ASSESSMENT OF STUDENTS ATTITUDE TOWARDS TEACHING AND LEARNING OF SOCIAL STUDIES IN NIGERIA’S COLLEGES OF EDUCATION

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Abstract
This study examined the assessment of students’ attitudes towards teaching and learning of Social Studies Education in Colleges of Education in Niger State. A sample of one thousand (1000) NCE II NCE III Social Studies student were drawn from Federal College of Education, Kontagora and Niger State College of Education, Minna. A reliability (HO₁) showed that there is statistically no significant difference between male and female NCE II and NCE III towards the teaching and learning of Social Studies Education. The T-value is however not significant at 0.05 level significance level significance, (t=0.28, df=971, p>0.0). Hence, the Null hypothesis one was therefore upheld. While in hypothesis two (HO₂) the calculated T-value was significant at the 0.05 level. This indicates that there is significant difference between NCE II and NCE III students towards the teaching and learning of Social Studies Education, (t=2.454, df=973, p<0.1). Hence, the null hypothesis two (HO₂) was rejected. Hypothesis three (HO₃), the result is at 0.05 significant level. This indicates that there is a significant difference in the perception of teachers and inadequate Social Studies textbooks (F=14.686, df=5843, p<0.05). The Null hypothesis three (HO₃) is therefore rejected. While in hypothesis four (HO₄) the result showed that there is a significant difference between the curriculum objectives, content and evaluation which influence students attitudes towards the teaching and learning of Social Studies Education, (F=701.373, df=2915, p<0.05). Based on these, conclusion was draw and recommendations made for further research work.

Keywords: Social Studies, Attitude, Teaching and learning. Colleges of Education

Introduction
The different levels of academic achievement of students in Nigeria have been and are still sources of concern and research interest to educators, government, parents and general public, this because of the great importance that education has on national development. All over Nigeria, there is consensus of opinion that standard of education has fallen (Adebule, 2004; Yusuf, 2005, Okebukola, 2006; Ahmed, 2010). Despite all
Put efforts that are put in teaching Social Studies at the Junior Secondary School level, the performance of students in recent years has been quite unsatisfactory. Social Studies educators such as Mexieobi, (2000) and Okam (2000) have asserted that the important place of Social Studies in Nigerian educational system, the aims for which the subject is set have not been achieved. Students continue to perform poorly at the Junior Secondary Certificate Examination. Awoyemi (1986) and Linda (2000) were of the opinion that teachers’ incompetence in the ever-changing curriculum, which makes them to operate almost at the same level with their students, is a contributing factor for the poor performance of students in Social Studies.

Mezieobi and Joof (2000) attributed the dismal performance to the use of inappropriate approach by the teachers in teaching the subject. Aremu and Sokan (2003) submitted that the search for the causations of poor academic achievement is unending and some of the factors they put reward are: motivational orientation, self-esteem/ self-efficacy, emotional problems, study habits, teacher consultation and poor interpersonal relationships. In addition, there are also the challenges of poor learning environment, lack of adequate instructional materials, overcrowding in the classroom and poor method of teaching. Various individuals and groups have passed the blame of poor performance among school students to parental factors, association with wrong peers, and the likes (Asikhia, 2010). Others found that teachers have poor attitude to their job as reflected in their incompetence, lack of interest in the job, inadequate utilization of instructional materials, lateness to school and unsavory comments about students’ performance that could damage students and teachers ego. Linda, (2000) also observed that the quality of teachers influences the students’ performance (Fajola, 2000; Ogunranti and Okebukola, 2005). The natural capacity of students to learn on their own has not been adequately enhanced in most conventional classrooms in Nigeria where traditional lecture method is the order of the day.

This problem is often caused by too much theoretical expression by the teachers while learners are passive listeners; consequently, students memorize and regurgitate facts and concepts. Yusuf, (2005) attributed the low performance in public examinations, to the use of verbal instruction which seems to be the easiest form of instructional strategies in place of the traditional ones. Based on these facts, Gana, (2003) suggested the need for massive use of instructional media in the classroom. Green, (2000) claims that is teachers capitalized on the capabilities of media, they can easily promote the learners perceptions, understanding and transcends to learning computer at the same time provides a link between an object and its orthography. However, almost all the Social Studies teachers in the Nigerian institutions of learning depend on traditional method of teaching, which does not in any way enhance effective teaching and learning.

It is against this background that the Social Studies Sub-Committee of the Joint Consultative Committee (JCC) proposes that the goals of Social Studies should be in harmony with the national objectives and it is geared towards self-realization. Students are expected to imbibe the virtues of human relations, individual and national efficiency, effective citizenship, national consciousness and national unity (NPE 2004). The National Policy on Education (NPE, 2004) has selected Social Studies as one of the core subjects to be offered at the Junior Secondary School along side with other subjects because of its importance. Social Studies has since then been included in the curriculum. At the primary and secondary levels, there are certain subjects that are classified as core subjects while other are known as elective. Okunloye (2000) explained that core subjects are those subjects which students compulsorily offer. Educational Research and curriculum development agencies such as the Nigeria Educational Research and Development Council (NERDC) opined that core subjects are included to meet the minimum requirement of our education, designed for the peculiar needs of the society. At the Junior Secondary School level, Social Studies is one of the core subjects which is effectively taught.

It is on this ground that Social Studies are given a place of prominence in the Nigerian School Curriculum. Nonetheless, the accomplishment of the purpose for which Social Studies was introduced in the school would depend to a large extent on the caliber of the teachers available. This may explain Linda’s (2000) position that, no matter what is done in education, no matter what educational policy is made, unless a teacher is effective, all efforts will be fruitless. In other words, teachers determine to a very large extent what happens in the classroom. Aluko (2008), is of the view that, the Social Studies Curriculum should be revised continuously, injecting new objects that are appropriate to the needs of the learner and in consonance with emerging educational goals. Anekwe and Obi, (2009) opined that a worthwhile curriculum is never
static. Static not only in the content of instruction but in methodology used to achieve prescribed objective of learning. In other words, the curriculum must be dynamic taking into cognizance the changing nature of people and their never ending demands. The National Policy on Education (NPE, 2004) has selected Social Studies as one of the core subjects offered at the Junior Secondary School along side with other subjects offered because of its importance. Social Studies has since then been included in the curriculum.

In order to effectively realize the objectives in the National Policy on Education (NPE, 2004) Section 1(2) emphasizes that the quality of instruction at all levels of our educational system should be oriented towards the inculcation of some values which includes respect for the worth and dignity of individuals, Faith in man’s ability to make rational decisions, Moral and spiritual values in interpersonal and human relations, Shared responsibility for the common good of society, Respect for the dignity of labour, Promotion of the emotional physical and psychological health of all children. The recognition of values in the National Policy on Education as being essential in the realization of our national goals implies that a subject like Social Studies which incidentally is a value-oriented or affective-based subject is capable of playing a key role in the inculcation of these values. This is not saying that Social Studies can single-handily achieve this task. Other subjects are capable of equally assisting. By their differences in nature, content and methodology, each subject has its own basic functions as well as peripheral responsibilities. Looking at the national objectives of education in Nigeria and those values they should promote, “national consciousness”, “national unity”, “attitudes”, “skills” and “competencies”.

A great faith expressed is by Government in the ability of Education to transform the Nigerian Society, and Social Studies as a discipline is geared towards this important goal. Thus, the overall goal of social studies education is primarily a corrective subject aimed at imparting civic education such as knowledge, skill, beliefs, attitudes and values into the average African. Beside, social studies education stresses the importance of man as a biological being with a view to creating a social conscious man who is not only compassionate but also understands the complexities of his society (Mukhtar, 2004). That is why social studies education is a unified and integrated course of study that draws its component units from wide range of areas as they affect man in his social and physical environment. Social studies education deals with the holistic activities of man in his effort for survival in the environment in which he lives.

Accordingly, to Abinbola (2004) in Danlandi (2009) says an individual exists in a world in which he surrounded by people, objects, institutions and events, these environmental factors all have roles to play on him as he struggles to survive. Social studies education therefore draws its contents from social science subjects and from the environment in which the child exist and integrates them in order to help the child develop complete knowledge and reflective thinking. He contended that most of the life’s decision an individual takes have to do with events of the past (History), physical and cultural object (Geography), power struggle (political science), satisfaction of unlimited (Economics), as well as understanding the values, customs, and cultures of groups and relationship among men in general (Sociology/Anthropology).

Social studies Education is seen in the context of the whole country as an important vehicle to understanding the society, the diversity of its people and cultures. (Obiadici, 1985). It encompasses the relationship human being have with their physical and social worlds (Danlandi, 2005). Social studies education equip students education with selected knowledge, skills and attitude and social actions concerning the relationship people have with each other and the Nigerian educational system has been undergoing rapid changes which have affected all levels of education. However, no concerted effort has been made by the Nigeria education research and development council (NERDC) to ascertain the reactions of the teachers and particularly the students for whom social studies education programme is intended. Whereas (Lewy,1977) express that it is desirable to check on what the student feel about the curriculum they receive. This is due to the dynamic nature of the society which might call for curriculum modification with a view to meeting up the needs and aspirations of students and society.

**Statement of the Problem**

Several researches conducted by scholars in relation to students’ attitudes towards teaching and learning of Social Studies Education in Niger State revealed that the male students’ developed more positive attitudes.
towards the subject (Social Studies) than their female counterparts. For instance, Aremu (2003), carried out a similar research on attitudes of students’ towards the teaching and learning of Social Studies Education at Junior Secondary School levels in Niger State and pointed out that gender was one among several variables on the negative attitudes of students’. He pointed out that there are challenges of poor learning environment, lack of adequate instructional materials, overcrowding, government lip-service in funding, absence of well equipped computer centers, libraries and the resistance by Social Studies teacher to adopt modern teaching techniques, curriculum contents are all contributing factors for students’ negative attitudes towards the teaching and learning of Social Studies Education. 

These accordingly resulted to poor performance in Social Studies Education at the JSS NECO Examination in Niger State. For instance, the percentage at credit levels (A1-C6) rates at 20.58% in 2006, 20.51% in 2007, 32.73% in 2008, 36.67% in 2009, 41.65% in 2010, and 42.28% in 2011 respectively (Annual JSS NECO Examination Results 2009). It is on this basis that this research that author of this study decided to look at Students’ attitudes towards teaching and learning of Social Studies Education in Colleges of Education with particular emphasis on college of Education, Minna and Federal College of Education, Kontagora, Niger state.

Theoretical Anchorage
Doob Learning theory was put forward in (1947). The theory simply assumes that experience is always determined by the kind of attitude one forms towards particular objects, people events or occasions. For example and event or occasion or object or somebody one meets by chance that leaves pleasant or memorable memories would always be favourably and found remembered. Conversely anything or situation that gives unpleasant experience would be unfavourably remembered. In other words as it is commonly said experience is the best teacher. For instance, a child that once burnt his fingers would always associate ashes with an unpleasant experience.

They proposed that opinions tended to persist unless the individual underwent some new learning experiences. Acceptance of the suggested answer is dependent on the opportunity for mental rehearsal or practice of the communication. It assumed that as people processed preservative message content, they rehearsed the message’s recommended attitudinal response as well as their initial attitude, thus for attitude change to occur more than rehearsal and practice had to take place. The Yale researchers emphasized the role of incentives and the drive-reducing aspects of persuasive messages as mechanisms for reinforcement, thereby creating acceptance of new beliefs and attitudes.

Kelley, (1953) emphasized that attitude change is placed on attention, comprehension and acceptance. An individual must attend and comprehend the communication before acceptance can occur. It is during the attending and comprehending phases that the individual has the opportunity to practice the recommended new opinion. He contended that the practice alone does not lead to acceptance, but when combined with incentives and recommendations imbedded in the communication. These incentives could be direct financial or physical benefits for instance money, improved health or they could take on more abstract forms such as the knowledge gain from persuasive arguments, social acceptance by other who are respected, or self approval from the feeling that one is correct.

At this point, Social Studies Students’ and teachers could develop positive attitude towards the subject if the educational experiences involving the learner or are concrete example rather than abstract experiences. In other words instructional materials add elements of reality by providing concrete examples to learning particularly in Social Studies. The utilization of relevant instructional materials by a Social Studies teacher to Social Studies Students makes the contents of instructions more practical and less vague (Okafor, 2011).

Meaning of Attitudes
According to Nunnally, (1994) “Attitudes are predisposition to react negatively or positively in some degree towards a class of objects, ideas, institutions or positively in some degree towards a class of objects, ideas, institutions or people” by predisposition I mean the state of readiness to respond in some preferential manner towards a specific object event or idea. Thus, if students hold positive attitudes towards Social Studies Education, for example it is relatively easy to lead them towards desirable objectives of Social Studies
Education. In contrast is their attitudes are negatives, it is difficult if not impossible to achieve the desired objectives of Social Studies Education.

The major determinants of attitude formation as expressed by Cretch, (1996) are the individual wants, information and group affiliation and personality. For example, a student is faced with various problems and in order to cope with the problems and to satisfy his wants, the student develops a favourable attitude towards objects and or people that satisfy his wants. Thus, the doubts of students as to the relative merit of Social Studies Education in meeting his future wants could be a delight in the development of favourable attitudes towards Social Studies Education. Joyee and Alleman Brooks (1984) share this view when they expressed that “unless students see the subject from which they derive tangible benefits and unless it takes a difference studies as the little more than a mere academic hurdle confronting them in their school”.

Attitudes by their nature are said to be difficult to identify and measure. Maclever, (1988) argues that is difficult if not impossible to measure in any Mathematical sense degree if favour and disfavor, or liking or disliking. Thus, the measurement of attitude is a complex one and cannot be observed directly but can be inferred from the way an individual student reacts or a particular stimulus or situation. In other technique it can be simple when what is taught is simply the favourability, or unfavourability of attitudes towards a given object. On the other hand it can be complex when the concern is with determining the degree or depth of the favourability or unfavourability of evaluation of a given object.

The Nexus between Teaching and Learning of Social Studies Education

Akinpelu, (2001:113), advocated and gave what he calls a comprehensive definition to teaching as the deliberate effort made by mature or experienced person to impart knowledge, skills, attitudes, information e.t.c to an immature to less experienced person through process that is morally and pedagogically accepted. The content in this regard has to be worthwhile and the procedure has to be educationally acceptable for an activity to be classified as teaching. Teaching involves the setting up activities to enable an individual or group of individuals learn something which can improve the individuals knowledge, skills, attitudes and values necessary for his overall development. The sole aim of teaching is to facilitate learning. All that teaching does is to set up the necessary conditions for learning of that which is intended or planned. Thus the role of Social Studies teacher here is to set up concepts, procedures and diversify his teaching techniques to achieve his objectives and goals.

Teaching in Social Studies Education can be seen as, a systematic activity deliberately engaged in by an individual to facilitate the learning of the intended worthwhile knowledge, skills, values and attitudes by another person as well as anticipation of the necessary feedback. Thus, four trait could be noticed in the above definition of teaching and they includes: Teaching as a systematic activity, teaching involves somebody or individual making another person to learn, teaching as an objective based and teaching involves the continuous assessment of pupils progress through team, group, class or individual techniques, (Mukhtar, 2005).

Research Question

What are the attitudes of students’ towards teaching and learning of Social Studies Education in Colleges of Education?
What are the school factors that influence students’ attitudes towards teaching and learning of the subject in Colleges of Education?
What are the problems that militate against students’ manifestation of positive attitudes towards teaching and learning of Social Studies Education in College of Education? How can the Social Studies teacher remedy the problems that influence students’ attitudes towards teaching and learning of the subject in colleges of Education?

Hypotheses

There is no significant difference between male and female students Colleges of Education who have positive attitudes towards teaching and learning of Social Studies Education.
There is no significant difference between student’s attitude towards teaching and learning of Social Studies Education.
There is no significant difference between teacher’s motivation and manifestation of positive attitudes towards teaching and learning of Social Studies Education.
There is no significant difference between Curriculum goals students’ attitudes towards teaching and learning of Social Studies Education.

Methodology and Data Analysis
The paper adopted descriptive research method; questionnaire was administered to students in the sampled institutions via random selection. Frequency, percentage and mean scores were used to analyze the research questions and ANOVA to test the hypotheses generated at 0.05 level significance.

<table>
<thead>
<tr>
<th>Group</th>
<th>No. of Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCE II</td>
<td>500</td>
<td>50%</td>
</tr>
<tr>
<td>NCE III</td>
<td>500</td>
<td>50%</td>
</tr>
</tbody>
</table>

Hypothesis 1
There is no significant difference between the mean scores of male and female student’s attitudes in College of education towards the teaching and learning of Social Studies Education.

<table>
<thead>
<tr>
<th>Trainable</th>
<th>N</th>
<th>df</th>
<th>X</th>
<th>SD</th>
<th>t-value</th>
<th>P value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>525</td>
<td></td>
<td>74.94</td>
<td>6.757</td>
<td>0.281*</td>
<td>0.779</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Male</td>
<td>448</td>
<td></td>
<td>80.07</td>
<td>6.759</td>
<td></td>
<td></td>
<td>Significant</td>
</tr>
</tbody>
</table>

Ns= not significant p>0.05

The t-test was conducted to test if the mean difference of 79.94 for females and 80.07 for males is significant or not. The T-value is however not significant at 0.05 level of significant, (t=0.281,df=971,p>0.05). It means that there is significant difference between the mean score of male and female student’s attitudes towards the teaching and learning of Social Studies Education. Hence, the null hypothesis one was therefore upheld.

Hypothesis 2 (H0.2)
Table 3: t-test comparison of the means score of NCE II and NCE III students attitudes towards the teaching and learning of Social Studies Education.

<table>
<thead>
<tr>
<th>Trainable</th>
<th>N</th>
<th>df</th>
<th>X</th>
<th>SD</th>
<th>t-value</th>
<th>P value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCE II</td>
<td>446</td>
<td></td>
<td>74.93</td>
<td>6.77</td>
<td>2.454*</td>
<td>0.014</td>
<td>Significant</td>
</tr>
<tr>
<td>NCE III</td>
<td>529</td>
<td></td>
<td>80.58</td>
<td>6.75</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*=significant p>0.05

Table 4.2: presents the t-test comparison of the means score of NCE II and NCE III students attitudes towards the teaching and learning of Social Studies Education. The means score of the NCE II students was 74.53 and 80.53 for NCE III students. The calculated t-value of 2.454 was significant at the 0.05 level. This indicates that there is statistically significant difference between NCE II and NCE III students attitudes towards the teaching and learning of Social Studies Education (t=2.454, df=973, 0=0.01). Hence the null hypothesis two (H0.2) was rejected, indicating that there is a significant difference in the mean score of NCE II and NCE III students attitudes towards the teaching and learning of Social Studies Education. Therefore, the hypothesis which states that there is no significant between NCE II and NCE III students’ attitudes towards the teaching and learning of Social Studies Education is upheld.

Hypothesis 3 (H0.3)
Table 4: ANOVA comparison of teacher motivation, library, teacher’s workload, class size, non recruitment of teachers and inadequate Social Studies Textbooks
The ANOVA results which show the analysis of variations for the data on students perception of teacher motivation, library, teacher’s workload, class size, non recruitment of teachers and inadequate Social Studies textbooks. The result yielded an F-ratio of 14.686, and it is significant at p<0.05. This indicates that there is a significant difference in the perception of teacher motivation, library, teacher’s workload, class size, non recruitment of teachers and inadequate Social Studies textbooks. (F=14.686,df=5843 p<0.05). To determine the main source of different, the data were subjected to scheff’s post hoc test.
Table 5: Scheffe multiple comparisons results of the perception of students on teacher motivation (TM), library (LIB), teacher’s workload (TWL), class size (CLS), non recruitment of teachers (NR) and inadequate Social Studies textbooks (TXB).

<table>
<thead>
<tr>
<th>(J)</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3,4,5&amp;6</td>
<td>.156*</td>
<td>.024</td>
<td>.000</td>
<td>.07</td>
</tr>
<tr>
<td>3,4,5&amp;6</td>
<td>.056</td>
<td>.024</td>
<td>.373</td>
<td>-.02</td>
</tr>
<tr>
<td>4</td>
<td>.108*</td>
<td>.024</td>
<td>.002</td>
<td>.03</td>
</tr>
<tr>
<td>5</td>
<td>.108*</td>
<td>.024</td>
<td>.002</td>
<td>.03</td>
</tr>
<tr>
<td>6</td>
<td>.182*</td>
<td>.024</td>
<td>.000</td>
<td>.10</td>
</tr>
<tr>
<td>1</td>
<td>.156*</td>
<td>.024</td>
<td>.000</td>
<td>-.24</td>
</tr>
<tr>
<td>3</td>
<td>.100</td>
<td>.024</td>
<td>.005</td>
<td>-.18</td>
</tr>
<tr>
<td>4</td>
<td>.048*</td>
<td>.024</td>
<td>.561</td>
<td>.13</td>
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<td>5</td>
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<td>.13</td>
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<tr>
<td>6</td>
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<td>.024</td>
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<td>.06</td>
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<td>.024</td>
<td>.373</td>
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<tr>
<td>2</td>
<td>.100*</td>
<td>.024</td>
<td>.005</td>
<td>-.02</td>
</tr>
<tr>
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<td>.04</td>
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<td>.002</td>
<td>-.19</td>
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<td>.048</td>
<td>.024</td>
<td>.561</td>
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<td>.024</td>
<td>.002</td>
<td>-.19</td>
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<td>.00</td>
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<tr>
<td>1,2,3,4,5,6</td>
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<td>.024</td>
<td>.000</td>
<td>-.26</td>
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<td>.074</td>
<td>.024</td>
<td>.102</td>
<td>.16</td>
</tr>
</tbody>
</table>

* The mean difference is significant at the 0.05 level.

1, 2,3,4,5 and 6 represent teacher motivation (TM), library (LIB), teacher’s workload (TWL), class size (CLS), non recruitment of teachers (NR) and inadequate Social Studies textbooks (TXB). Scheffe’s analysis on table 4.3b indicated that the observed significant difference was between TM and TXB, TM and LIB. However, TM and TXB contributed more with the highest mean difference of 0.182 and highest upper boundary of 0.26 at 95% confidence level. Hence, there is significant difference in the perception of students on teacher motivation, library, teacher’s workload, class size, non recruitment of teachers and inadequate Social Studies textbooks. Therefore, hypothesis three was not upheld. This can further be illustrated by means plot; TM, LIB, TWL, CLS, NR and TXB which is 3.72, 3.56, 3.66, 3.61, 3.61 and 3.53, respectively, as shown on figure 1.
Figure 1: Mean Plot of teacher motivation (TM), Library (LIB), teacher’s workload (TWL), class size (CLS), non recruitment of teachers (NR) and inadequate Social Studies textbooks (TXB)

Table 6: ANOVA comparison of the perception of students on curriculum objectives, content and evaluation which influence students’ attitudes towards teaching and learning of Social Studies Education

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>11206.051</td>
<td>2</td>
<td>5603.026</td>
<td>701.37</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>23270.949</td>
<td>2913</td>
<td>7.989</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34477.000</td>
<td>2915</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ANOVA result which shows the analysis of variations for the data on the perception of students on curriculum objectives, content and evaluation, which influence students’ attitudes towards teaching and learning of Social Studies Education. The result yielded an F-ratio of 701.373, and it is significant at p<0.05. This indicates that there is a significant difference in the perception of students on curriculum objectives, contact and evaluation which influence students’ attitudes towards teaching and learning of Social Studies Education. (F=701.373, DF=2915 P<0.05). To determine the main sources of difference, the data were subjected to scheff’s post hoc test.
Table 7: Scheffe’s post hoc test on curriculum objectives content and evaluation.

<table>
<thead>
<tr>
<th></th>
<th>Mean Difference Std.</th>
<th>Error</th>
<th>95% Confidence Bound</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
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<td>2</td>
<td>2.455*</td>
<td>.128</td>
<td>.000</td>
<td>2.14</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>-2.347*</td>
<td>.128</td>
<td>.000</td>
<td>-2.66</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2.347*</td>
<td>.128</td>
<td>.000</td>
<td>2.03</td>
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<tr>
<td>2</td>
<td>4</td>
<td>-4.801*</td>
<td>.128</td>
<td>.000</td>
<td>-5.12</td>
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<tr>
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<td>1</td>
<td>4.801*</td>
<td>.128</td>
<td>.000</td>
<td>4.49</td>
</tr>
</tbody>
</table>

* The mean difference is significant at the 0.05 level.

1, 2, and 3 represent curriculum objectives, content and evaluation. Scheffe’s analysis on table 7 indicated that the observed significant difference was between curriculum objectives, content and evaluation. However, evaluation and content contributed more with the highest mean difference of 4.801 and highest upper boundary of 5.12 at 95% confidence level. Hence, there is significant difference in the perception of students on curriculum objectives, content and evaluation. Therefore, hypothesis four was rejected. This can further be illustrated by means plot of objective, content and evaluation, which is 19.54, 17.08 and 21.88 respectively.

Figure 2: Mean plot of curriculum objectives, content and evaluation.

Figure 2: Mean plot of student perception on curriculum objectives, content and evaluation.

Conclusion

The teacher occupies a place of pride in the evolution, design and successful implementation of any school curriculum. This viewpoint has been re-echoed by various curriculum experts and researchers in both developed and developing countries over the past decades. Armstrong (1989) opined that a curriculum can...
remain just a plan if classroom teachers do not understand its goals, content and methods. Therefore the teaching of the curriculum is largely determined by teachers’ perception of its specific elements.

From the findings of this research study it was concluded that the attitude of pre-service teachers towards the teaching and learning of Social Studies is positive. It was also revealed that gender has no significant influence on attitudes.

Recommendation
There is need to carefully develop criteria for admission into Teacher Education Programmes so that it can secure a fair share of the best students. Well qualified persons should be recruited into teaching so as to raise the standards and make the profession more appealing, interesting and cherished by people rather than be regarded as a profession for those who cannot find anything else to do.

All hands must be no deck to encourage students to choose a career in teaching. Workshops, seminars should be organized on the essence of teaching profession in the overall development of the country.

School counselors should be to project careers, including teaching as prestigious when guiding students in the choice of a career.

Parents, guardians and all concerned individuals should embrace the need for their children to pursue a career in the teaching profession.

In addition, pre-service Social Studies program should be enhance by in-service education program. This will strengthen the practicing teachers in current teaching practice. Teacher education programme in Social Studies should be reviewed and improved so that pre-service teachers learning of the subject matter can be enhanced.

Adequate provision of instructional materials for the teaching and learning of Social Studies will go a long to motivate students to learn meaningfully. In other words, for effective teaching and learning, government should be a matter of urgency supplies these institutions with all the necessary instructional materials in order to enhance the teaching and learning of Social Studies Education.

Workshop and seminars should be organized for Social Studies teachers in order to train and equipped them on the contemporary challenges in Social Studies Education.

Philanthropist, political and religious organizations, private companies and Banks should be encouraged to sponsor research and development in order to produce effective Social Studies teachers.

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