} = 1.96$ ,  $\bar{x} = 1.96$  and  $\bar{x} = 1.82$  for availability, adequacy and utilization. This record implies high level of availability, adequacy and utilization of the teaching equipments in the colleges of education under study.

**Table 4.5.7: Summary of Availability, Adequacy and Utilization of Instructional Materials**

Institutions	Availability	Adequacy	Utilization
Universities	$\bar{x}$ 1.81	$\bar{x}$ 1.81	$\bar{x}$ 1.92
Colleges of Education	$\bar{x}$ 1.73	$\bar{x}$ 1.73	$\bar{x}$ 1.64

**Maximum =  $\bar{x} = 3.00$**

**Minimum =  $\bar{x} = 1.50$**

Table 4.5.7 indicates the materials, settings and equipments that were found available both in the Universities and Colleges of Education. ( $\bar{x} = 1.82$  and  $\bar{x} = 1.72$ ). The Universities have a higher availability, adequacy and utilization value.

Table 4.5.7 shows the rate of availability, adequacy and utilization of instructional materials in the universities and colleges of education. Universities recorded higher rate of availability, adequacy and utilization of instructional materials compared with the colleges of education.

**Research Question 6: How Effective is the Classroom Teaching of Students?**

Answer to research question 6

Assessment of Full-time Degree Students on Teaching Practice

**Table 4.6.1: (a) Universities Students**

Items	N	Mean	Std. Deviation	Variance
1. Preparation of Lesson Plan (13 marks)	30	8.3667	2.3706	5.627
2. Instructional Materials (10 marks)	30	5.3667	6687	447
3. Lesson Presentation (40 marks)	30	21.9333	4.6307	21.444
4. Class Management (12 marks)	30	8.4000	1.9757	3.903
5. Communication Skills (7 marks)	30	4.5333	1.1366	1.292
6. Evaluation (10 marks)	30	4.8000	1.3746	1.890
7. Teacher's Personality (8 marks)	30	4.4700	1.1246	1.298

**Table 4.6.1: (b) Colleges of Education Students**

Items	N	Mean	Std. Deviation	Variance
1. Preparation of Lesson Plan (13 marks)	40	8.5250	1.6944	2.871
2. Instructional Materials (10 marks)	40	5.1500	6998	490
3. Lesson Presentation (40 marks)	40	22.4000	2.9422	8.656
4. Class Management (12 marks)	40	6.7250	1.7973	3.230
5. Communication Skills (7 marks)	40	4.7250	8469	717
6. Evaluation (10 marks)	40	4.9750	1.1873	1.410
7. Teacher's Personality (8 marks)	40	4.4500	1.0610	1.126

*Performance of full-time Bachelor degree Students of the Universities and affiliated Colleges of Education in the classroom teaching observed can be discussed under the following headings:*

*Preparation of lesson plan, the use of instructional materials, lesson presentation, class management, communication skills, evaluation and teacher personality.*

On preparation of lesson plan, students of the universities under study have mean score 8.37 while their counterparts in the affiliated colleges of education has mean score 8.53 indicating that students in college of education performed better. Concerning the use of instructional materials, mean score of 5.37 was accounted for in the classroom teaching performance of full-time students of the universities whereas that of college of education was 5.15.

As regards lesson presentation, findings revealed mean score of 21.933 for full-time student teachers of the universities and higher mean score of 22.400 for students of college of education.

Findings also showed the mean score of 8.40 for students in the universities on classroom management but colleges of education students have mean score of 6.73 lower than the mean score of universities students.

Student-teachers in the universities under study and the affiliated colleges of education have the same mean score of 4.73 in record of communication skills in practice teaching observed. On evaluation of teaching/learning, universities students have higher mean score of 4.97 while in colleges of education 4.53 mean score was recorded for the students.

Findings on personality of the students revealed low level of personality of colleges of education with mean score of 4.45 as against 4.80 recorded for universities students indicating higher level of personality.



## Assessment of Part-time Degree Students on Teaching Practice

**Table 4.6.2: (a) Universities Students**

Items	N	Mean	Std. Deviation	Variance
1. Preparation of Lesson Plan (13 marks)	20	9.65500	7452	555
2. Instructional Materials (10 marks)	20	5.0500	6863	471
3. Lesson Presentation (40 marks)	20	22.9500	2.3946	5.734
4. Class Management (12 marks)	20	7.2000	1.8238	3.326
5. Communication Skills (7 marks)	20	4.6500	6708	450
6. Evaluation (10 marks)	20	5.0000	7255	526
7. Teacher's Personality (8 marks)	20	4.4500	7592	576

**Table 4.6.2: (b) Colleges of Education Students**

Items	N	Mean	Std. Deviation	Variance
1. Preparation of Lesson Plan (13 marks)	40	7.8750	1.6823	2.830
2. Instructional Materials (10 marks)	40	5.7500	9806	962
3. Lesson Presentation (40 marks)	40	22.2250	2.9568	8.743
4. Class Management (12 marks)	40	6.0250	6975	487
5. Communication Skills (7 marks)	40	4.5000	8473	718
6. Evaluation (10 marks)	40	4.6000	7442	554
7. Teacher's Personality (8 marks)	40	4.9750	1.1873	1.410
Valid N (listwise)				

*Performance of part-time Bachelor degree Students of the Universities and affiliated Colleges of Education in the classroom teaching observed can be discussed under the following headings:*

Preparation of lesson plan by the part-time students in the universities have mean score of 9.66 while that of colleges of education is 7.88. This implies that universities students performed better.

On the use of instructional materials, findings revealed mean score of 5.05 for the performance of student-teachers in the universities. Higher mean score of 5.75 was accounted for the colleges of education students-teachers. Higher level of performance was recorded for part-time degree student's teachers in the universities on lesson presentation with mean score of 22.95 as against that of colleges of education with mean score of 22.23. Findings revealed an effective management of classroom by the universities student-teachers with mean score of 7.20 whereas the mean score recorded for their counterpart in the colleges of education was 6.03.

High level of communication skills were displayed by universities students on teaching practice with mean score of 4.65 as against 4.50 of the student-teacher in colleges of education. Evaluation of teaching and learning by the universities student teachers have high mean score of 5.00 but their counterparts in colleges of education have 4.60.

Records on personality of the student teachers in colleges of education showed high mean score of 4.98 while that of universities students is 4.45.

### **Research Question 7**

To what extent would the following variables: lecturers' gender, qualification, teaching experience, teaching methods, area of specialization and teaching facilities when taken together determine:

- (i) Students acquisition of knowledge
- (ii) Students Performance in teaching practice
- (iii) Attitude of students to Social Studies in the Universities and affiliated colleges of education

**Table 4.7.1 (a&b): Provide answer to question 7 (i) for the universities**

**Table 4.7.1 (a):** Model Summary of Regression Analysis on Sample Data of Universities Students Acquisition of knowledge on Basic Concepts in Social Studies Curriculum.

Multiple Correlation R.	R-square	Adjusted R square	Standard Error of the Estimate
.751	.564	0.389	7.1924

**Table 4.7.1 (b): Analysis of variance (ANOVA)**

Model	Sum of squares	df	Mean Square	F	Sig.
Regression	1003.304	6	167.217	3.232	0.030
Residual	775.969	299	51.731		
Total	1779.273	305			

Significant at  $P < .05$

Table 4.7.1 (a&b) illustrates the multiple correlation (R), the multiple correlation squared ( $R^2$ ) and adjusted squared multiple correlation ( $R_{adj}$ ) which reveals how well the set of 6 predictor variables allow reliable determination of the criterion variable. The model had a positive multiple correlation ( $R = .564$ ). The  $R^2$  (as  $N > 30$ ) which estimated the variance accounted for by independent variables was .564. From the model we could deduce that about 56.40% of the total variance in students' acquisition of knowledge in the university (that is, the contribution of all the independent variables to the dependent variable) was accounted for by independent variables, leaving the remaining 43.6% to residual. The result equally showed that the combination of all the independent variables also allowed reliable students' acquisition of knowledge ( $F_{(6,299)} = 3.232$ ,  $P = 0.030$ ).

**Table 4.7.1: (c & d) Provide answer to research question 7 (i) for Colleges of Education**

**Table 4.7.1 (c):** Model Summary of Regression Analysis on sample Data of Colleges of Education Students Acquisition of knowledge on Basic concepts in Social Studies Curriculum.

Multiple Correlation R.	R-square	Adjusted R square	Standard Error of the Estimate
.161	0.358	0.262	5.256

Significant at  $P < .05$

**Table 4.7.1 (d): Analysis of variance (ANOVA)**

Model	Sum of square	df	Mean Square	F	Sig.
Regression	616.288	6	102.715	3.717	0.005
Residual	1105.329	381	27.633		
Total	1721.617	387			

Significant at  $P < .05$

Table 4.7.1 (c&d), illustrates the multiple correlation (R), the multiple correlation squared ( $R^2$ ) and adjusted squared multiple correlation ( $R_{adj}$ ) which reveals how well the set of 6 predictor variables allow reliable determination of students' acquisition of knowledge in colleges of education. The model had a positive multiple correlation ( $R = .161$ ). The  $R^2$  (as  $N > 30$ ) which estimated the variance accounted for by independent variables was .358. From the model inference could be made that about 35.8% of the total variance in students' acquisition of knowledge in the colleges of education (that is, the contribution of all the independent variables to the dependent variable) was accounted for by independent variables, leaving the remaining 64.2% to residual. The result equally showed that the combination of all the independent variables could determine student's acquisition of knowledge in colleges of education ( $F_{(6,381)} = 3.717$ ,  $P = 0.005$ ).

**Table 4.7.2 (a&b): Provide answer to research question 7 (ii) for the universities**

**Table 4.7.2 (a): Model Summary of Regression Analysis on Sample Data of Universities Student's Performance in Practical Teaching Exercise.**

Multiple Correlation R.	R-square	Adjusted R square	Standard Error of the Estimate
.781	0.611	0.455	2.4666

Significant at  $P < .05$

**Table 4.7.2 (b): Analysis of variance (ANOVA)**

Model	Sum of squares	Df	Mean Square	F	Sig.
Regression	143.100	6	23.850	3.920	0.015
Residual	91.264	49	6.084		
Total	234.364	55			

Significant at  $P < .05$

Table 4.7.2 (a&b) shows the multiple correlation ( $R$ ), the multiple correlation squared ( $R^2$ ) and adjusted squared multiple correlation ( $R_{adj}$ ) which reveals how well the set of 6 predictor variables could determine universities students' performance in teaching practice. The model had a positive multiple correlation ( $R = 0.611$ ). The  $R^2$  (as  $N > 30$ ) which estimated the variance accounted for by independent variables was .455. From the model inference could be made that about 61.1% of the total change in university students' performance (that is, the contribution of all the independent variables to the dependent variable) was accounted for by predictor (independent variables), leaving the remaining 38.9% to other factors which was not included in the study. The result equally showed that the combination of all the independent variables could determine university student's performance in teaching practice ( $F_{(6,49)} = 3.920$ ,  $P = 0.015$ ).

**Table 4.7.2 (c&d):** Provide answer to research question 7 (ii) for colleges of education

Table 4.7.2 (c): Model Summary of Regression Analysis on Sample Data of Colleges of Education in Students performance in practical teaching.

Multiple Correlation R.	R-square	Adjusted R square	Standard Error of the Estimate
0.649	0.421	.334	2.2583

Significant at  $P < .05$

**Table 4.7.2 (d): Analysis of variance (ANOVA)**

Model	Sum of square	df	Mean Square	F	Sig.
Regression	148.436	6	24.739	4.51	0.001
Residual	203.990	79	5.100		
Total	352.426	85			

Significant at  $P < .05$

Table 4.7.2 (c&d), shows the multiple correlation (R), the multiple correlation squared ( $R^2$ ) and adjusted squared multiple correlation ( $R_{adj}$ ) which reveals how well the set of 6 predictor variables could determine colleges of education students' performance in teaching practice. The model had a positive multiple correlation ( $R= 0.421$ ). The  $R^2$  (as  $N>30$ ) which estimated the variance accounted for by independent variables was .334. From the model inference could be made that about 33.4% of the total change in colleges of education students' performance in teaching practice (that is, the contribution of all the independent variables to the dependent variable) was accounted for by predictor (independent variables), leaving the remaining 66.6% to other factors which was not included in the study. The result equally showed that the combination of all the independent variables could determine colleges of education student's performance in teaching practice ( $F_{(6,79)} =4.51$ ,  $P= 0.001$ ).

**Table 4.7.3 (a&b)** provide answer to research question 7 (iii) for the universities

Table 4.7.3 (a): Model Summary of Regression Analysis on Sample Data of Universities in Students Attitude to Social Studies Curriculum.

Multiple Correlation R.	R-square	Adjusted R square	Standard Error of the Estimate
0.648	0.420	0.188	2.4484

Not Significant at  $P > .05$

**Table 4.7.3 (b): Analysis of variance (ANOVA)**

Model	Sum of square	df	Mean square	F	Sig.
Regression	65.174	6	10.862	1.812	0.164
Residual	89.917	299	5.994		
Total	152.091	305			

Not Significant at  $P > .05$

Table 4.7.1 (i&j) shows the multiple correlation (R), the multiple correlation squared ( $R^2$ ) and adjusted squared multiple correlation ( $R_{adj}$ ) which reveals how well the set of 6 predictor variables could determine university students' attitude to Social Studies curriculum. The model had a positive multiple correlation ( $R= 0.648$ ). The  $R^2$  (as  $N>30$ ) which estimated the variance accounted for by independent variables was 0.420. From the model inference could be made that about 42.0% of the total change observed in the attitude of university students to Social Studies curriculum (that is, the contribution of all the independent variables to the dependent variable) was accounted for by predictor (independent variables), leaving

the remaining 68% to other factors which was not included in the study. The result equally showed that the combination of all the independent variables could not determine university students' attitude to Social Studies curriculum ( $F_{(6,299)} = 1.812, P = 0.164$ ).

**Table 4.7.3 (c&d):** Provide answer to research question 7 (iii) for college of Education

Table 4.7.3 (c): Model Summary of Regression Analysis on sample Data of Colleges of Education in Students Attitude to Social Studies curriculum.

Multiple Correlation R.	R-square	Adjusted R square	Standard Error of the Estimate
0.468	0.219	0.102	2.3021

Not Significant at  $P > 0.05$

**Table 4.7.3(d): Analysis of variance (ANOVA)**

Model	Sum of square	df	Mean Square	F	Sig.
Regression	78.408	6	13.068	1.167	.323
Residual	4232.163	381	11.196		
Total	4310.571	387			

Not Significant at  $P > 0.05$

Table 4.7.3 (c&d), shows the multiple correlation (R), the multiple correlation squared ( $R^2$ ) and adjusted squared multiple correlation ( $R_{adj}$ ) which reveals how well the set of 6 predictor variables could determine colleges of education students' attitude to Social Studies curriculum. The model had a positive multiple correlation ( $R = 0.468$ ). The  $R^2$  (as  $N > 30$ ) which estimated the variance accounted for by independent variables was 0.219. From the model inference could be made that about 21.9% of the total change observed in the attitude of colleges of education students to Social Studies curriculum (that is, the contribution of all the independent variables to the dependent variable) was accounted for by predictor (independent variables), leaving the remaining 78.1% to other factors which was not included in the study. The result equally showed that the combination of all the independent variables could not determine colleges of education students' attitude to Social Studies curriculum ( $F_{(6,381)} = 1.812, P = .323$ ).

### Research Question 8

What is the relative contribution of each of the six independent variables on students'?

- (i) Acquisition of knowledge
- (ii) Performance in teaching practice
- (iii) Attitude to Social Studies curriculum in the universities and affiliated institutions

**Table 4.8.1 (a):** Provides answer to Research Question 8 (i)

Table 4.8.1 (a): Relative contribution of the six independent variables on students' acquisition of knowledge on basic concepts in Social Studies curriculum in the universities.

S/N	Independent variables: teacher factor and institutional facilities	Unstandardized coefficients		Standardized coefficients		
		B	Std. Error	beta	t	Sig.
	(Constant)	-24.404	9.797		2.491	.025
1.	Gender	1.957	6.006	-.101	.326	.749
2.	Teaching experience	.784	2.1333	.078	.367	.018
3.	Teaching methods	-1.195 E-02	1.629	.134	.734	.474
4.	Qualification	4.315	1.993	.517	2.165	.047
5.	Area of specialization	1.524	2.066	.232	.738	.472
6.	Teaching facilities	-6.113 E-02	3.319	.437	1.842	.085

Table 4.8.1 (a) indicates that out of the six independent variables, two of them made significant contribution to acquisition of knowledge of basic concepts in the universities that is: Teaching experience ( $\beta = 0.78$ ,  $t=.367$ ,  $p<0.05$ ) Qualification ( $\beta = .517$ ,  $t = 2.165$ ,  $p <0.05$ ).

The remaining four variables i.e Gender, Teaching methods, Area of specialization and Institutional facilities made no significant contribution to the acquisition of knowledge of basic concepts in Social Studies curriculum.

The decreasing order of magnitude of the relative effect of the six independent variables is shown as follows: Qualification, Teaching facilities, Area of specialization, Teaching method, Teaching experience and Gender. Table 4.8.1 (a) illustrates further.



**Table 4.8.1 (b) Provides** answer to Research Question 8 (i)

Table 4.8.1 (b): Relative contribution of the six independent variables on student's acquisition of knowledge on basic concepts in Social Studies curriculum in the colleges of education.

S/N	Independent variables: teacher factor and institutional facilities	Unstandardized coefficients		Standardized coefficients	t	Sig.
		$\beta$	Std. Error	Beta		
	(Constant)	35.454	7.832		4.527	.000
1.	Gender	2.781	1.637	.230	1.699	.097
2.	Teaching experience	-1.091	.648	-.225	1.683	.100
3.	Teaching methods	-1.305	.769	-.234	1.698	.097
4.	Qualification	1.756	.859	.286	2.045	.047
5.	Area of specialization	1.446	.685	.299	2.112	.041
6.	Teaching facilities	3.979	2.204	.253	1.806	0.08

Table 4.8.1 (b) indicates that out of the six independent variables, three of them made significant contribution to the acquisition of knowledge of basic concepts in college of education in the following magnitude:

Area of specialization ( $\beta = .299$ ,  $t = 2.112$ ,  $p < 0.05$ ), Qualification ( $\beta = .286$ ,  $t = 2.045$ ,  $P < 0.05$ ) and Teaching facilities ( $\beta = .253$ ,  $t = 1.806$ ,  $p < 0.05$ )

The remaining three variables i.e gender, teaching experience, teaching methods made no significant contributions to acquisition of knowledge of basic concepts in Social Studies curriculum.

The decreasing order of magnitude of the relative effect of the six independent variables is shown as follows:

Area of specialization, Qualification, Teaching facilities, Teaching method, Gender and Teaching experience. Table 4.8.1 (b) illustrates further.

**Table 4.8.2 (a)** Provides Answer to Research Question 8 (ii)

Table 4.8.2 (a): Relative contribution of the six independent variables on the performance of students in classroom teaching in universities.

S/N	Independent variables: teacher factor and institutional facilities	Unstandardized coefficients		Standardized coefficients	t	Sig.
		$\beta$	Std. Error	Beta		
	(Constant)	25.418	3.360		7.566	.000
1.	Gender	1.422	2.060	.203	.690	.500
2.	Teaching experience	-.691	.731	.188	.944	0.036
3.	Teaching methods	-.849	.559	-.262	1.521	.149
4.	Qualification	1.907	.684	.629	2.790	.041
5.	Area of specialization	.201	.708	.084	.283	.001
6.	Teaching facilities	.462	1.138	.091	.406	.691

Table 4.8.2 (a) indicates that out of the six independent variables, only one of them made significant contribution to the performance of universities students in teaching practice that is lecturers' qualification ( $\beta = .629$ ,  $t = 2.790$ ,  $p < 0.05$ )

The remaining five variables: Gender, Teaching experience, Teaching methods, Area of specialization and Institutional facilities made no significant contribution to class teaching performance of the students.

The decreasing order of magnitude of relative effect of the six independent variables is shown as follows: Qualification, Teaching method, Teaching experience, Gender, Teaching facilities and Area of Specialization. Table 4.8.2 (a) illustrates further.

**Table 4.8.2 (b)** Provides answer to Research Question 8 (ii)

Table 4.8.2 (b): Relative contribution of the six independent variables on the performance of students in classroom teaching in the colleges of education.

S/N	Independent variables: Teacher Factor and Institutional Facilities	Unstandardized Coefficients		Standardized Coefficients		
		$\beta$	Std. Error	beta	t	Sig.
	(Constant)	32.432	3.365		9.639	.000
1.	Gender	1.963	.703	.340	2.649	.011
2.	Teaching experience	.549	.278	.251	1.973	.055
3.	Teaching methods	-.996	.330	-.394	-3.017	.004
4.	Qualification	-6.460E-02	.369	-.023	-.175	.862
5.	Area of specialization	-5.041E-02	.294	-.023	-.171	.865
6.	Teaching facilities	-.293	.947	-.041	-.309	.759

Table 4.8.2 (b) indicates that out of the six independent variables, two of them made significant contributions to the classroom teaching performance of the students in the following magnitude: teaching methods ( $\beta = -.394$ ,  $t = -3.017$ ,  $p < 0.05$ ) gender ( $\beta = .340$ ,  $t = 2.649$ ,  $p < 0.05$ ).

The remaining four variables i.e Teaching experience, qualification, area of specialization and institutional facilities made no significant contributions to the performance of students in classroom teaching.

The decreasing order of magnitude of relative effect of the six independent variables is shown as follows: Teaching method, Gender, Teaching experience, Teaching facilities, Qualification and Area of specialization. Table 4.8.2 (b) illustrates further.

**Table 4.8.3 (a):** Provides answer to Research Question 8 (iii)

Table 4.8.3 (a): Relative contribution of the six independent variables on students' attitude to Social Studies curriculum in the universities.

S/N	Independent variables: teacher factor and institutional facilities	Unstandardized coefficients		Standardized coefficients		
		$\beta$	Std. Error	beta	t	Sig.
	(Constant)	5.769	3.335		1.730	.104
1.	Gender	1.905	2.044	.334	.932	.366
2.	Teaching experience	-1.312	.726	-.440	-1.807	.091
3.	Teaching methods	.471	.554	.179	.849	.409
4.	Qualification	.600	.679	.243	.885	.390
5.	Area of specialization	8.787E-02	.703	.045	.125	.902
6.	Teaching facilities	1.732	1.130	.419	1.533	.146

Table 4.8.3 (a) Indicates that none of the six independent variables made significant contribution to students' attitude to Social Studies curriculum in the universities.

**Table 4.8.3 (b):** Provide answer to Research Question 8 (iii)

Table 4.8.3 (b): Relative contribution of the six independent variables on students' attitude to Social Studies curriculum in the colleges of education.

s/n	Independent variables: teacher factor and institutional facilities	Under standardized coefficients		Standardized coefficients		
		$\beta$	std. Error	beta	t	Sig.
	(Constant)	9.877	3.430		2.880	.006
1.	Gender	-1.171E-02	.717	-.002	-.016	.987
2.	Teaching experience	.538	.284	.280	1.894	.065
3.	Teaching methods	-.146	.337	-.066	-.435	.666
4.	Qualification	-.715	.376	-.294	-1.903	.064
5.	Area of specialization	-.119	.300	-.062	-.399	.692
6.	Teaching facilities	1.908	.965	.306	1.977	.055

Table 4.8.3 (b) indicates that none of the six independent variables made significant contribution to students' attitude to Social Studies curriculum in the college of education.

**Research Question 9:** How are the examination results graded for the award of B. Ed. for the full-time and part-time in the Universities and affiliated colleges of education?

Answer to Research Question 9

The Cumulative Grade Point Average were used for the determination of class of a degree. At the end of the semester students' scores in various examinations in full-time and part-time programme are graded and assigned points as outlined in table 4.9.1.

**Table 4.9.1: Grading System in the Universities and Affiliated Colleges of Education**

GRADING SYSTEM										
Mark/Score	Letter grade	Credit Points	EACOE	AOCE	OSCE	ACOE	EKSU	LASU	OAU	
1	70% and above	A	5	A	A	A	A	A	A	A
2	60 – 69%	B	4	A	A	A	A	A	A	A
3	50 – 59%	C	3	A	A	A	A	A	A	A
4	45 – 49%	D	2	A	A	A	A	A	A	A
5	40 – 44%	E	1	A	A	A	A	A	A	A
6	Below 40%	F	0	A	A	A	A	A	A	A
7	Using Total Credit Points	-	-	A	A	A	A	A	A	A
8	Using Grade Point Average	-	-	A	A	A	A	A	A	A
9	Using Cumulative Grade Point Average	-	-	A	A	A	A	A	A	A
10	First Class 4.50 – 5.00	-	-	A	A	A	A	A	A	A
	Second Class upper 3.50-4.49	-	-	A	A	A	A	A	A	A
	Second Class lower 2.40 – 3.49	-	-	A	A	A	A	A	A	A
	Third Class 1.50 – 2.39	-	-	A	A	A	A	A	A	A
	Pass degree 1.00 – 1.49	-	-	A	A	A	A	A	A	A

A –Applicable

Emmanuel Alayande College of Education, Oyo

EACOE

Adeniran Ogunsanya College of Education, Lagos

AOCE

Osun State College of Education, Ilesa

OSCE

Adeyemi College of Education, Ondo

ACE

Ekiti state University

EKSU

Lagos State University

LASU

Obafemi Awolowo University

OAU

### **Total Credit Points (TCP)**

This is the sum of the products of course units and the credits points of all courses taken by the students in a semester. For example, a student who takes 4 courses of 3 units each in one semester and whose scores are 52%, 38% and 45% respectively, shall have had, for the semester, a TCP of 18 made up as follows: 9 from the first, 3 from the second, 0 from the third and from the fourth.

### **Grade Point Average (GPA)**

This is obtained by dividing the Total Credit Point (TCP) by the Total Load of Units (TLU). For example, in the case of the students referred to above, the TLU for the semester is  $3 \times 4$ , which is 12.00.

The highest GPA student can earn is 5 and this can only occur if the student has scored, 70% and above in all the courses taken. The lowest GPA, of course is 0 which will occur if the student score less than 40 in every course offered. Thus the GPA of a given student will always fall within the range 0-5 the GPA value obtained by the student in one semester is used to determine whether or not the student has passed or failed during the semester.

### **Cumulative Grade Point Average (CGPA)**

This is the sum of TCP's for a number of semester (up to date) divided by the sum of TLU's for the same number or semester.

### **Award of Degree**

To obtain the B. A. (Ed), B. Sc. (Ed) or B. Ed. Degree, the students must pass a minimum of 120 units (90 for direct entry), in addition to the units of GSP. At least two thirds of this number of units should be from the subject area in which the degree is being obtained. Students must in addition have a GPA of not less than 1.00. The class of the degree will be determined on the overall grade point average as showed in table 4.9.1.

The responses from the interview as compiled in table 4.9.1 showed that the same grading system were used for the award of degree in the universities and affiliated Colleges of education.

**Research Question 10:** How are the examination questions and results moderated?

Table 4.10.1: Responses of the Heads of Department in the Universities and Affiliated Institutions on External Moderation of Examination Questions and Results

Items on the procedure for moderation of examination questions and results	EACOE	AOCE	OSCE	ACOE	EKSU	LASU	OAU
1. Examination questions and results are moderated in both full-time and part-time degree programme in the universities and affiliated colleges of education	A	A	A	A	A	A	A
2. Status/position of external moderator	**	**	**	**	**	**	**
3. 5-year minimum teaching experience of the external moderator	A	A	A	A	A	A	A
4. For universities, moderators must be lecturers (staff) of another university	A	A	A	A	A	A	A
5. For colleges, moderators must be lecturers (staff) from the universities of affiliation	A	A	A	A	A	A	A
6. 200, 300 and 400 levels courses are for moderation	A	A	A	A	A	A	A
7. Moderation takes place inside the institution concerned	A	A	A	A	A	A	A



Applicable ----- A

Not Applicable ----- NA

\*\* Senior lecturer in the university

\* Chief lecturer in the college of education

Emmanuel Alayande College of Education, Oyo	EACOE
Adeniran Ogunsanya College of Education, Lagos	AOCE
Osun State College of Education, Ilesa	OSCE
Adeyemi College of Education, Ondo	ACE
Ekiti state University	EKSU
Lagos State University	LASU
Obafemi Awolowo University	OAU

As shown in Table 4.9.2, the study revealed that for the full-time and part-time degree programme in the universities under study, external examiners whose rank were not below a senior lecturer in a recognized university were used to moderate the examination questions, results and to certify the overall performance of the graduating students.

In the affiliated institutions, the findings showed that full-time and part-time degree programme questions and results of 200, 300 and 400 levels of courses were moderated by external moderators whose ranks were not below a senior lecturer in the affiliated universities. University teaching experience of a moderator must not be less than five years.

On this premise, both the universities and their affiliated institutions made use of external moderators and the moderation exercise took place in their various campuses.

#### **Research Hypotheses**

**HO<sub>1</sub>:** There is no significant difference in the academic performance of full-time bachelor degree students in the universities and affiliated colleges of education.

**Table: 4.1 (a):** shows the t-test comparism of scores of full-time students on the test in the acquisition of knowledge of basic concepts in Social Studies curriculum in the universities and affiliated colleges of education.

Test on acquisition of knowledge of basic concepts in curriculum	N	Mean	Std. Deviation	Crt-t	Cal-t	df	P	Remarks
Universities	110	54.7182	11.5148	1.96	4.799	298	.000	Significant
Colleges of Education	190	45.9474	17.0417					

Significant at  $P < .05$

The result on table 4.1(a) shows that full-time students in the universities obtained higher mean score of ( $x=54.7182$ ) than their counterparts in the affiliated colleges of education with the mean score of ( $x=45.9474$ ) giving a mean difference of ( $x=87.708$ ) which is significant at (t-value  $-4.799$ ) df 298,  $P < .05$ ). Therefore the null hypothesis ( $H_01$ ) was rejected.

**H<sub>02</sub>:** There is no significant difference in the academic performance of part-time bachelor degree students in the universities and affiliated colleges of education

**Table 4.2 (a):** shows the t-test comparison of scores of part-time students on the test in the acquisition of knowledge of basic concepts in Social Studies curriculum in the universities and affiliated colleges of education.

Test on acquisition of knowledge of basic concepts in curriculum	N	Mean	Std. Deviation	Crt-t	Cal-t	df	p	Remarks
Universities	120	58.5333	11.0064	1.96	7.693	340	.000	Significant
Colleges of Education	265	51.4775	5.9642					

Significant at  $P < .05$

The result on table 4.2 (a) shows that part -time students in the universities obtained higher mean score of ( $x=58.5333$ ) than their counterparts in the affiliated colleges of education with the mean score of ( $x=51.4775$ ) giving a mean difference of ( $x=-70.558$ ) which is significant at (t-value  $-7.693$ ) df 340,  $P < .05$ ). Therefore the null hypothesis ( $H_02$ ) was rejected.

**H<sub>03</sub>:** There is no significant difference in the performance of full-time students in the teaching practice exercise of the Universities and affiliated Colleges of Education.

**Tables 4.3 (a & b):** show the scores of performance of full-time and part-time students observed during the teaching practice exercise of the universities and affiliated colleges of education.

**Table 4.3 (a): Full-time student-teachers of the universities**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Variance</b>
1. Preparation of Lesson Plan (13 marks)	30	8.3667	2.3706	5.627
2. Instructional Materials (10 marks)	30	5.3667	6687	447
3. Lesson Presentation (40 marks)	30	21.9333	4.6307	21.444
4. Class Management (12 marks)	30	8.4000	1.9757	3.903
5. Communication Skills (7 marks)	30	4.733	9444	892
6. Evaluation (10 marks)	30	4.5333	1.1366	1.292
7. Teacher's Personality (8 marks)	30	4.8000	1.3746	1.890
Valid N (list wise)				

**Table 4.3 (b): Full-time student-teachers of the Colleges of Education**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Variance</b>
1. Preparation of Lesson Plan (13 marks)	40	8.5250	1.6944	2.871
2. Instructional Materials (10 marks)	40	5.1500	6998	490
3. Lesson Presentation (40 marks)	40	22.4000	2.9422	8.656
4. Class Management (12 marks)	40	6.7250	1.7973	3.230
5. Communication Skills (7 marks)	40	4.7250	8469	717
6. Evaluation (10 marks)	40	4.9750	1.1873	1.410
7. Teacher's Personality (8 marks)	40	4.4500	1.0610	1.126
Valid N (list wise)				

**Table 4.3 (c):** shows the t-test comparison of scores of full-time students observed during the teaching practice exercise in Social Studies curriculum in the universities and affiliated colleges of education.

<b>Full-time Students: universities and colleges</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Crt-t</b>	<b>Cal-t</b>	<b>df</b>	<b>p</b>	<b>Remarks</b>
Universities	30	53.8333	7.3442	2.00	-4.297	68	.006	Significant
Colleges of education	40	59.9750	4.5769					

Significant of  $P < .05$

The results on table 4.3 (c) shows that students in the colleges of education obtained higher mean score of ( $x=59.9750$ ) than their counterparts in the universities of affiliation with the mean score of ( $x=53.8333$ ) giving a mean difference of ( $x=61.417$ ) which is significant at (t-value -4.297) df 68,  $P < .05$ ). Therefore the null hypothesis ( $H_0$ ) was rejected.

**H<sub>0</sub>:** There is no significant difference in the performance of part-time student teachers in teaching practice exercise of the universities and affiliated colleges of education.

**Table 4.4 (a): Part-time student -teachers of the universities**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Variance</b>
1. Preparation of Lesson Plan (13 marks)	20	9.65500	7452	555
2. Instructional Materials (10 marks)	20	5.0500	6863	471
3. Lesson Presentation (40 marks)	20	22.9500	2.3946	5.734
4. Class Management (12 marks)	20	7.2000	1.8238	3.326
5. Communication Skills (7 marks)	20	4.6500	6708	450
6. Evaluation (10 marks)	20	5.0000	7255	526
7. Teacher's Personality (8 marks)	20	4.4500	7592	576
Valid N (list wise)				

**Table 4.4 (b): Part-time student-teachers of the colleges of education**

	N	Mean	Std. Deviation	Variance
1. Preparation of Lesson Plan (13 marks)	40	7.8750	1.6823	2.830
2. Instructional Materials (10 marks)	40	5.7500	9806	962
3. Lesson Presentation (40 marks)	40	22.2250	2.9568	8.743
4. Class Management (12 marks)	40	6.0250	6975	487
5. Communication Skills (7 marks)	40	4.5000	8473	718
6. Evaluation (10 marks)	40	4.6000	7442	554
7. Teacher's Personality (8 marks)	40	4.9750	1.1873	1.410
Valid N (list wise)				

**Table 4.4 (c):** shows the t-test comparison of scores of part-time student observed the teaching practice exercise in Social Studies curriculum in the universities and affiliated colleges of education.

Part-time Students: UNIVERSITIES AND COLLEGES	N	Mean	Std. Deviation	Crt-t	Cal-t	df	p	Remarks
Universities	20	58.7500	5.4952	2.00	-667	58	.322	Significant
Colleges of Education	40	59.7000	5.0546					

Significant of  $p < .05$

The results on table 4.4 (c) shows that students in the colleges of education obtained higher mean score of ( $x=59.9750$ ) than their counterparts in the universities of affiliation with the mean score of ( $x=58.7500$ ) giving a mean difference of ( $x=52.7800$ ) which is significant at (t-value -667 df 58,  $P < .05$ ). Therefore the null hypothesis ( $H_{04}$ ) was rejected.

**H<sub>05</sub>:** There is no significant difference in the attitude of full-time and part-time students to the Social Studies curriculum of universities and affiliated colleges of education.

**Table 4.5 (a): Attitude of full-time bachelor degree students of Universities to Social Studies curriculum.**

**Social Studies Student's Attitude Scale (SSAS)**

S/N	STATEMENT		A	D	SD	MEAN	STD. DEVT
<b>A</b>	<b>ENJOYMENT OF SOCIAL STUDIES LECTURE</b>						
1	Social Studies lecture is interesting	94 (85.5)	14 (12.7)	-	2 (1.8)	3.82	0.51
2	Social Studies lecture is dull	3 (2.7)	-	4 (3.6)	103 (93.6)	1.12	0.52
3	I am happier in Social Studies class than in any other class	105 (95.5)	3 (2.7)	1 (0.9)	1 (0.9)	3.93	0.38
4	Social Studies class is not exciting	1 (0.9)	-	4 (3.6)	105 (95.5)	1.06	0.34
<b>B</b>	<b>ATTITUDE TO SOCIAL STUDIES AS A COURSE OF STUDY</b>						
5	I don't mind spending a long time in order to understand a new concept and idea in Social Studies	107 (97.3)	3 (2.7)	-	-	3.97	0.16
6	Money spent on Social Studies textbooks is money wasted	-	-	3 (2.7)	107 (97.3)	1.03	0.16
7	There is provision for self-discovery and problem solving in Social Studies	108 (98.2)	2 (1.8)	-	-	3.98	0.13
8	The broadfield curriculum design of Social Studies is irrelevant to Nigeria context	-	-	2 (1.8)	108 (98.2)	1.02	0.13
<b>C</b>	<b>ATTITUDE TO SCIENTIFIC INQUIRY IN SOCIAL STUDIES</b>						
9	I enjoy making scientific inquiry to concepts, ideas and generalizations in Social Studies curriculum	108 (98.2)	2 (1.8)	-	-	3.98	0.13
10	Scientific inquiry approach is not useful in Social Studies	-	-	2 (1.8)	108 (98.2)	1.02	0.13
11	To me, Social Studies fosters an understanding of both physical and social environment	108 (98.2)	2 (1.8)	-	-	3.98	0.13
12	Women certainly are not smart enough in scientific inquiry approach	-	-	2 (1.8)	-	1.02	0.13
<b>D</b>	<b>ATTITUDE TO SOCIAL STUDIES SPECIALIST</b>						
13	Social Studies specialists are	106	4	-	-	3.96	0.19

	innovative	(96.4)	(3.6)				
14	Specialist in Social Studies are lazy teachers	-	-	2 (1.8)	108 (98.2)	1.02	1.13
15	One can gain a lot by taking part in the activities of professionals in social studies	107 (97.3)	3 (2.7)	-	-	3.97	0.16
16	Being a specialist in Social Studies is hazardous	-	-	2 (1.8)	108 (98.2)	1.02	0.13
<b>E</b>	<b>LEISURE ATTITUDE IN SOCIAL STUDIES</b>						
17	I enjoy varieties of emerging issues that are of global interest in social studies	84 (76.4)	26 (23.6)	-	-	3.76	0.43
18	No matter how hard I try, I found no leisure interest in content of Social Studies curriculum	-	-	39 (35.5)	71 (64.5)	1.35	0.48
19	Group discussion are undertaken in Social Studies in a relaxed atmosphere	86 (78.2)	24 (21.8)	-	-	3.78	0.41
20	I have taken reading of terms in Social Studies as irrelevant	-	-	38 (34.5)	72 (65.5)	1.35	0.48

<b>F</b>	<b>CAREER ATTITUDE IN SOCIAL STUDIES</b>						
21	It is enjoyable to study Social Studies up to postgraduate level	108 (98.2)	2 (1.8)	-	-	3.98	0.13
22	Students normally regret admissions into Social Studies class	-	-	15 (13.6)	95 (86.4)	1.14	0.34
23	Social Studies makes me feel secured of good future	99 (90.0)	10 (9.1)	-	1 (0.9)	3.88	0.40
24	Social Studies is not just good for men	1 (0.9)	1 (0.9)	17 (15.5)	91 (82.7)	1.20	0.48
25	Social Studies is important to me in my future endeavour	85 (77.3)	24 (21.8)	1 (0.9)	-	3.76	0.45
26	Performing well in Social Studies class is not a guarantee for career interest	-	-	36 (32.7)	74 (67.3)	1.33	0.47

**Table 4.5 (b): Attitude of full-time Bachelor degree students of Colleges of Education to Social Studies curriculum**

**Social Studies Student's Attitude Scale (SSAS)**

<b>S/N</b>	<b>STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>MEAN</b>	<b>STD. DEVT.</b>
<b>A</b>	<b>ENJOYMENT OF SOCIAL STUDIES LECTURE</b>						
1	Social Studies lecture is interesting	-	188 (98.9)	2 (1.1)	-	2.99	0.10
2	Social Studies lecture is dull	-	1 (0.5)	189 (99.5)	-	2.01	0.12
3	I am happier in Social Studies class than in any other class	2 (1.1)	187 (98.4)	1 (0.5)	-	3.01	0.13
4	Social Studies class is not exciting	-	3 (1.6)	187 (98.4)	-	2.0.2	0.12
<b>B</b>	<b>ATTITUDE TO SOCIAL STUDIES AS A COURSE OF STUDY</b>						
5	I don't mind spending a long time in order to understand a new concept and idea in Social Studies	1 (0.5)	186 (97.9)	3 (1.6)	-	2.99	0.15
6	Money spent on Social Studies textbooks is money wasted	-	2 (1.1)	187 (98.4)	1 (0.5)	2.01	0.13
7	There is provision for self-discovery and problem solving in Social Studies	1 (0.5)	188 (98.9)	1 (0.5)	-	3.00	0.10
8	The broadfield curriculum design of Social Studies is irrelevant to Nigeria context	-	35 (18.4)	155 (81.6)	-	2.18	0.39



	<b>ATTITUDE TO SCIENTIFIC INQUIRY IN SOCIAL STUDIES</b>						
9	I enjoy making scientific inquiry to concepts, ideas and generalizations in Social Studies curriculum	1 (0.5)	186 (97.9)	3 (1.6)	-	2.99	0.15
10	Scientific inquiry approach is not useful in Social Studies	-	2 (1.1)	187 (98.4)	1 (0.5)	2.01	0.13
11	To me, Social Studies fosters an understanding of both physical and social environment	1 (0.5)	188 (98.9)	1 (0.5)	-	3.00	0.10
12	Women certainly are not smart enough in scientific inquiry approach	-	71 (37.4)	119 (62.6)	-	2.37	0.49
D	<b>ATTITUDE TO SOCIAL STUDIESSPECIALIST</b>						
13	Social Studies specialists are innovative	1 (0.5)	187 (98.4)	2 (1.1)	-	2.99	0.13
14	Specialist in Social Studies are lazy teachers	-	1 (0.5)	189 (99.5)	-	2.01	0.12
15	One can gain a lot by taking part in the activities of professionals in social studies	1 (0.5)	188 (98.9)	1 (0.5)	-	3.00	0.10
16	Being a specialist in Social Studies is hazardous	-	1 (0.5)	189 (99.5)	-	2.01	0.12
E	<b>LEISURE ATTITUDE IN SOCIAL STUDIES</b>						
17	I enjoy varieties of emerging issues that are of global interest in social studies	1 (0.5)	187 (98.4)	2 (1.1)	-	2.99	0.13
18	No matter how hard I try, I found no leisure interest in content of Social Studies curriculum	1 (0.5)	2 (1.1)	187 (98.4)	-	2.02	0.18
19	Group discussion are undertaken in Social Studies in a relaxed atmosphere	1 (0.5)	187 (98.4)	2 (1.1)	-	2.99	0.13
20	I have taken reading of terms in Social Studies as irrelevant	-	2 (1.1)	188 (98.9)	-	2.01	0.10
F	<b>CAREER ATTITUDE IN SOCIAL STUDIES</b>						
21	It is enjoyable to study Social Studies up to postgraduate level	1 (0.5)	187 (98.4)	2 (1.1)	-	2.99	0.13
22	Students normally regret admissions into Social Studies class	-	2 (1.1)	188 (98.9)	-	2.01	0.10
23	Social Studies makes me feel secured of good future	36 (18.9)	152 (80.0)	2 (1.1)	-	4.32	2.76
24	Social Studies is not just good for men	1 (0.5)	2 (1.1)	152 (80.0)	35 (18.4)	3.52	3.13

25	Social Studies is important to me in my future endeavour	37 (19.4)	151 (79.5)	2 (1.1)	-	4.48	3.10
26	Performing well in Social Studies class is not a guarantee for career interest	-	1 (0.5)	153 (80.5)	36 (18.9)	3.52	3.14

**Table 4.5 (c):** shows the t-test comparison of attitude of full-time students of the universities and affiliated colleges of education to Social Studies curriculum

	Universities / colleges of education	N	Mean	Std. deviation	Cnt-t	Cal-t	Df	P	Remarks
Social Studies students attitude scale	Universities	110	79.5455	10.1427	1.96	10.178	298	.009	Sig
	Colleges of education	190	68.5316	8.3239					

The results on table 4.5 (c) shows that students in the universities obtained higher mean score of ( $x = 79.5455$ ) than their counterparts in the affiliated colleges of Education with the mean score of ( $x = 68.5736$ ) giving a mean difference of ( $x = 110.14$ ) which is significant at (t-value 10.178) (df 298,  $P < .05$ ). Therefore the null hypothesis ( $H_0$ ) was rejected.

**H<sub>06</sub>:** There is no significant difference in the attitude of part-time students to Social Studies curriculum of the universities and affiliated colleges of education

**Table 4.6 (a): Attitude of Part-Time Bachelor degree Students to Social Studies**

**Curriculum of the Universities**

**Social Studies Students' Attitude Scale (SSAS)**

S/N	STATEMENT	SA	A	D	SD	MEAN	STD. DEV.
<b>A</b>	<b>ENJOYMENT OF SOCIAL STUDIES LECTURE</b>						
1	Social Studies lecture is interesting	96 (80.0)	-	22 (18.3)	2 (1.7)	3.77	0.53
2	Social Studies lecture is dull	1 (0.8)	1 (0.8)	-	118 (98.3)	1.04	0.33
3	I am happier in Social Studies class than in any other class	119 (99.2)	-	-	1 (0.8)	3.98	0.27
4	Social Studies class is not exciting	1 (0.8)	-	-	119 (99.2)	1.03	0.27
<b>B</b>	<b>ATTITUDE TO SOCIAL STUDIES AS A COURSE OF STUDY</b>						
5	I don't mind spending a long time in order to understand a new concept and idea in Social Studies	120 (100)	-	-	-	4.00	0.00
6	Money spent on Social Studies textbooks is money wasted	-	-	1 (0.8)	119 (99.2)	1.01	0.27
7	There is provision for self-discovery and problem solving in Social Studies	120 (100)	-	-	-	4.00	0.00
8	The broadfield curriculum design of Social Studies is irrelevant to Nigeria context	-	-	-	120 (100)	1.00	0.00
<b>C</b>	<b>ATTITUDE TO SCIENTIFIC INQUIRY IN SOCIAL STUDIES</b>						
9	I enjoy making scientific inquiry to concepts, ideas and generalizations in Social Studies curriculum	119 (99.2)	-	-	1 (0.8)	3.98	0.27
10	Scientific inquiry approach is not useful in Social Studies	-	-	-	120 (100)	1.00	0.00
11	To me, Social Studies fosters an understanding of both physical and social environment	120 (100)	-	-	-	4.00	0.00
12	Women certainly are not smart enough in scientific inquiry approach	-	-	-	120 (100)	1.00	0.00

S/N	STATEMENT	SA	A	D	SD	MEAN	STD. DEV.
D	ATTITUDE TO SOCIAL STUDIES SPECIALIST						
13	Social Studies specialists are innovative	120 (100)	-	-	-	4.00	0.00
14	Specialist in Social Studies are lazy teachers	-	-	-	120 (100)	1.00	0.00
15	One can gain a lot by taking part in the activities of professionals in social studies	120 (100)	-	-	-	4.00	0.00
16	Being a specialist in Social Studies is hazardous	-	-	-	120 (100)	1.00	0.00
E	LEISURE ATTITUDE IN SOCIAL STUDIES						
17	I enjoy varieties of emerging issues that are of global interest in social studies	91 (75.8)	29 (24.2)	-	-	3.76	0.43
18	No matter how hard I try, I found no leisure interest in content of Social Studies curriculum			90 (75.0)	30 (25.0)	1.75	0.43
19	Group discussion are undertaken in Social Studies in a relaxed atmosphere	54 (45.0)	66 (55.0)	-	-	3.45	0.50
20	I have taken reading of terms in Social Studies as irrelevant	-	-	93 (77.5)	27 (22.5)	1.77	0.42
F	CAREER ATTITUDE IN SOCIAL STUDIES						
21	It is enjoyable to study Social Studies up to postgraduate level	84 (70.0)	36 (30.0)	-	-	3.70	0.46
22	Students normally regret admissions into Social Studies class	-	-	92 (76.7)	28 (23.3)	1.77	0.42
23	Social Studies makes me feel secured of good future	66 (55.0)	51 (42.5)		3 (2.5)	3.50	0.64
24	Social Studies is not just good for men	1 (0.8)	1 (0.8)	55 (45.8)	63 (52.5)	1.50	0.57
25	Social Studies is important to me in my future endeavour	82 (68.3)	37 (30.8)	-	1 (0.8)	3.67	0.52
26	Performing well in Social Studies class is not a guarantee for career interest	-	-	94 (78.3)	26 (21.7)	1.78	0.41

**Table 4.6 (b): Attitude of part-time Bachelor degree students of Colleges of Education**

**Social Studies Students' Attitude Scale (SSAS)**

S/N	STATEMENT	SA	A	D	SD	MEAN	STD. DEV.
<b>A</b>	<b>ENJOYMENT OF SOCIAL STUDIES LECTURE</b>						
1	Social Studies lecture is interesting	10 (3.8)	250 (94.3)	4 (1.5)	1 (0.4)	3.02	0.26
2	Social Studies lecture is dull	1 (0.4)	2 (0.8)	253 (95.5)	9 (3.4)	1.98	0.24
3	I am happier in Social Studies class than in any other class	9 (3.4)	250 (94.3)	4 (1.5)	2 (0.8)	3.00	0.28
4	Social Studies class is not exciting	2 (0.8)	4 (1.5)	249 (94.0)	10 (3.8)	1.99	0.29
<b>B</b>	<b>ATTITUDE TO SOCIAL STUDIES AS A COURSE OF STUDY</b>						
5	I don't mind spending a long time in order to understand a new concept and idea in Social Studies	12 (4.5)	251 (94.7)	2 (0.8)	-	3.04	0.23
6	Money spent on Social Studies textbooks is money wasted		2 (0.8)	252 (95.1)	11 (4.2)	1.97	0.22
7	There is provision for self-discovery and problem solving in Social Studies	13 (4.9)	251 (94.7)	1 (0.4)	-	3.05	0.23
8	The broadfield curriculum design of Social Studies is irrelevant to Nigeria context	-	34 (12.8)	220 (83.0)	11 (4.2)	2.09	0.40
<b>C</b>	<b>ATTITUDE TO SCIENTIFIC INQUIRY IN SOCIAL STUDIES</b>						
9	I enjoy making scientific inquiry to concepts, ideas and generalizations in Social Studies curriculum	14 (5.3)	249 (94.0)	2 (0.8)	-	3.05	0.24
10	Scientific inquiry approach is not useful in Social Studies	2 (0.8)	2 (0.8)	250 (94.3)	11 (4.2)	1.98	0.28
11	To me, Social Studies fosters an understanding of both physical and social environment	13 (4.9)	250 (94.3)	1 (0.4)	1 (0.4)	3.04	0.26
12	Women certainly are not smart enough in scientific inquiry approach	1 (0.4)	101 (38.1)	152 (57.4)	11 (4.2)	2.35	0.56

S/N	STATEMENT	SA	A	D	SD	MEAN	STD. DEV.
<b>D</b>	<b>ATTITUDE TO SOCIAL STUDIES SPECIALIST</b>						
13	Social Studies specialists are innovative	12 (4.5)	248 (93.6)	3 (1.1)	2 (0.8)	3.02	0.29
14	Specialist in Social Studies are lazy teachers	1 (0.4)	1 (0.4)	250 (94.3)	13 (4.9)	1.96	0.26
15	One can gain a lot by taking part in the activities of professionals in social studies	13 (4.9)	250 (94.3)	2 (0.8)	-	3.04	0.23
16	Being a specialist in Social Studies is hazardous	1 (0.4)	1 (0.4)	251 (94.7)	12 (4.5)	1.97	0.25
<b>E</b>	<b>LEISURE ATTITUDE IN SOCIAL STUDIES</b>						
17	I enjoy varieties of emerging issues that are of global interest in social studies	13 (4.9)	248 (93.6)	4 (1.5)	-	3.03	0.25
18	No matter how hard I try, I found no leisure interest in content of Social Studies curriculum	4 (1.5)	2 (0.8)	248 (93.6)	11 (4.2)	2.00	0.33
19	Group discussion are undertaken in Social Studies in a relaxed atmosphere	13 (4.9)	248 (93.6)	3 (1.1)	1 (0.4)	3.03	0.27
20	I have taken reading of terms in Social Studies as irrelevant	-	2 (0.8)	249 (94.0)	14 (5.3)	1.95	0.24
<b>F</b>	<b>CAREER ATTITUDE IN SOCIAL STUDIES</b>						
21	It is enjoyable to study Social Studies up to postgraduate level	13 (4.9)	249 (94.0)	2 (0.8)	1 (0.4)	3.03	0.27
22	Students normally regret admissions into Social Studies class	1 (0.4)	2 (0.8)	250 (94.3)	12 (4.5)	1.97	0.26
23	Social Studies makes me feel secured of good future	12 (4.5)	217 (81.9)	2 (0.8)	1 (0.4)	3.90	2.32
24	Social Studies is not just good for men	1 (0.4)	2 (0.8)	216 (81.5)	13 (4.9)	2.96	2.67
25	Social Studies is important to me in my future endeavour	14 (5.3)	215 (81.1)	2 (0.8)	1 (0.4)	4.03	2.65
26	Performing well in Social Studies class is not a guarantee for career interest	33 (12.5)	1 (0.4)	218 (82.3)	13 (4.9)	2.95	2.67

**Table 4.6 (c):** shows the t-test comparism of attitude of part-time students to Social Studies curriculum of universities and affiliated colleges of education.

	<b>Universities /colleges of education</b>	<b>N</b>	<b>Mean</b>	<b>Std. deviation</b>	<b>Crt-t</b>	<b>Cal-t</b>	<b>df</b>	<b>p</b>	<b>Remarks</b>
Social Studies students attitude scale	Universities	120	65.9417	8.3448	1.96	2.083	383	.000	Sig
	Colleges of education	265	64.5736	4.5045					

The result on table 4.5 (c) shows that students in the universities obtained higher mean score of ( $x= 65.9417$ ) than their counterparts in the affiliated colleges of education with the mean score of ( $x= 64.5736$ ) giving a mean difference of ( $x= 13.681$ ) which is significant at (t-value 2.083) ( df 383 ,  $P<.05$ ). Therefore the null hypothesis ( $H_{06}$ ) was rejected.

#### **4.17 Discussion of Results**

The study evaluated and compared the implementation of Bachelor of education in Social Studies curriculum of universities and their affiliated institutions in southwestern Nigeria. Below is the discussion on findings of this study.

#### **Compliance with the admission requirements stipulated by NUC**

The findings of this study revealed that the three universities (Ekiti state University, Lagos State University and Obafemi Awolowo University) under study and four affiliated College of Education (Emmanuel Alayande College of Education, Osun State College of Education and Adeyemi College of Education) used the same admission criteria to admit full time and part-time candidates. A study of students' handbooks of the universities and the affiliated colleges of education confirmed the findings from interview.

The findings implied that the regulations governing admission were being followed by the institutions under study. It should be noted that the compliance with general admission requirement, using the same entry qualification for Bachelor degree programme in the universities and affiliated colleges of education corroborates Ayodele (2002) position that taking bachelor degree programme outside the university campus does not make the products inferior or sub-standard to that of university campus.

The finding also negates general assumptions that candidates opted for admission for Bachelor degree programme at the affiliated colleges of education as the last resort to prevent further staying at home.

### **Qualification of Lecturers as Stipulated by NUC**

Concerning qualification of the lecturers of the institutions under study, According to NUC guideline on academic programme, all teaching staff must be professionally qualified teachers in addition to their academic qualification.

The responses of the administrators of the institutions studied revealed that lecturers in Social Studies departments were professionally qualified teachers with Social Studies background. All the lecturers are on full-time career appointment. Ajiboye, Adu and Amosun (2005) remarked that non-availability of sufficient Social Studies specialist has negative effect on the quality of teaching and learning.

### **Perception of Stakeholders on the elements of Social Studies curriculum**

On perception of stakeholders (Lecturers and students) on the objectives of Social Studies curriculum in the universities and affiliated colleges of education, both the Social Studies lecturers and students agreed that the objective is effective. According to Alade (2010), a well defined objective of curriculum is a decisive factor in education programme. Concerning the content of the curriculum, lecturers, full-time and part-time degree students in the universities and affiliated colleges of education perceived the content to be effective. This corroborates Ogunsanya (2010) that well structured curriculum content is important in transformative education. On learning experience, both lecturers and students in Social Studies curriculum of universities and affiliated colleges of education perceived defects in learning experience since the students were not encouraged to become active participants in activities such as seminars, conferences and workshop outside their classroom.

As regards evaluation in the curriculum implementation, Social Studies lecturers and affiliated colleges of education perceived an aspect of ineffectiveness in evaluation of affective domain, since societal values and other social behaviours embodied in Social Studies curriculum hardly lend themselves to the conventional evaluation procedures that teachers are more conversant with. This perception fell short of Ayandele and Ayanwale (2013) assertion that the cognitive, affective and psychomotor aspects of education are often important because these three domains deal with what an individual knows, feels and can do.



Concerning the methods adopted in teaching Social Studies, lecturers in both the universities and affiliated colleges of education very often used lecture / discussion method compared with the use of inquiry, field-trip and project methods. This finding gave credence to Aremu (2002) submission that the overall success or failure still depends on the teaching methods / strategies that a teacher employs when teaching.

On account of level availability, adequacy and utilization of instructional materials in the universities and Colleges of education. Universities have mean  $\bar{x} = 1.81$ ,  $\bar{x} = 1.81$  and  $\bar{x} = 1.92$  for the availability, adequacy and utilization respectively while Colleges of education have mean  $\bar{x} = 1.73$ ,  $\bar{x} = 1.73$  and  $\bar{x} = 1.64$  for availability, adequacy and utilization respectively. This finding showed that universities have higher mean scores in availability, adequacy and utilization of instructional materials than the affiliated Colleges of education.

### **Extent of contribution of Independent variables on implementation of Social Studies**

#### **Curriculum**

The independent variables contributed 38.9% ( $R^2 = 0.389$ ) to the variance of dependent variable = academic performance of the students in the universities while that of Colleges of education, independent variables contributed 26.2% ( $R^2 = 0.262$ ) to the variance of dependent variable = academic performance of the students. The independent variables also contributed 45.5% ( $R^2 = 0.455$ ) to the variance of dependent variable = teaching practice performance of students in the universities whereas that of College of education, independent variables contributed 33.4% ( $R^2 = 0.334$ ) to the variance of dependent variable = teaching practice performance of the students.

The independent variables contributed 18.8% ( $R^2 = 0.188$ ) to the variance of dependent variable = attitude of the students to Social Studies in the universities while that of Colleges of education, independent variables contributed 10.2% ( $R^2 = 0.102$ ) to the variance of dependent variance = attitude of the students to Social Studies.

This revealed that the universities have higher value of contributions of independent variables to dependent variables than the affiliated Colleges of Education..

#### **Relative contribution of Independent variables on implementation of Social Studies curriculum**

- i. As regards the magnitude of contribution of each of the six independent variables on dependent one that is acquisition of knowledge of basic concepts in Social Studies

curriculum in the universities, the scores generated showed the significant contribution of two of the variables that is: teaching experience and qualification of lecturers

However, the affiliated colleges of education records showed the significant contribution of three variables to the same dependent variable that is: Area of specialization qualification of lecturers and teaching facilities.

- ii. On classroom teaching performance of the students in the universities, three independent variable: teaching experience, qualification and area of specialization made significant contribution to dependent variable. In the affiliated colleges of education, two variables: teaching method and gender made significant contribution to dependent variable.
- iii. On the attitude of the students to Social Studies curriculum, none of the six independent variables made significant contribution to dependent variable in the universities and affiliated colleges of education. Pennycuick (2012) findings affirmed teacher's qualification as a variable that has significant impact in teaching/learning.

#### **Difference in academic achievement of full-time and part-time students in the universities and affiliated colleges of education**

Academic performance of students was assessed through the test on basic concepts in Social Studies. Full-time universities students have the mean score of  $\bar{x} = 54.72$  out of 100% and their counterpart in the Colleges of education have mean score of  $\bar{x} = 45.95$  out of 100%.

Part-time degree students in the universities have the mean score of  $\bar{x} = 58.53$  out of 100% while the Part-time degree students in the affiliated Colleges of education have the mean score of  $\bar{x} = 45.95$  out of 100%.

Academic excellence is generally defined in terms of examination performance therefore this finding corroborates Martin (2006) opinion on the use of performance indicators and that institutions which produce students of a higher achievement level are doing better.

#### **Difference in teaching practice performance of full-time and part-time students in the universities and affiliated colleges of education**

On assessment of pedagogical skills, the full-time students of universities have the mean score of 53.83 out of 100% total score on teaching practice assessment grade. Full-time students of colleges of education have the mean score of 59.98 which showed that colleges of education performed better than their counterpart in the universities under study.

The part-time students of the universities also scored 58.75 mean out of 100% total score on teaching practice assessment grade while students of colleges of education have the mean score of 59.70 indicating better performance than their universities students.

The differences in the teaching practice performance of student teachers as recorded through the findings gave credence to Aremu (2002) submission that overall success or failure in teaching depends on the teaching strategies that a teachers employs when teaching.

### **Difference in attitudinal disposition of full-time and part-time students in the universities and affiliated colleges of education**

The mean score of  $\bar{x} = 79.55$  was recorded on attitudinal scale for full-time students in the universities while their counterparts in the affiliated colleges of education have mean score of 68.53. It should be noted that universities students have higher favourable attitude to Social Studies curriculum than their counterpart in the affiliated colleges of education. On the other hand, the part-time degree students of universities have the mean score of  $\bar{x} = 65.94$  which is higher than  $\bar{x} = 64.57$  recorded for students in the colleges of education. This record also showed that universities students on part-time programme have higher favourable attitude to Social Studies curriculum than their colleagues in the affiliated colleges of education.

Ojedokun (2006) is of the opinion that attitude of students to Social Studies curriculum is crucial and influences acquisition of knowledge. Therefore, positive attitude to Social Studies will correspondingly enhance the students' academic achievement. However, higher favourable record on attitudinal scale by the full-time and part-time (on-campus) universities students might be contributing factors to their better performance in achievement test conducted and teaching practice exercise.

Cumulative grade points average were used for the determination of class of a degree for the full-time and part-time Bachelor degree programmes in the universities and affiliated colleges of education as recommended by the NUC.

The universities and the affiliated colleges of education made use of external moderators in moderating examination questions and results to certify the overall performance of the graduating students.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This study evaluated Full-time and Part-time bachelor of education degree in Social Studies curriculum of the universities and affiliated colleges of education. This section presents the summary of findings, implications of the finding in curriculum design and implementation. Recommendations and contribution of the study to knowledge as well as the limitations of the research work while suggestions for further studies are presented.

#### 5.1 Summary of Findings

Findings of this study revealed that:

- On admission, the universities and colleges of education under study complied with general admission requirements for the full-time and part-time degree programmes in Social Studies curriculum.
- As regards the qualification of lecturers, there are more qualified lecturers implementing the Social Studies curriculum in the universities than their counterparts in the colleges of education.
- The objective of full-time and part-time Bachelor degree programme in the universities and affiliated colleges of education is functional.
- The content of full-time and part-time Bachelor degree programme in the universities and affiliated colleges of education is effective.
- Learning activities in the curriculum implementation is effective. However, there is a defect in the aspect of learning activities such as seminars, conferences, and workshop taking place outside the classroom, which students were not encouraged to participate.
- Evaluation of affective domain is difficult in Social Studies curriculum this is due to the fact that societal values and modes of Social behaviours emphasized in Social Studies curriculum hardly lend themselves to the conventional evaluation procedures that lecturers in Social Studies are more conversant with.
- The composite effect of independence variables on dependent variables is higher in the universities than colleges of education.
- The relative contribution of independent variables on dependent variables is higher in the universities than colleges of education.

- Full-time Bachelor degree students in the universities performed better academically than their counterparts in the colleges of education.
- Part-time Bachelor degree students in the universities performed better academically than students in the affiliated colleges of education.
- Full-time degree students in the colleges of education performed better in the teaching practice exercise observed than their counterpart in the universities of affiliation
- Part-time degree students in the colleges of education performed better in the teaching practice exercise observed than their colleagues in the universities of affiliation
- Full-time degree students in the universities recorded higher positive attitudinal disposition to Social Studies teaching / learning than students in the affiliated colleges of education.
- Part-time degree students in the universities also displayed higher positive attitude to Social Studies than their colleagues in the colleges of education studied.
- The universities and the affiliated colleges of education made use of external moderators in moderating examination questions and results to certify the overall performance of the graduating students.
- Cumulative grade points average were used for the determination of class of a degree for the full-time and part-time Bachelor degree programme in the universities and affiliated colleges of education as recommended by the NUC.
- Considering the relative contribution of the six independent variables, one variable (academic qualification of the lecturers) made significant contribution to student's acquisition of knowledge of basic concepts in the universities while two variables (Lecturer's area of specialization and academic qualification) made significant contribution to the same dependent variable in the colleges of education.
- Concerning the relative contribution of the six independent variables on practical teaching skills of the students in the universities. One variable (academic qualification of the lecturers) made significant contribution while in the affiliated colleges of education; two variables (lecturer's methods of teaching and gender) made significant contribution to the same dependent variable i.e. practical teaching skill.
- On account of attitudinal disposition of the students to Social Studies curriculum, non of the six independent variables made significant contribution to attitude of the students in the universities and affiliated Colleges of Education.

## 5.2 Conclusion

The universities and the affiliated colleges of education achieved the objectives to which full time and part-time degree programme was set up to a large extent and that the quality of full-time and part-time bachelor degree in colleges of education is not significantly different from the affiliated universities. Although findings revealed higher mean score for the universities students in academic achievement while affiliated institution's students recorded higher mean score in teaching practice exercise. However, the implementation of bachelor of education degree was more effective in the Universities than colleges of education. There should be provision of adequate facilities for the colleges of education to improve on the implementation of their curricula.

## 5.3 Recommendations

Based on the findings of this study, the following recommendations for Social Studies curriculum implementation were proffered:

- ✓ Colleges of education need to improve on teaching / learning to boost academic achievement of the students.
- ✓ Micro-teaching laboratory should be established for an improvement in pedagogical skills of students in universities and its affiliates
- ✓ The duration of teaching practice exercise for the full-time degree student should be extended
- ✓ Variables that contributed to the students academic achievements and pedagogical skills, should be improved upon to enhance further curriculum achievement e.g lecturer's qualification, area specialization and methods of teaching
- ✓ Non of the six independent variables made significant contribution to the attitudinal disposition of students to Social Studies curriculum This is an indication of neglect of Affective Domain like interests, attitude and work habit. Social Studies lecturers need to develop a scale of measurement such as self-report inventories like the interview which involve a face-to-face encounter between the lecturers and the students. The question for such on interview should revolve round the behaviour which the lecturers intend to evaluate.
- ✓ The school authorities need to supply basic resources both human and non-human so that graduates of part-time degree programme will not be half-baked teachers.

- ✓ Social Studies lecturers need to vary their techniques with due cognizance of the objective, content, available instructional materials, interest and mastery of the content of the curriculum.
- ✓ For Social Studies to fulfill its laudable objectives; effort should be made to have 100% specialists in the Social Studies curriculum implementation.
- ✓ Shortness of course duration for the part-time degree programme in Social Studies should be looked into by policy makers in order to cover this wide area of content of the curriculum,
- ✓ Lecturers and students should be encouraged to participate in activities such as seminars, workshop and conferences inside and outside the classroom teaching to enhance effective learning experiences.

#### **5.4 Limitation of the Study**

- The study is an ex-post-facto hence the researcher has no control over variables of interest therefore could not manipulate them.
- This study is limited to universities in Southwestern Nigeria that are running part-time Bachelor degree in Social Studies curriculum and affiliated institutions running the same programmes. Products assessment is also limited to performance of student teachers in the test in basic concepts conducted, performance of student teachers in teaching practice, and response to attitudinal scale drawn.

#### **5.5 Contribution of the Study to Knowledge**

Social Studies as one of the “core group” of subjects in the school curriculum needs to be continuously supported with research in order to achieve its laudable activities. Hence, the study has contributed to knowledge in the following ways:

- The study has provided information to the policy makers about the extent to which the objectives of full-time and part-time bachelor degree in Social Studies curriculum are being achieved.
- It has shown the basis for comparing the quality of full-time and part-time Social Studies graduates of colleges of education with their counterparts in the universities of affiliation.
- The study revealed the need to provide adequate materials both human and non-human for effective implementation of the curriculum.

- The finding of this study would be a guide to colleges of education that are proposing to design curriculum for the implementation of part-time/sandwich programme at Bachelor degree level.
- The study identified various constraints that are common in the implementation of part-time curriculum which if taken care of would guide against future occurrence.
- The findings of the study revealed defect in evaluation of affective domains of Social Studies curriculum and solution proffered if implemented will curb thuggery and hooliganism in the society.
- The study provided background information about variables of significance in the curriculum designs and implementation.

### **5.6 Suggestions for Further Research**

- ❖ Further research should be carried out to compare the job performance of part-time Social Studies graduates of universities and the affiliated institutions.
- ❖ Relative effects of factors identified as influencing curriculum achievement could also be a focus for further study.
- ❖ Another study could attempt at replication for other states of the federation that are not included in this study for further information and generalization. Other variables that are not included in this study could be explored for further study.



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**APPENDIX 1**  
**UNIVERSITY OF IBADAN**  
**DEPARTMENT OF TEACHER EDUCATION**  
**B.Ed CANDIDATES' ADMISSION REQUIREMENTS QUESTIONNAIRE (BARQ)**

**Dear Sir/ Madam,**

The purpose of this open-end questionnaire is to seek information that can facilitate evaluation of social curriculum at Bachelor degree level. Please, be honest and objective because any information provided will be treated confidentially and will be used for research purpose only.

**SECTION A**

Demographic Data of the Respondents

1. Name and Address of your University or College
2. Rank / Position:
3. Sex:
4. Full-time or Part-time programme

**SECTION B**

1. What is the O'Level requirement for admission into B.Ed Social Studies?  
.....
2. What is the maximum examination sittings allowed for B.Ed admission?  
.....
3. Do you waive admission requirement for part-time degree candidate?  
.....
4. Specify the Unified Tertiary Matriculation Examination (UTME) cut-off point in your institution? .....
5. What is the minimum age of entry for B.Ed programme?  
.....
6. Specify the admission requirement into B.Ed for an holder of Nigeria certificate in Education (NCE)? .....
7. Do you verify the authenticity of statement of results/certificates used by candidates for admission? .....

## APPENDIX 2

### UNIVERSITY OF IBADAN

#### DEPARTMENT OF TEACHER EDUCATION

#### PERCEPTION OF SOCIAL STUDIES CURRICULUM QUESTIONNAIRE (PSSCQ)

Dear Sir / Madam,

The purpose of this questionnaire is to seek information that can facilitate evaluation of Social Studies curriculum in the Universities and Affiliated Colleges of Education. Please, be honest and objective. Whatever information given will be treated with strict confidence and it will be used for research purpose only.

#### SECTION A

Respond to each statement by ticking ( ) only one in the appropriate column.

#### Demographic Data of the Respondents

1. Name and Address of your university / College.....
2. Lecturer:
3. Full-time Student / Part-time Student
4. Rank / Position
5. Academic Qualification: (Lecturer Only) .....
6. Area of Specialization: (Lecturer Only).....
7. Teaching / Working Experience: (No of years in service).....
8. Age: 20- 24 ( ) 25 – 29 ( ) 30 – 34 ( ) 35 – 39 ( ) 40 – 44 ( ) 45 – 49 ( )  
50 and above ( )
9. Sex: Male ( ) Female ( )
10. Marital Status: Single ( ) Married ( )

## SECTION B

The statements below are for lecturers and students to assess the effectiveness of the basic elements (objective, content, learning expresses and evaluation) of Social Studies curriculum at Bachelor degree level.

Respond to each statement by ticking ( ) in the column that is appropriate to your perception in the following order:

SA = Strongly Agree - 4, A = Agree - 3, SD = Strongly Disagree – 2, D = Disagree -1

<b>A</b>	<b>Perception of Social Studies Curriculum Objectives at the Bachelor Degree level</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
1	Production of professionally equipped teachers is achievable in Social Studies				
2	Interdisciplinary objective is inappropriate in Social Studies				
3	Production of teachers with a variety of teaching methods is relevant				
4	To produce teachers for postgraduate programme is not achievable in Social Studies				
<b>B</b>	<b>Perception of Content of Social Studies Curriculum at Bachelor Degree level</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
5	The content of the curriculum weaved around the home and environment makes it possible for student teachers to apply the knowledge acquired to real life situation				
6	“Thematic Approach” as the basis for selecting and organizing Social Studies Curriculum Content is not appropriate				
7	The content of Social Studies made up of concepts and generalization organized in a spiral structure is consistent in teaching and learning				
8	The scope of the Social Studies curriculum content and depth of coverage are too wide compared with the time allowed for part-time Bachelor degree programme in Colleges of Education				

<b>C</b>	<b>Perception of Learning Experience in Social Studies Curriculum</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
9	Classroom activities of the curriculum involve making decision about Social affairs	Classroom activities of the curriculum involve making decision about Social affairs	Classroom activities of the curriculum involve making decision about Social affairs	Classroom activities of the curriculum involve making decision about Social affairs	Classroom activities of the curriculum involve making decision about Social affairs
10	Learning experiences do not appeal to various categories of Social Studies students	Learning experiences do not appeal to various categories of Social Studies students	Learning experiences do not appeal to various categories of Social Studies students	Learning experiences do not appeal to various categories of Social Studies students	Learning experiences do not appeal to various categories of Social Studies students
11	Hypothesis formulation is consistent in gathering data in Social Studies.	Hypothesis formulation is consistent in gathering data in Social Studies.	Hypothesis formulation is consistent in gathering data in Social Studies.	Hypothesis formulation is consistent in gathering data in Social Studies.	Hypothesis formulation is consistent in gathering data in Social Studies.
12	Students are not encouraged to participate in seminars, conferences, workshops within and outside their classrooms	Students are not encouraged to participate in seminars, conferences, workshops within and outside their classrooms	Students are not encouraged to participate in seminars, conferences, workshops within and outside their classrooms	Students are not encouraged to participate in seminars, conferences, workshops within and outside their classrooms	Students are not encouraged to participate in seminars, conferences, workshops within and outside their classrooms
<b>D</b>	<b>Perception on Evaluation in Social Studies Curriculum</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
13	The curriculum objectives and the content serve as the basis of evaluation in Social Studies				
14	Evaluation data are not used in planning curriculum				

	improvement in Social Studies				
15	Evaluation includes classroom activities and field-trips.				
16	Evaluation of affective domain is difficult in Social Studies. due to conventional approach used by the teachers				

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### APPENDIX 3

#### UNIVERSITY OF IBADAN

#### DEPARTMENT OF TEACHER EDUCATION

#### INVENTORY OF SOCIAL STUDIES CURRICULUM RESOURCES (ISSCR)

*Dear Sir / Madam,*

The purpose of this questionnaire is to seek information that can facilitate an evaluation of implementation of Social Studies curriculum at Bachelor degree level. Please, be honest and objective because any information provided will be treated confidentially and will be used for research purpose only.

Choose the category you belong to by ticking ( ) in the box provided in front of each response.

Name and Address of your University or College

Social Studies Lecturer: Full-time ( ) Part-time ( )

Social Studies Student: Full-time ( ) Part-time ( )

Please indicate your assessment of the extent of availability adequacy and utilization of resources in your university or college for the implementation of Social Studies curriculum at Bachelor degree level.

Use the key below as your guide:

AV = Availability, NA = Not Available, AD = Adequacy, F = Frequently, O = Occasionally,

N = Never

A	Materials	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequently	Occasionally	Never
1	Whiteboard							
2	Boardmarker							
3	Social Studies textbooks							
4	Wall Maps							
5	The Atlas							
6	Posters /pictures							
7	Charts							
8	The globe							
9	Magazines, Journals and Newspapers							



B	Settings	Availability		Adequacy		Utilization		
		AV	NA	AD	NAD	Frequently	Occasionally	Never
10	Lecture room							
11	Auditorium							
12	Library							
13	Social Studies room							
14	Lecturer's office							
C	Equipments	AV	NA	AD	NAD	Frequently	Occasionally	Never
15	Public address system (Megaphone)							
16	Computer and its accessories							
17	Slide projectors							
18	Filmstrip projectors							
19	Radio / Tape Recorders							
20	Television sets							
21	Video recorders							
22	Camera							

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**APPENDIX 4**  
**UNIVERSITY OF IBADAN**  
**DEPARTMENT OF TEACHER EDUCATION**  
**SOCIAL STUDIES' TEACHERS' TEACHING METHODS QUESTIONNAIRE**  
**(SSTTMQ)**

**Dear Sir / Madam,**

The purpose of this questionnaire is to seek information that can facilitate evaluation of Social Studies curriculum in the universities and affiliated Colleges of Education. Please, be honest and objective. Whatever information given will be treated with strict confidence and it will be used for research purpose only.

This instrument is designed to elicit information on the strategies, which lecturers employ in teaching and learning of Social Studies at the Bachelor degree level.

- i. Name and Address of the University / College.....
- ii. Gender: Male ( ) Female ( )
- iii. Are of Specialization .....
- iv. Qualification.....
- v. Teaching Experience.....

Indicate the frequency with which you make use of the following strategies in your learning

KEY: VO = Very Often O = Often R = Rarely N = Never

		<b>VO</b>	<b>O</b>	<b>R</b>	<b>N</b>	<b>MEAN</b>
1	Inquiry method / questioning and project techniques					
2	Discussion method / small group discussion and debate technique					
3	Field trip method / outdoor experience and excursion technique					
4	Activity method / role-playing and dramatization techniques					
5	Project method / simulation technique					
6	Expository method / content transmission technique					
7	Lecture method / chalk and talk technique					
8	Lecture method / discussion					
9	The use of continuous assessment to examine the performance of students					
10	I encourage evaluation based on individual students project / assignment					

**APPENDIX 5**  
**UNIVERSITY OF IBADAN**  
**DEPARTMENT OF TEACHER EDUCATION**  
**CLASSROOM TEACHING OBSERVATION SCHEDULE (CTOS)**

**SECTION A**

**Gender:** Male ( ) Female ( )

**Course of Study:**

**School of Practice:**

**Class:**

**Subject Taught:**

**Topic Taught:**

**Date:**

**SECTION B**

(Scoring Guide: 5 = Excellent, 4 = Very good, 3= Good, 2 = Fair, 1 = Poor)

S/N	ITEMS	MAXIMUM MARK	MARK AWARDED	COMMENT
1	PREPARATION: Lesson Plan (a) Statement of Objectives (b) Content (i) Logicity and Sequence (ii) Adequacy	5 5 3		
2	INSTRUCTIONAL MATERIALS: (a) Relevance (b) Quality (c) Varieties	3 3 4		
3	PRESENTATION: (a) Introduction (Relevance) (b) Development of Lesson (c) Mastery of Subject Matter (d) Use of Chalkboard (e) Time Management (f) Questioning Technique (g) Class Participation	5 5 5 10 5 5 5		
4	CLASS MANAGEMENT: (a) Class control (b) Class Arrangement (c) Reaction and Reinforcement of pupils responses	5 2 5		
5	COMMUNICATION SKILLS: (a) Clarity of Voice (b) Appropriate Use of Languages	3 4		

6	EVALUATION (a) Evaluation of Learners achievement (b) Summary / Conclusion	5 5		
7	Teacher's Personality (A) Neatness / Dressing (B) Comportment (C) <b>TOTAL SCORE</b>	4 4 100		

**COMMENTS**

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NAME & SIGNATURE OF SUPERVISOR DATE

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**APPENDIX 6**  
**UNIVERSITY OF IBADAN**  
**DEPARTMENT OF TEACHER EDUCATION**  
**SOCIAL STUDIES CONCEPTS TEST (SSCT)**

**Dear Sir / Madam,**

The purpose of this instrument is to seek information that can facilitate an assessment of implementation of Social Studies curriculum at bachelor degree level. Any information provided will be treated confidentially and will be used for research purpose only.

**SECTION A**

Demographic data of the student

Respond to each statement below by ticking ( ) only one of the options

1. Name and Address of your University College:.....
2. Level of the Student (course):.....

**SECTION B**

Answer ALL the questions. Each question is followed by Five Options lettered A to E. Find out the correct option for each question and shade in pencil on your answer sheet provided in the answer space which bears the same letter as the option you have chosen.

1. The weather elements include
  - (a) Vegetation, cloud, rainfall, climate and hills
  - (b) Land and sea breezes, thermometers, temperatures, rain gauge and measuring glass
  - (c) Lightening and thunder, rainy, season, humidity, atmosphere air pressure, wind and sunshine
  - (d) Sunshine, cloud temperature, air pressure, wind, rainfall, and pressure.
  - (e) Rainfall, hygrometer, barometer, anemometer and barography
  
2. The physical features of Nigerian comprises
  - (a) Volcanic rocks, Kanji lake and Jos Plateau
  - (b) Ude Hills Soko plains and Atlantic ocean
  - (c) Lowlands Highlands and Rivers
  - (d) Highlands, River Niger and Benue
  - (e) Valley, plateau and Idanre Hills
  
3. Oil spillages into the environment can best be minimized if:

- (a) Government legislates against oil spillages  
(b) The crude oil is excessively mined by the oil exploring companies  
(c) Bunkering is allowed  
(d) The local people are allowed to mine the oil alone  
(e) The co-operation and vigilance of Local communities are enjoined.
4. Air pollution cannot be controlled by one of the following methods:  
(a) Using absorbers to reduce pollutants from the atmosphere  
(b) Enacting edicts/laws to control noise from public address systems  
(c) Setting standard to aid pollution  
(d) Gas flaring  
(e) The use of public enlightenment campaign
5. Air pollution can lead to the following health problems in animals except.  
(a) Heart failure      (d) Suffocation  
(b) Blindness      (e) Dysentery  
(c) Hearing problem
6. One of the earliest political institutions set up in the colonial period to allow for local participation in politics was the  
(a) Supreme military council      (d) Willink's commission  
(b) Legislative council      (e) Public service commission  
(c) Federal Executive Council
7. The three types of rainfall are  
(a) Relief rain, Frontal and conventional rainfall  
(b) Orographic rain, relief rain and cyclonic rainfall  
(c) Thunder storm, cyclonic, frontal rainfall  
(d) Conventional rain, thunderstorm and relief rainfall  
(e) Relief rain, frontal and cyclonic rainfall

- 8 Social environment comprises
- (a) Industries, vehicles, vegetation (d) Table, Rivers, Houses  
 (b) Language, Religion, Dress (e) Flies, goats, Houses  
 (c) Religion, Goats, Flowers
- 9 Man can quickly influence his social environment through.....
- (a) Intolerance (d) Evolution  
 (b) Education (e) Confusion  
 (c) Revolution
10. The evolution of the Nigerian community clearly shows that
- (a) Nigerian were not empire builders  
 (b) Nigerians are one people who have settled in various parts of the country  
 (c) Nigerians groups were entirely divided into city-states  
 (d) Today no tribe is poor
- 11 Which of these institutions do we need to solve the problem of shortage of high level manpower in Nigeria
- (a) Economic (d) Religious  
 (b) Education (e) Traditional  
 (c) Health
- 12 The four kinds of economics institutions are -----
- (a) markets, seller, farm and buyers  
 (b) markets, bank, farm and industries  
 (c) markets, buyers, industries, farm  
 (d) markets, bank, buyers and industries  
 (e) markets, industries farm, and stores
- 13 Declining standard of living, hunger, unemployment, declining soil fertility and congestion are all signals of -----
- (a) dependency ratio (c) population structure  
 (b) population pressure (d) optimum population

14 A country with 30.8 million people in 1995, recorded the following by year 2001: 1.6 million died, 2.8 million born, 2.1 million emigrants and 2.9 million immigrants. What was the population in year 2001?

- (a) 0.4 million
- (b) 21.4 million
- (c) 28.8 million
- (d) 32.8 million
- (e) 40.2 million

15 Population growth can be calculated as

- (a) Birth + death rate + migration rate + immigration rate
- (b) Birth rate + death + migration rate - immigration rate
- (c) Birth rate + death rate - migration rate + immigration rate
- (d) Birth rate - death rate - emigration rate + immigration rate
- (e) Birth - death rate

16 Population growth can be controlled by all the following except

- (a) legalizing abortion
- (b) incentives on immigration
- (c) family planning
- (d) limiting number of children per family

17 A fall in per capital income can be caused by:

- (a) Under population
- (b) Optimum population
- (c) Over population
- (d) Trade union

18 Population Census is usually conducted every

- (a) 20 years
- (b) 15 years
- (c) 10 years
- (d) 7 years

Study the items below and use it to answer question 19

- i Adequate food
- ii High mortality rate
- iii High birth rate
- iv. Improved medical care
- v. Family planning

19 Which of the following factors enhances population growth



- (a) I and II only            (d) IV and V only  
(b) I, III and IV only    (e) I only  
(c) IV only
20. If a baby is a female, her mother's ovum must have been fertilized by a sperm carrying the chromosome
- (a) X            (d) YY  
(b) XY            (e) Y  
(c) XX
21. The population density of a country is calculated on the basis of the
- (a) Rate of population increase  
(b) birth rate and the death rate  
(c) number of people migrating to the country  
(d) size of the country in relation to the population  
(e) number of people living in the towns
22. Low birth rate and low death rate are characteristics of
- (a) Brazil            (d) Mexico  
(b) India            (e) The United Kingdom  
(c) Nigeria
23. A major effect of ageing population is
- (a) reduced labour force            (c) reduced infrastructure  
(b) rise in prices of commodities    (d) neglect of agriculture
24. Natural growth rate is
- (a) birth rate less death rate            (c) death rate plus birth rate  
(b) death rate less migration            (d) birth rate plus migration
25. The people living in big cities depend on the people of rural areas by
- (a) getting their electricity from the rural dwellers  
(b) getting their children educated in the rural areas

- (c) getting the adequate foodstuffs from the rural areas  
(d) getting their mean of livelihood from rural areas  
(e) getting their wives from the rural areas
26. Nigeria as an entity formerly came into being on  
(a) February 1, 1914      (d) October 1, 1963  
(b) January 1, 1914      (e) October 1, 1979  
(c) October 1, 1960
27. Which of the following is common to all ethnic groups in Nigeria?  
(a) language, dress and food  
(b) naming, ceremonies, plaiting of hair and farming  
(c) occupation, trade and language  
(d) dress, food and ceremonies  
(e) food, trade and language
28. Which of the following is not correct  
(a) Efik is associated with cross River state  
(b) Igala is associated with Benue state  
(c) TIV is associated with Kwara state  
(d) Nupe is associated with Niger state  
(e) Birom is associated with Plateau state
29. The term 'followership' means  
(a) to follow a preacher      (d) a person chosen to follow a route  
(b) a body of people who are led by someone      (e) a follower  
(c) a blind man following a foot-path
30. Crime which is the result of social instability is caused by all except  
(a) good government      (d) bad company  
(b) materialism      (e) weak parental control  
(c) poverty

31. Both leaders and followers depend on one another to meet their various obligations. However the followers look up to their leader for
- (a) money and gifts
  - (b) advice and encouragement
  - (c) cars and lorries
  - (d) food and drink
  - (e) love and affection
32. The term 'development' differs from 'growth' because
- (a) growth also means development
  - (b) development means both growth and better social amenities.
  - (c) people emphasize one aspect of development more than other
  - (d) the growth in the economy can be described fairly and equitably among the people in the country
  - (e) many forces contribute to the development of society
33. The alien culture which is an agent of change has failed to influence our
- (a) festivals, chances, ceremonies, inheritance law and so on
  - (b) pre-religion and marriage
  - (c) politics, economy and socio-cultural behaviour
  - (d) sports, dressing and thinking
  - (e) education, values and orientation
34. Before 1861, most of nowadays Nigeria was ruled by
- (a) the British traders
  - (b) the Portuguese traders
  - (c) the Nigerian traders
  - (d) the Obas, Emirs and Chiefs
  - (e) the Aba traders
35. The fact that man and many other animals first lived in parts of east Africa, especially in the Rift valley round Lake Victoria and in Tanzania made, any scientist to believe that
- (a) Nigeria was probably the origin of man
  - (b) Europe was probably the starting place of man

- (c) Africa was probably the starting place of man  
(d) Asia was probably the starting place of man  
(e) America was probably the starting place of man
36. By classifying man into racial types were  
(a) trying to know the ethnic groups  
(b) classifying the people of the world  
(c) describing the characteristics that are common to the people of a certain area  
(d) grouping man according to his age  
(e) separating man from other animals
37. Science and technologies can be said to better our lot today in that  
(a) it has improved our health and transportation  
(b) it has increased the production of guns and bombs  
(c) it has increased the death of babies  
(d) They cause a lot of money and accident
38. Social Studies is regarded as a/an \_\_\_\_\_  
(a) applied science                      (d) pure science  
(b) art subject                              (e) social science  
(c) physical science
39. Money performs the following functions except \_\_\_\_\_  
(a) measure of values                      (d) store of value  
(b) speculative functions                      (e) unit of account  
(c) standard of deferred payment
40. A society that is devoid of classes but there is full social equality of all members is referred to as \_\_\_\_\_  
(a) capitalist economy                      (d) mixed economy  
(b) communist economy                      (e) socialist economy  
(c) feudalism economy

41. The oldest and commonest type of business organization in Nigeria is \_\_\_\_\_
- (a) co-operative societies (d) public corporations  
(b) joint stock companies (e) sole proprietorship  
(c) partnership
42. The natural increase in population is defined as \_\_\_\_\_
- (a) birth rate + death rate (d) birth rate  $\times$  death rate  
(b) birth rate – death rate (e) birth rate – death rate + immigration  
(c) birth rate  $\div$  death rate
43. One good means of sharing information with many places is \_\_\_\_\_
- (a) Transportation (d) Telecommunication  
(b) Telephone (e) Television  
(c) Mass media
44. Application of science and technology has helped agriculture to:
- (a) be an occupation for women  
(b) be an occupation for women and girls only  
(c) improve tools and implements  
(d) provide thatched houses for the farmers  
(e) provide traditional hoes and cutlasses
45. When a person is immunized to a disease, it means that the person -----
- (a) Can never get that disease (d) Is unlikely to have that disease  
(b) Is in trouble (e) Will always have that disease  
(c) Is safe for life
46. Drug abuse means taking -----
- (a) Drugs with doctors advice (d) Too little drug  
(b) Drugs without doctors advice (e) Too much drugs  
(c) No drugs at all

47. The products of technology are the following except
- (a) cars
  - (b) Planes
  - (c) Stars
  - (d) book
  - (e) Machines
48. The development of radio, television and more recently space satellites marks the dependent of telecommunications. Which of the following is not an advantage of this invention
- (a) News from the BBC, London can be heard in any part of the globe
  - (b) The landing on the moon by American astronauts were televised live by the use of the satellites
  - (c) The mail of all kinds could be delivered in good time and at a very small cost
  - (d) They have far-reaching effects on every aspects of our daily lives, trade, culture or entertainment
  - (e) Television allows pictures, advertisement and even school lessons to be transmitted to the remotest part of the country
49. The main economic goal of ECOWAS is the attainment of
- (a) Regional free trade
  - (b) Multilateral trade
  - (c) Bilateral trade
  - (d) Economic self-reliance
  - (e) The economic emancipation of Africa
50. The imports of most developing countries consist mainly of
- (a) Crafts
  - (b) Mineral resources
  - (c) Manufactured goods
  - (d) Agricultural raw materials
51. The organization of African Unity (O.A.U) was established in 1963 at
- (a) Lagos
  - (b) Nairobi
  - (c) Accra
  - (d) Addis Ababa
  - (e) Cairo
52. International trade is necessary because
- (a) No country can live in economic isolation

- (b) Different countries are differently endowed in natural and man-made resources
- (c) Some countries have comparative costs advantage in the production of a particular commodity over the other countries
- (d) The world demand for and supply of various categories of commodities is expanding very fast
- (e) Countries want to build up their foreign exchange reserves
53. International trade is an application of the principle of
- (a) Industrial production                      (c) Regional co-operation
- (b) Mass production                              (d) Comparative cost advantage
54. Trade among West African Countries is poor because the
- (a) Countries are self-sufficient              (c) Number of banks is insufficient
- (b) Communication links are weak          (d) People are not enterprising
55. A policy by which governments restricts the amount of currencies bought and sold is known as
- (a) Devaluation                                  (c) Exchange central
- (b) Credit creation                              (d) Export promotion
56. The Economy Community of West African States (ECOWAS) has been slow in achieving its objectives because of
- (a) Political instability in member states
- (b) The activities of multinational
- (c) Inadequate personnel at the secretariat
- (d) Inadequate international sport
57. The bank established to finance projects aimed at promoting economic and social development within the African continent is
- (a) Africa Bank for Commerce and Industry
- (b) African development Bank
- (c) Economic Bank for Africa
- (d) Recovery currency Board Bank

58. Which of the following is NOT among objectives of OPEC?
- (a) To co-ordinate and harmonize the oil policies of member countries
  - (b) To established petroleum refineries in all member countries
  - (c) To make sure that oil flows to all the consuming countries
  - (d) To stabilize the price of oil in the world market
  - (e) To sterilize the revenue from oil to producing countries
59. The organization of African Unity was set up in
- (a) 1960
  - (b) 1957
  - (c) 1963
  - (d) 1975
  - (e) 1979
60. Where is the administrative headquarters of ECOWAS
- (a) Lome
  - (b) Accra
  - (c) Lagos
  - (d) Cotonou

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**APPENDIX 7**  
**UNIVERSITY OF IBADAN**  
**DEPARTMENT OF TEACHER EDUCATION**  
**SOCIAL STUDIES STUDENT'S ATTITUDINAL SCALE (SSAS)**

**Dear Sir / Madam,**

The purpose of this questionnaire is to seek information that can facilitate an assessment of implementation of Social Studies curriculum at Bachelor degree level. Information given will be treated with strict confidence and it will be used for research purpose only.

Name and Address of your University or college:.....

Choose the category you belong to by ticking ( ) in the box provided.

Full-time Student ( )

Part-time Student ( )

Respond to each statement below by ticking ( ) in the column that is appropriate to your feeling in the following order.

- i. SA - Strongly Agree
- ii. A - Agree
- iii. D - Disagree
- iv. SD - Strongly Disagree

S/N	STATEMENT	SA	A	D	SD
<b>A</b>	<b>ENJOYMENT OF SOCIAL STUDIES LECTURE</b>				
1	Social Studies lecture is interesting				
2	Social Studies lecture is dull				
3	I am happier in Social Studies class than in any other class				
4	Social Studies class is not exciting				
S/N	STATEMENT	SA	A	D	SD
<b>B</b>	<b>ATTITUDE TO SOCIAL STUDIES AS A COURSE OF STUDY</b>				
5	I don't mind spending a long time in order to understand a new concept and idea in Social Studies				
6	Money spent on Social Studies textbooks is money wasted				
7	There is provision for self-discovery and problem solving in Social Studies				
8	The broadfied curriculum design of Social Studies is irrelevant to Nigeria context				

S/N	STATEMENT	SA	A	D	SD
<b>C</b>	<b>ATTITUDE TO SCIENTIFIC INQUIRY IN SOCIAL STUDIES</b>				
9	I enjoy making scientific inquiry to concepts, ideas and generalizations in Social Studies curriculum				
10	Scientific inquiry approach is not useful in Social Studies				
11	To me, Social Studies fosters an understanding of both physical and social environment				
12	Women certainly are not smart enough in scientific inquiry approach				
<b>D</b>	<b>ATTITUDE TO SOCIAL STUDIESSPECIALIST</b>				
13	Social Studies specialists are innovative				
14	Specialist in Social Studies are lazy teachers				
15	One can gain a lot by taking part in the activities of professionals in social studies				
16	Being a specialist in Social Studies is hazardous				
<b>E</b>	<b>LEISURE ATTITUDE IN SOCIAL STUDIES</b>				
17	I enjoy varieties of emerging issues that are of global interest in social studies				
18	No matter how hard I try, I found no leisure interest in content of Social Studies curriculum				
19	Group discussions are undertaken in Social Studies in a relaxed atmosphere				
20	I have taken reading of terms in Social Studies as irrelevant				
<b>F</b>	<b>CAREER ATTITUDE IN SOCIAL STUDIES</b>				
21	It is enjoyable to study Social Studies up to postgraduate level				
22	Students normally regret admissions into Social Studies				
23	Social Studies makes me feel secured of good future				
24	Social Studies is not just good for men				
25	Social Studies is important to me in my future endeavour				
26	Performing well in Social Studies is not a guarantee for career interest				

**APPENDIX 8**

**UNIVERSITY OF IBADAN  
DEPARTMENT OF TEACHER EDUCATION  
COMPUTATION AND DETERMINATION OF B.Ed RESULTS IN THE  
UNIVERSITIES AND AFFILIATED COLLEGES OF EDUCATION**

**Dear Sir/ Madam**

The purpose of this questionnaire is to seek information that can facilitate evaluation of Social Studies curriculum of Bachelor degree level. Please, be honest and objective because any information provided will be treated confidentially and will be for research purpose only.

**SECTION A**

Demographic Data of the Respondents

1. Name and Address of your University of College: -----  
-----
2. Rank/Position: -----
3. Sex: -----
4. Full-time programme: -----
5. Part –time programme: -----

**SECTION B**

1. How do you score credit points? .....
2. How do you calculate total credit points? .....
3. What method do you adopt in obtaining grade point average?  
.....
4. What are the procedures in calculating cumulative grade point average?  
.....
5. Specify how you determine the class of degrees?  
.....

**APPENDIX 9**  
**UNIVERSITY OF IBADAN**  
**DEPARTMENT OF TEACHER EDUCATION**  
**QUESTIONNAIRE ON EXTERNAL MODERATION OF EXAMINATION**  
**QUESTIONS AND RESULTS (QEMEQR)**

**Dear Sir/ Madam**

The purpose of this questionnaire is to seek information that can facilitate evaluation of Social Studies curriculum of Bachelor degree level. Please, be honest and objective because any information provided will be treated confidentially and will be for research purpose only.

**SECTION A**

Demographic Data of the Respondents

1. Name and Address of your University of College: -----  
-----
2. Rank/Position: -----
3. Sex: -----
4. Full-time programme: -----
5. Part –time programme: -----

**SECTION B**

1. Do you moderate examination questions and results of both full-time and part-time degree programme in your institution? \_\_\_\_\_
2. What is the minimum status/position of an external moderator for the Bachelor degree examination questions and results in your institution? \_\_\_\_\_
3. What is the minimum year of university teaching experience of a moderator?  
\_\_\_\_\_
4. For the university only, must a moderator be a staff of another university?  
\_\_\_\_\_
5. For the college of education only, must a moderator be a staff of university of affiliation? \_\_\_\_\_
6. What are the levels of courses that the examination questions and results require external moderation in your institution? \_\_\_\_\_
7. Where is the venue of moderation in your institution? \_\_\_\_\_