



Evaluation of Social Studies Curriculum Implementation for the Attainment of Citizenship Education among Junior Secondary School Students of Kaduna State

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ABSTRACT

This study investigated evaluation of social studies curriculum implementation for the attainment of citizenship education among junior secondary school students of Kaduna State, Nigeria. It was conducted with the objectives to; determine the extent to which social studies curriculum contents have helped in the attainment of citizenship education in Kaduna State; examine the extent to which social studies teachers are equipped for the attainment of citizenship education in Kaduna State. The study was a survey research design. A total of 12 teachers and 372 students were sampled for the study using random sampling technique. Data was collected using a researcher designed instrument tagged "Social Studies Curriculum Implementation Questionnaire (SSCIQ)". Data gathered were analysed using descriptive statistics such as mean and standard deviation while all the null hypotheses were tested using chi-square statistics at 0.05% alpha level of significance. Findings among others showed that significant difference exists between the social studies curriculum contents and the extent to which citizenship education can be attained by students in Kaduna State. Result also revealed that there is no significant difference between low equipped social studies teachers and the attainment of citizenship education by students in Kaduna State. Based on the findings, recommendations were made that, Social studies teachers with requisite academic qualification and enduring years of experience should be allowed to effectively implement the Social Studies curriculum contents in order to attain citizenship education in Kaduna State. Also, Social studies teachers should be adequately equipped so as to attain citizenship education by students in Kaduna State.

ARTICLE INFO

Article History

Received: May, 2025

Received in revised form: June, 2025

Accepted: August, 2025

Published online: September, 2025

KEYWORDS

Social Studies, Curriculum, implementation
Citizenship Education, Junior Secondary
School, Students

INTRODUCTION

The driving force behind all human development (that is, social, economic, political and technological) and in fact civilization is "education". This implies that education is anchored on a solid and time-tested foundation capable of relieving man from the cold hands of ignorance, poverty, diseases, squalor and unemployment, intellectual and technological backwardness as it is the case with developing nations including Nigeria. According to Audu

(2022), the products of any educational system should be reasonably empowered, to exert some element of control over the events that affect them through efficient and functional education. This will greatly be attainable if education is relevant to the needs, desires and aspirations of the society, thereby leading to the development of individuals and the entire society at large through the acquisition of appropriate knowledge, skills, ideas, values, attitudes, competencies and abilities. All these are consequent upon change owing of

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dynamic nature of the society to meet societal challenges and stand the test of time.

The National Policy on Education (2009), re-affirms keeping the dynamics of social changes with the demands on education, with some policy innovation and changes in the educational system. Thus, the Federal Government of Nigeria after independence till date has been involved in constant reforms of Nigeria educational policy(s) to meet the dynamism of social changes as it affects the needs, desires and aspiration of the immediate and global society. According to Fafunwa (2009), Nigeria on attainment of independence inherited an educational system that lacks relevance in meeting the pressing economic, social and cultural needs of the country. He observed this during the bi-annual meeting of Joint Consultative Committee (JCC), a national advisory committee held at Enugu in 1964. This he asserts "After five years of Nigerian independence, the educational system of the country was colonial, more British than British themselves (p.239)".

That is to say that, the Nigerian school children were being educated to meet the needs of a foreign culture and was therefore better fit for it than the demands of their own country. The implication of this situation on the Nigerian society is the irrelevance of that education to meet the needs and desires of the country in terms of manpower development and the acquisition of relevant skills, values and attitudes needed to move the country forward. This led to massive criticism of the then educational system by the public and this consequently led to the proposal of the 1969 national curriculum conference held between 8-12 September at Lagos.

As a Social Studies educator, concerned with citizenship education, the researcher has been interested in trying to empirically verify some of the claims made about the relationship between Social Studies and citizenship training because of the need to re-assess the contribution a subject can make to the education of young people, particularly Social Studies which is relatively new in the Nigerian educational system. The proper and legitimate contribution which Social Studies has to offer a

child can be considered in relation to the ultimate purpose of education in Nigeria. A closer look at the national objectives as set out in the National Policy on Education would help throw some light on the contributions that Social Studies as a discipline can make in achieving these set goals.

Nigeria's philosophy of education is based on the integration of the individual as a sound effective citizen and equal educational opportunities for all citizens at the primary, secondary and tertiary levels. In view of this, the success of training effective citizens for the nation depends on the teacher and the learning environment. Every school subject is expected to contribute to the citizens' education. If the Nigerian national goals (FGN, 2009) of building a free, democratic, just and egalitarian society, a united strong and self-reliant nation, a great and dynamic economy and a land of bright and full of opportunities for all citizens are to be achieved. For effective citizenship teaching/learning to take place, the teacher should be professionally competent and dedicated. This is important because part of the possibility for the achievement of these goals largely rests on the quality of the teacher's input and output as well as his method of teaching. This therefore depends on the teacher's ability to teach mastery of the knowledge of Social Studies content and methodology, the availability and proper use of appropriate and relevant instructional materials.

Citizenship is one of the major functions of education. Certainly, this was regarded as the key issue of Social Studies to build a foundation for a democratic society. It is used to inculcate the concept of nationalism, unity and interdependence among the citizens of a nation with diverse people as Nigeria. Social Studies is society based or related, in the sense that it is geared towards solving the problems of the society. Consequently, Social Studies objectives in Nigeria have been tailored to meet the needs of the Nigeria society. Foremost among these problems are those of dishonesty, greed, selfishness and covetousness. There are other problems like insecurity, including social, economic, and physical insecurity; political instability, and political ignorance, lack of unity, ethnicity and so forth. Social Studies can be a very



useful remedy for correcting several ills of the Nigerian society. It is however disturbing that, after about three and half decades of Social Studies as an academic discipline, Nigeria is still infested with a high level of indiscipline and disunity. As a result, it has become imperative to survey the evaluation of Social Studies curriculum implementation for the attainment of citizenship education among junior secondary school students of Kaduna State, Nigeria.

STATEMENT OF THE PROBLEM

Social Studies education is a programme of studies introduced into the Nigerian Educational curriculum to offer partial solutions to social and attitudinal problems facing the country. This is meant to be achieved through the inculcation of desired positive values, attitudes and social skills to learners of Social Studies in the primary, junior secondary and the teachers' training colleges in Nigeria. This discipline or programme of study is meant to achieve the objectives of national unity, national consciousness, self-reliance and national reconstruction which are the basis for the national goals of education in Nigeria. These could be achieved through effective inculcation of positive values, ideas, beliefs and knowledge that can enhance the change in the behaviour of learners in the desired direction.

The learners of social studies therefore, are expected to be drilled and baptized in the etiquette of social studies education, become more of a social fanatic in the principles of social studies education. Their ways of life, thinking, actions and values should be in conformity to the expectation of social studies for self-development and social re-engineering. Thus, expecting a society free of social and attitudinal problems if effectively and efficiently implemented.

Social studies education has not been properly implemented in the schools to equip students with the knowledge, facts and ideas that can enhance positive values and attitudes for the survival of individuals and the society. These social problems range from disrespect to elders and constituted authority chronic dishonesty, corruption, religions crises, ethnic/tribal crises,

murder, arson, examination malpractices, drug abuse, cultism, indiscipline and other forms of mal-adaptive behaviour. Adeyoyin and Okam cited in Livingstone (2011) confirmed that the classroom dispensation of citizenship education amongst students has not sufficiently "Nigerianized" them into becoming effective and productive individual or citizens within the context of Nigeria as a young democracy. These critics argued that this development has not only failed to ameliorate ethnocentrism amongst learners but has failed to stimulate in them an awareness about the importance of developing a sense of loyalty to the nation.

Similarly, in using effective method to train citizens, the teacher must have the necessary professional background and conducive working environment including welfare as well as opportunities for further studies, however, even if the above conditions present themselves, and the teachers do not have the right attitudes towards citizenship training, it is doubtful if much can be achieved in that direction. This therefore mean that teachers, who will transform youths from different parochial cultural and social backgrounds into well socialized and integrated Nigerians, must themselves believe in one Nigeria and be committed to its continuity and development as a nation. The consequences of the above scenario might explain why the process of citizenship training has not been able to satisfactorily curb antisocial behaviours based on irrational decision making by the products of the system. Also, with respect to teaching methods, the classroom trend in citizenship education which emphasizes achievements and acquisition of objectives associated with the "Cognitive Domain" while objective impinge on the "Affective and Psychomotor Domains" are neglected.

Aim and Objectives of the Study

This paper aim at examining the investigated evaluation of social studies curriculum implementation for the attainment of citizenship education among junior secondary school students of Kaduna State, Nigeria. The specific objectives aim at:



1. evaluate the extent to which social studies curriculum contents have helped in the attainment of citizenship education in Kaduna State;
2. examine the extent to which social studies teachers are equipped for the attainment of citizenship education in Kaduna State.

LITERATURE REVIEW

Concept of Social Studies

The social studies concept is engrossed with numerous definitions by various scholars and authorities. A search through text books and literature confounds the students with numerous definitions of the concepts of social studies. This is evident in the multilateral opinions or views held by people on the subject. Thus, Mezieobi in Aliyu (2019) put up this opinion that social studies concept is as troublesome as there are many people attempting to define it. The definition of this concept is problematic due to its lack of concept specificity. He engrossed his view to lack of an agreed format among scholars to a universal definition of Social Studies.

Social Studies has been seen as an extended civic, simplified form of social sciences, as citizenship education, applied social sciences as well as a supplement or complement of the traditional subjects that constitutes the humanities and the social sciences subjects (Mezieobi, in Aliyu, 2019). The vagueness of Social Studies does not end with the scholars and teachers, parents, educational administrators alone, even government seems to be more confused about the subject, methodology and its importance.

History of Social Studies in Nigeria

There is diverse opinion on the exact beginning of social studies the world over. These inexact and divergent views about the origin of social studies among scholars have created more confusion than shed correct light with exactitude on the origin of social studies. Social studies originated in the western world more especially in Western Europe and North America (Joof, 1991). Osakwe and Itadjere in Mezieobi (1999) hold a contrary opinion to Joofs assertion. To them,

social studies originated from the United State of America. Osakwe and Itadjere, went further to explain the point of direction that host the spread of social studies. To them, social studies crept from the United States of America into Europe especially Britain.

Ololobou (2007) and Tikuma (2009) equally shared the view that Social Studies emerged in world history in 1916 through American scholars. This they posits that research studies have uncovered that the expression "Social Studies" was first used in the academic circle of Americans during the last two decades of the 19th century and gained official recognition by the American government in 1916. Social studies as a defined area of study did not develop with the establishment of schooling in Nigeria. But the founding fathers of education were concerned with the development of a whole man through education.

The history of social studies education in Nigeria can be traced to the United States of America where the concept of social studies emerged during the last two decades of the 19 centuries, and gained official recognition. Kisson (1999:1) asserts that initial developments in social studies in the United States can be traced to the 1916 report of the social studies committee of the commission on the reorganization of Secondary Education titled 'The social studies in secondary education; With this report social studies achieved legitimate status as a curricular subject in the schools.

The introduction of social studies into Nigeria could be traced back to the period before independence, in 1960. It first emerged in the Western Region when the subject was introduced into schools in 1958 through a joint educational development program between the region and the University of Ohio (U.S.A), (Makinde, 2000). The Ohio project only affected the teacher Training Colleges in the region. In 1963 a pilot project was conducted at Aiyetoro Comprehensive High School in the Western Region (now in Ogun State).

This venture was an experiment in comprehensive system of education and curriculum development. It was an effort to



introduce social studies among other subjects. This project was jointly financed by the Western Region Ministry of Education in collaboration with the United States Agency for International Development (USAID) and the Ford Foundation. Based on the success achieved at Aiyetoro Comprehensive High School, the government of Western Nigeria decided to extend the social studies program to other schools in the region.

As part of the plan, the Department of Social Studies at Aiyetoro Comprehensive High School, was assigned to draw up a social studies syllabus for the first two years of secondary school and also, to write the materials to suit the syllabus (Ismaila, 2001). The textbooks, social studies for Nigerian schools written by the Aiyetoro team were presented for evaluation at the critique conference of Nigerian Education, held in Lagos (April to May, 1968). This conference, organized under the joint auspices of the Comparative Education Studies and Adaptation Centre (CESAC) and the Ford Foundation Program on Curriculum Development in Nigeria, made valuable suggestions towards the improvement of the text book to make it usable all over Nigeria. The conference also recommended that social studies should be introduced into the primary schools in Nigeria.

The 1969 National Curriculum conference is a landmark in the history of education in Nigeria, in general and a great success in the development of social studies in particular, having identified the philosophy of Nigerian Education in the National Policy on Education (FRN, 2009). Social Studies was therefore given prime importance as a tool for implementing them through the school and hence recommended by the Federal Government as a subject to be taught nationwide. Dubey and Barth (2000:2) reported that the Institute of Education Ahmadu Bello University, Zaria along with the Teacher's Colleges at Bauchi, Bida, Ilorin, Katsina, Maiduguri and Sokoto who were part of Northern Nigeria Teacher Education Project, spear headed the teaching of social studies in this part of the country in 1965.

Subsequent, to the national recognition of social studies, conference and workshops had

been and are still being held in order to get social studies firmly established. The Nigerian Education Research Council (NERC now NERDC) and the social studies Association of Nigeria (SOSAN) have made positive efforts to improve the teaching of social studies. The first National Workshop on Social Studies was organized by the Institute of Education Ahmadu Bello University, Zaria in 1971 whereby the Institute's materials were evaluated (Abdulkareem, 2006; & Udoh, 1999). Also, in April, 1978, the NERC organized a seminar of expert on this classification of meanings ideas, and concepts of social studies. Report of the seminar was fully edited and published under the title, Social Studies; Teaching Issues and Problems (NERC, 1999) following the adoption of the New National Policy on Education. Social Studies as a discipline was introduced into the curriculum at various levels of education in Nigeria.

At the primary and junior secondary levels, the offering of social studies is compulsory, but at the seminar secondary level it is an elective. In order to produce enough teachers to teach the subject at these levels, it is offered in all classes in the Grade II Teacher's Training Colleges, and courses combining social studies with other subjects are offered in the colleges of Education. A number of the Faculties of Education and Institutes of Education in many Nigerian Universities run courses on Social studies methodology for different categories of practicing teachers and student teachers. Some of these universities are Ahmadu Bello University, Zaria; Obafemi Awolowo University, Ile-Ife; University of Jos; University of Sokoto and many others.

From the foregoing, it can be seen that the development of social studies in Nigeria has indeed been momentous, originating from the humble beginnings in 1956 in the USAID and Ford Foundation-Sponsored project (The Ohio Project) and the pioneering effort of the Aiyetoro comprehensive High School Program. It is interesting to note that a social studies guide for Primary Teachers was published, and the first trial social studies syllabus for the Advanced Teachers Colleges produced by the Institute of Education, Ahmadu Bello University, Zaria, in 1975. Subsequently syllabuses and textbooks were



produced for all levels by NERC, NTI, JCC, CESAC and many others. To date, social studies is offered in all primary schools. Teacher Training Colleges and the Junior Secondary level throughout the country. The subject is offered in most Universities at Undergraduate and Post-graduate levels. National Teacher's Institute (NTI) examination in social studies is made to be an external compulsory paper for the teacher Grade II Certificate in 1988 (Udoh, 1999).

Social Studies Education in Nigeria

Social Studies education is no longer a new subject or programme of study in the Nigerian school curriculum. Nigerian scholars and writers are equally of contrary and divergent views as to when Social Studies made its head-way into Nigeria and its schools. Osakwe and Itadje assumed that Social Studies emerged in Nigerian schools in the "mid 1960's, Osabe in Aliyu (2009) assumed it to be at the late 60's. Adedoyin in Aliyu (2009) put it that Social Studies was introduced in Nigeria in the colonial era with the establishment of schools. Thus she observed, "Social Studies was entrenched in the then religious curriculum of our schools. Mezieobi in Aliyu (2009) refutes these claims of Social Studies with colonial origin and its 1960s emergence of Social Studies. To him Social Studies has been in existence right from the inception of Nigeria in the Pre-colonial times with goals, content, methodology and Evaluative process that was in consonance with the needs, values and aspiration of the then Nigerians and Nigeria.

Mezieobi (2019) in his opinion observes that what is new is the concept "Social Studies" which was really borrowed or imported and which has become a discrete subject in Nigerian schools. This he cap it that even today in Nigeria, the Social Studies content is 'Nigeria- specific' as it was in the old as it focuses largely on the Nigerian life style and environment. This he outlined the following as the basic rudiments of traditional or indigenous Social Studies education.

1. The learning of the people's local and family history, myths, oral literature, proverbs and riddles, and the

geography of the community and the adjoining neighbourhood,

2. Respects to elders, honesty and truthfulness, fear of the gods/goddesses, learning of family gods, goddesses and people's gods,
3. Character, values and virtues development and inculcation which traditional religion encouraged and promoted.
4. Instruction on loyalty to the community, recognition of one's rights, obedience to elders, recognition of seniority, hospitality to people, cooperation in common test, respect for others.

Social Studies in the contemporary Nigeria context, according to Tikuma (2019), posit that it surfaced in 1958 in western region when the subject was introduced into schools through a joint educational programme between the region and the University of Ohio (USA) "the Ohio project" as it was tagged only affected the western region. In 1963 a pilot project was conducted at Aiyetoro comprehensive school. This venture led to a comprehensive development of the first Nigerian Social Studies curriculum at the said school.

Objectives of Social Studies Education in Nigeria

The reasons for teaching Social Studies and what we teach in it is a fulcrum to which the success of the entire programme is built upon. Social studies was introduced into Nigerian schools system as a remedy to existing social problems prevalent in the society. It aims at studying social actions, relationship, addressing social needs and problems. The objectives of social studies vary from one country to another; this is dependent on the situation and conditions of the country adopting it. Thus, there are varieties of objectives of Social Studies as there are varieties of social needs and problems (Tikuma, 2009). Argungu (2009) posited that, social studies as stated earlier was introduced into Nigerian schools as a core and compulsory subject at primary and junior secondary schools as a catalyst



to the achievement of the four national educational aims and objectives.

Obameata, Agu and Laosebikan in Argungu (2009), explained that the objectives of Social Studies in Nigeria naturally reflect the national objectives of education as a whole. This is basically on the premise that Social Studies, is a subject that draws its concepts from all the basic subjects at the primary and secondary levels of education such as History, Government, Economics, Religion among others. Based on this, the objectives of social studies tend to reflect the objectives of these subjects. Secondly, the subject is designed to offer specific solutions to societal issues or offer remedy to national problems. Thus, its objectives must be relatively interwoven with national goals of education if it is to answer this call. The national educational goals as presented by the national policy on education (2009) states the following:

1. The inculcation of national consciousness and national unity
2. The inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society.
3. The training of the mind in the understanding of the world around and
4. The acquisition of the appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of his society.

Justification for Social Studies Education in Nigeria

The dynamics of the society and the demands it has placed on individuals and the entire society requires the search for solutions to arrest certain prevailing circumstances and challenges that these demands have placed on existing conditions. New realities and pressing social needs have compelled very many nations across the world to adopt Social Studies for their country(s) and schools. Reasons for the introduction of Social Studies among these countries are not far-fetched from what it is in Nigeria. Thus, for a clear understanding of the

justification for Social Studies in Nigeria, the need to look at the philosophy behind its introduction and what it is intended to achieve is important.

According to Aina, Adedoyin, Obilo and Ahmadu (2000) Social Studies was introduced into the Nigerian system as an answer to specific and national problems. In the late 1960s, most educators in Nigeria clamored and agreed that the schools must be Nigerian in outlook rather than emphasizing foreign ideals. This is because in designing the form and content of education for Nigeria, the British colonizer according to Tikumah (2009) aimed at enlightening the Nigerian more about Europeans than about himself as a Nigerian. In effect, the education provided by the British was inadequate to meet the needs of the Nigerian youths and society. As Fafunwa in Akinylaye (1998:25) rightly observed, 'the present education system instead of Developing positive values in the society in which the African child lives, tends to alienate him from his A cultural environment, in other words, the system educates the child out of the environment'.

Consequently, the educational reforms that led to the introduction of Social Studies in Nigeria had the following underlying motives which according to him are as follow:

1. The need to make education more relevant to the needs of the individual and the society.
2. The need to use education for national integration and socio-economic development.
3. The need to develop the right societal values.
4. The need to make an individual responsive to the society in which he lives.

Based on these, it was thought that through Social Studies education, a love of the country could be developed in our school-children in such a way that they will develop a strong attachment for their country and government.



Nature and Content of Social Studies in Nigeria

The institutionalization of Social Studies as part of our educational pursuit in Africa, according to Balyejusa in Aliyu (2009), has to be seen as an African ideas and creation of the concerted educators, philosophers and educator such as Kwame Nkuruma, Tafawa Belewa, Julius K. Nyerere, Jomo Kenyata, Leopold Senghor and a host of many others. These pioneer African scholars and nationalists who were educated under the or during the colonial rule observe and saw the negative consequences of the colonial education as an instrument of European imperialism. They brought it to become heroes and reformers. Their recommendation, policies and charters became the pillar upon which the present-day educational policies take roots. And this helps to form the real core on which social studies stand. The idea of Balyejusa is not to forestall the idea of indigenous Social Studies before the colonial instruction. Thus, Onabamiro in Ikumelu (2001:19) observed that indigenous Social Studies is as old as man. And they bare their mind with the traditional Social Studies education as,

"That process by which children born into a society is made to understand the environment into which they have been born, to learn the things that members of the society should do to enhance the welfare and progress of the society and to learn why they should avoid doing things that might be injurious to the wellbeing of the society".

Indigenous Social Studies is thus child society centered. This therefore buttresses the assertion of Fafunwa in Aliyu (2009) "that African education (including indigenous Social Studies) emphasized "social responsibility, job orientation, political participation, spiritual and moral values", this therefore portrays that the indigenous Social Studies is both situational and temporal, that is, it is flexible, changing from place to place and from time to time. Nevertheless, it follows the spiral format, extending from known to unknown and from simple to complex.

Social Studies as earlier stated is a corrective study. Balyejusa argues that it is corrective because it aims at upsetting the colonial educational activities. Its purpose is to remedy the educational ills of the society. It seeks to replace irrelevant learning experiences with relevant ones. Since the product of any colonial educational system was not meant to serve the interests of his fellow indigenes. Therefore, Social Studies is meant to correct all ills Vis-a-vis, educational, social and technological ills that were inherent in the colonial system of education and the Nigerian society.

Social Studies Education and the Attainment of Citizenship

The proponent of subject theory according to Udeinya in Aliyu (2009) holds to the view that for any subject to be qualified to be included in the curriculum should be deemed relevant and essential to the achievement of the desired change in the behaviors of the learners and the overall development of the society. This stance is not uncommon to Social Studies as the subject is deemed fit to guarantee the much-needed developmental desire of the Nigerian society. Thus, the federal government through the 1969 national curriculum conference saw the importance of Social Studies education in relation the achievement of national goals, included it as a core subject to be taught to the Nigerian primary, junior secondary schools and the teacher training college students for learners to study the social norms and values of the local community and of the country as a whole (FGN, 2009).

Bayeljusa in Uko (2002), rightly pointed out that the Nigerian child needs to know more about the history and geography of his own country than the history and the geography of Europe. Therefore, the need for Social Studies in the Nigerian educational system is imperative as the subject seeks to reverse the colonial focus which makes the Nigerian child learn more of European culture than about his own culture and environment; and to ensure she produces good respectable followers and leaders of tomorrow that would contribute their quota to the development of mankind and to the society.

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Social studies education provides common orientation to the over one hundred and forty million Nigerians with almost about four hundred ethnic groups, with diversity of languages, customs and religions etc. to work together as compatriot for nation building. Based on this thought, Okam (2002) is of the view that Social Studies in Nigeria aimed at breaking the religious, linguistic and cultural barriers that keep apart the various groups that constitute the Nigerian society, so that nation building can be facilitated by concerted efforts of these divergent people of Nigerian polity. McCauley and Regan in Aliyu (2009), in their opinion posited that the need for Social Studied education in Nigeria is to foster mutual understanding, mutual respect and mutual appreciation of one another by the divergent people that constituted the Nigerian nation, the same way the need to inculcate democratic values and attitudes arose at the times of the influx of immigrants into the United State of America calls for the introduction and teaching of Social Studies.

Concept of Evaluation in Education

The diverse meanings and definitions of the concept of evaluation includes viewing evaluation as an assessment of the worth or merit of some educational objects. Stufflebeam (2000, 2005); Trochim (2006), assessment of the achievement of objectives which is also the views of Tyler on evaluation (Madaus, 2000), proving the success or failure of a programme (Madasu & Stufflebeam, 2000). Greenwald and West in Ben-Yunus (2000), identified whether curriculum objectives are being or have been achieved so that modification in them can be made necessary.

Onwuka (1998) defined evaluation as essentially the provision of information to facilitate decision making at various stages of curriculum development. This implies the selection of criteria, collection of data and data analysis. Ben-Yunus (2000) and Yusuf (2012), shares similar opinion as Ben-Yunus, defined evaluation as the process of getting information, analyzing it and drawing final conclusion from it. Evaluation is a systematic process of determining the extent to which instructional and programmes objectives is achieved for value judgment. Evaluation is thus

quantitative and qualitative. In a narrow sense, it could be looked at as the process of making value judgment on measured phenomena. In abroad sense, evaluation refers to the process of seeking, obtaining and quantifying data with a view to making value judgment about objects, events or their characteristics. Therefore, its flow of activities is obvious from the measuring instruments (Test) to assigning scores (measurement) and the value judgment relating to the measured phenomena which are referred to as (evaluation).

METHODOLOGY

The design shall adopt survey research design. This research design permits the gathering of information through the use of questionnaire from a sample population based on appropriate sampling techniques and this will dealt with data collection through the use of questionnaire for students on the evaluation of social studies curriculum implementation for the attainment of citizenship education among junior secondary school students of Kaduna State.

Population

The population of the study is made up of social studies teachers and students of junior secondary schools in Kaduna state. There are twelve (12) educational zones in the state spread across the three (3) senatorial zones of Kaduna North, Central and South respectively. A total number of three thousand eight hundred and eighty-eight (3,888) public junior secondary schools exist in Kaduna state with teachers' population (Social Studies) put at eight hundred and ninety-five (895) and students population of twenty-nine thousand, four hundred and twenty-nine (29,429). However, the target population for this study is six thousand two hundred and ninety-nine (6,299) respondents mainly teachers and students from Zaria and Giwa Educational zones of the state.

Sample and Sampling Techniques

The sample size will be selected through the adoption of the Research Advisors (2006) sample size table. The sample for this study consist of four (4) heads of unit



entrepreneurship development centre, forty (40) lecturers and three hundred and thirty-four (334) students.

Instrumentation

Two instruments will be used for this study. The study will use structural questionnaire on Evaluation of the Implementation of Entrepreneurship Education Curriculum Questionnaire (EIEECQ). And Observation rating scale or checklist will be use. The chosen of the two method is based of its advantage to provide information on current phenomenon spread over wide area for the purpose of getting clearer understanding of the problem under study.

RESULTS

The respondents' opinions on the various research questions raised in chapter one of this study are presented under this section.

Research Question One

To what extent has social studies curriculum content helped in the attainment of citizenship education in Zaria and Giwa Educational zones of Kaduna State?

Table 1: revealed the opinions of teachers and students on the extent to which social studies curriculum content helped in the attainment of citizenship education in Zaria and Giwa Educational zones of Kaduna State.

Table 1: Summary of respondents' opinion in respect to Research Question One

Respondents	N	Mean	SD
Teachers	12	2.402	2.03
Students	372	4.317	3.01
Total	384	3.4	2.52
Decision Mean		2.5	

Analysis of the above table presents the opinions of teachers and students on a number of item statements as contained in the questionnaire. This table revealed that the total mean of 3.4 was higher than the decision mean of 2.5. By this result, social studies curriculum content helped in the attainment of citizenship education in Kaduna State.

To what extent are social studies teachers equipped in the attainment of citizenship education in Zaria and Giwa educational Zones of Kaduna state?

Table 2: shows the opinions of the respondents on the extent to which social studies teachers are equipped in the attainment of citizenship education in Zaria and Giwa educational Zones of Kaduna state.

Research Question Two

Table 2: Summary of respondents' opinion in respect to Research Question Two

Respondents	N	Mean	SD
Teachers	12	1.4396	1.0955
Students	372	2.69	1.1679
Total	384	2.1	1.1317
Decision Mean		2.5	

Table 2 depicts the result of analysis of respondents' opinion on the extent to which social studies teachers are equipped in the attainment of citizenship education in Zaria and Giwa educational Zones of Kaduna state. The table

revealed that the total mean of 2.1 was lower than the decision mean of 2.5. This result shows that social studies teachers are not well equipped in the attainment of citizenship education in Kaduna State.

Hypotheses Testing

All the 2 null hypotheses were tested at alpha 0.05 level of significance using chi-square statistics.

Hypothesis One

There is no significant difference between the social studies curriculum contents and the extent

to which citizenship education can be attained by students.

Table 3: revealed the opinions of teachers and students on the social studies curriculum contents and the extent to which citizenship education can be attained by students.

Table 4.10: Summary of the non-parametric statistics (chi-square) on the difference between the social studies curriculum contents and the extent to which citizenship education can be attained by students

Respondents	N	X	SD	CalX ²	χ^2	df	CritX ²	P-value	Decision
Teachers	12	2.402	2.03	21.47	0.05	5	12.43	0.001	Rejected
Students	372	4.317	3.01						
Total	384	3.4	2.52						

Results of the chi-square statistics on table 4.3 revealed that $P < 0.05$ because the X^2 obtained (21.47) is greater than critical X^2 (12.43), this means that there is a significant difference between the social studies curriculum contents and the extent to which citizenship education can be attained by students in Kaduna State. Therefore, the null hypothesis of no significant difference is rejected.

Hypothesis Two

There is no significant difference between low equipped social studies teachers and the attainment of citizenship education by students in Kaduna State.

Table 4: shows the opinions of teachers and students in respect of the difference between low equipped social studies teachers and the attainment of citizenship education by students.

Table 4: Summary of the non-parametric statistics (chi-square) on the difference between low equipped social studies teachers and the attainment of citizenship education by students

Respondents	N	X	SD	CalX ²	χ^2	df	CritX ²	P-value	Decision
Teachers	12	1.439	1.0955	9.245	0.05	5	15.391	0.710	Retained
Students	372	2.69	1.1679						
Total	384	2.1	1.1317						

The result on table 4.11 shows that X^2 calculated of 9.245 was less than the critical X^2 of 15.391 under 5 df, under 0.05 alpha level of significance. Since the calculated X^2 was less than the critical X^2 , the decision was to accept the hypothesis which states that there is no significant difference between low equipped social studies teachers and the attainment of citizenship education by students.

1. Finding revealed a significant difference between the social studies curriculum contents and the extent to which citizenship education can be attained by students in Kaduna State.
2. Finding revealed that there is no significant difference between low equipped social studies teachers and the attainment of citizenship education by students in Kaduna State.

Summary of Major Findings

The following are the findings of the study based on the hypotheses tested:

DISCUSSIONS OF FINDINGS

In view of the hypotheses tested and answers to research questions, the following are



the discussions of findings. Results of the chi-square statistics on table 1 revealed that $P < 0.05$ because the X^2 obtained (21.47) is greater than critical X^2 (12.43), this means that there is a significant difference between the social studies curriculum contents and the extent to which citizenship education can be attained by students in Kaduna State. Therefore, the null hypothesis of no significant difference was rejected. Also, the descriptive analysis of teachers and students on a number of item statements as contained in the questionnaire revealed that the total mean of 3.4 was higher than the decision mean of 2.5. By this result, social studies curriculum content helped in the attainment of citizenship education in Kaduna State. This finding supported the claims of Tunari (2000) that, social studies programme is a wonderful tool towards achieving good citizenship in the country. The study also differs with the findings of Kallagan and Greany (1992).

The result on table 2 shows that X^2 calculated of 9.245 was less than the critical X^2 of 15.391 under 5 df, under 0.05 alpha level of significance. Since the calculated X^2 was less than the critical X^2 , the decision was to accept the hypothesis which states that there is no significant difference between low equipped social studies teachers and the attainment of citizenship education by students in Kaduna State. Similarly, table 4.6 depicts the result of analysis of respondents' opinion on the extent to which social studies teachers are equipped in the attainment of citizenship education in Zaria and Giwa educational Zones of Kaduna state.

The table revealed that the total mean of 2.1 was lower than the decision mean of 2.5. This result shows that social studies teachers are not well equipped in the attainment of citizenship education in Kaduna State. This finding correlate with the finding of Galadima (2000) which revealed that social studies teachers do not teach significantly different from non-social studies teachers in terms of methodology, but disagreed with the research finding of Shaibu (2011) as he opined that low equipped social studies teacher has relationship the attainment of citizenship education by students.

CONCLUSION

In view of the findings from this study, conclusion was drawn that; social studies curriculum content helped in the attainment of citizenship education in Kaduna State and that social studies teachers are not well equipped in the attainment of citizenship education in Kaduna State. It was also concluded that instructional materials used in the attainment of citizenship education in Kaduna State are not adequate. Similarly, social studies learning environment has relationship with the attainment of citizenship education in Kaduna State; and those social studies teaching methods helped in the attainment of citizenship education in Kaduna State.

RECOMMENDATIONS

The following recommendations were made in view of the findings from this study that:

1. Social studies teachers with requisite academic qualification and enduring years of experience should be allowed to effectively implement the Social Studies curriculum contents in order to attain citizenship education in Kaduna State.
2. Social studies teachers should be adequately equipped so as to attain citizenship education by students in Kaduna State.

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