



Impact of Social Studies in Warding off Anxiety and Social Disorder among Students in Colleges of Education Bauchi State

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ABSTRACT

The purpose of the study would be to ascertain teachers' perception on school counselling service career among senior secondary school teachers in Bauchi metropolis. The study was guided by two objectives namely; to determine the perception of senior secondary school teachers regarding the role of school counsellors in Bauchi metropolis and to determine the perception of senior secondary school teachers teaching in Public and Private School regarding the role of school counsellors in Bauchi metropolis. The population of this study consist of 22 public senior secondary schools and 16 private secondary schools and 2,119 teachers in Bauchi metropolis. The researcher selected ten (10) public secondary schools out of the 22 total public secondary school and five (5) schools out of 16 private secondary schools; and four hundred (400) teachers were also randomly selected as our respondent. Data was collected using a self-administered questionnaire for the teachers. The Data collected from the teachers was carefully examined, analysed and scrutinized by the researcher. The researcher used chi-square for data analysis. The study revealed that teachers have positive perception towards the role of school counsellors in Bauchi metropolis. It was also found that, teachers in Private and Public schools both have positive perception regarding the role of school counsellors in Bauchi metropolis. From the study conclusions, it was recommended that there is need to have professionally trained school counsellors for effective delivery of guidance and counselling services in the schools. It was also recommended that the measures to be adopted in changing the negative perception of teachers should through giving full orientation services and attending conferences- workshops and seminars, so that they would acquaint themselves with some various activities and services rendering in school guidance and counselling units. So also, principals should relief guidance counsellors' heavy teaching loads so as to allow them to practice effectively.

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INTRODUCTION

Anxiety and social disorder are common phenomenon of every day's life, they play a very crucial role in man's life and due to dynamic nature and happenings in human society everyone is a

victim of anxiety and social disorder in different ways. Social Studies through its teachings have become an increasingly important means for institutions of learning to educate and inform students on the need to imbibe good values;

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remain orderly in order to curb the menace of anxiety and social disorder in the society. Generally, the school system is viewed as an avenue for the socio-transformation of lives and imparting in people knowledge, skills, values and attitudes that would enable them to be useful and responsible member of the society. Education is placed in high esteem and is regarded as a tool to help society channel its resources to address any situation that may have negative effects on the lives of people in the society. No doubt, education is regarded as an instrument "par excellence" for affecting national development (FGN, 2014).

Anxiety can either be a trait anxiety or a state anxiety. Trait anxiety is a stable characteristic or trait of the person while State anxiety aroused by some temporary condition of the environment such as examination, accident, punishment etc. Academic anxiety is a kind of state anxiety which relates to the impending danger from the environment of the academic institutions including teachers, certain subjects like Mathematics, English etc., (Rohen, 2012).

It has been recognized that anxiety and social disorder plays significant role in students' learning and academic performance (Tobias, 1979). Reilly and Lewis (1991,104) say that anxiety is hampering for young people's academic achievements. Changing schools, Parents divorcing or pressure of work, conflicts, exams and test can all be difficult events for students. Anxiety is strongly linked with emotional depression.

Social disorder is a behavioral disorder that is classified as an act of delinquency. Just like, lying, stealing and playing truant or running away from home. It often causes a lot of mental, emotional, intellectual and psychological damage to the victim or properties around homes, schools and the society in general. A socially disordered student is an uncontrollable student and can do just about any damage when he or she does not get whatever he or she wants. Social disorder does not restrict itself to education alone; Research studies have shown that social disorder seems to be worse with children of big, heavy; powerful and seemingly religious parents. It is disappointingly normal to see students engaging

in social vices freely nowadays within and outside the school environment. There is little or no respect for teachers anymore, in our school system: Indecent dressing, cultism, students' unrest, prostitution, drug abuse among many other social vices, has becomes the order of the day. On a general note, it connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system and gradually leads to chaos and anarchy in the society.

According to Ego (2008) in Nigerian colleges of education youths constitute 99% of the total population; he emphasizes that youths are the pillars and precious elements of any society. Youths are the agents of social change and nation building; hence, many revolutions in history were initiated by them. In other words, youths are strategically perceived as the engine house of the development of every nation. Hence, any society that wants to advance in all her facets of life puts the youths at the forefront. Many countries of the world in their quest to ameliorate social problems map out different programs, strategies and policies to better the lives of the people.

Consequently, Social Studies Education, which helps to address man's problems emerged and is being utilized by various countries' educational systems particularly in Nigeria Colleges of Education, to help re-channel and correct citizens' negative behaviors and inculcate in them worthwhile attitudes and values to enable them become effective and functional citizens. Hence, Social Studies education serves as a corrective measure in shaping attitudes and conditions for national development (Chikwelu, 2001:7). Nigeria in her bid to better the lives of its citizenry extended the teaching of Social Studies Education to tertiary institutions where youths are basically nurtured.

Since the adoption of Social Studies education in Nigerian tertiary institutions, Nigeria has not become a problem -free nation. Our youths (graduates and undergraduates) have not fully internalized those worthwhile attitudes and values that will champion their leading this country to the promise land. This is because students'



anxiety and Social disorder is still playing Nigeria, especially with the activities of insurgents. 2016).

PROBLEM STATEMENT

One of the major issues Nigerian societies is battling with is the high rate of anxiety and social disorder among its teeming youths in her various institutions of learning. It is not a denying fact that a nation's progress depends largely on its citizen's educational achievements; that's why a nation in her quest to attain any meaningful development, must emphasize on its citizens' academic performance because, once education of any nation is fully attained, then her desires for any meaningful progress and development might also be achieved,

Unfortunately, in Nigeria today, the academic achievements of students are badly affected due to the increasing rate of anxiety as a result of social disorder amongst its teeming youths in various academic institutions. Social disorder in Nigerian society has been a treat to effective performance of students in their academic activities in various institutions of learning.

Apart from the activities of insurgency in Nigeria, our institutions of learning are beclouded with serials of social disorder which have affected the academic performance of the students. Most of Nigerian institutions of learning are filled with the problems of cultism, examination malpractice, drug abuse, prostitution, students' unrests and sexual promiscuity, among many others.

In recent years, education in Nigeria has been suffering a serious setback due to the high rate of social disorder in the society; the activities of insurgents, youth violence, cultism, student's unrest, drug abuse, prostitution, examination malpractice and sexual promiscuity have become a reoccurring decimal. It has been a threat to the students' effective concentration in their academic activities due to constant fear and panicking. Nigeria has been witnessing brutal confrontation and massive assault from terrorist group which has undoubtedly caused a serious threat to the general wellbeing of youths and their effective contributions to nation building and societal development. Tension and a chaotic atmosphere

have been created in and around the school environment as panic aggrieve the minds of students due to the reoccurring fear of the unknown.

Anxiety and social disorder are a threat to nations building, Youths in their desires to contribute immensely to the development of their country cannot effectively do so, due to the helpless situations they are into. Therefore, social studies which is seen as a corrective measure is used as an instrument in Nigeria colleges of education through its teachings and learning to ameliorate these problems.

As youths are valuable elements for the future of any country, it is imperative that they are equipped with ample amount of information, knowledge and awareness so as to protect themselves and their counterparts from falling prey to this silence menace of anxiety and social disorder. Previous researches have been done on anxiety and social disorder using various fields of studies, but none seems to have determined the impact of social studies in warding off anxiety and social disorder among C.O.E students. For this reason, this study investigates the impact of social studies in warding off anxiety and social disorder among students in colleges of education for behavioral change in the task of achieving social order and meaningful development in Nigeria.

Objectives of the Study

The purpose of this research work was to investigate on the impact of Social Studies in warding off Anxiety and Social Disorder among students in colleges of education Bauchi state. The research was set out to achieve the following objectives: to:

1. Determine the views of male and female students on the impact of social studies in warding off anxiety and social disorder amongst students in colleges of education in Bauchi state.
2. Find out the views of NCE II and NCE III Social Studies students on the extent their mastery of the subject has enabled them overcome anxiety and social disorder amongst students at the colleges of education in Bauchi state.

3. Investigate the level of mastery of social studies education amongst students in overcoming the consequences of anxiety and social disorder at FCEJ and ATBCOE KANGERE.

Research Questions

The following research questions have been formulated to guide the present study:

1. What is the difference in the mean opinion score of male and female students' in determining the impact of Social Studies in warding off anxiety and social disorder amongst students in colleges of education in Bauchi state?
2. What is the difference in the mean opinion score of NCE II and NCE III Social Studies student on the extent their mastery of the subject has enabled them overcome anxiety and social disorder at colleges of education in Bauchi state?
3. What is the extent of the differences in the mean opinion score of social studies students of FCEJ and ATBCOE KANGERE regarding a mastery of the subject in overcoming anxiety and social disorder?

Research Hypothesis

The following null-hypotheses have been formulated to guide the study:

- H1: There is no significant difference in the mean opinion score of male and female students on the impact of social studies in warding off anxiety and social disorder in colleges of education in Bauchi state.
- H2: There is no significant difference in the mean opinion score of NCE II and NCE III Social Studies students on the extent their mastery of the subject has enabled them overcome anxiety and social disorder at the colleges of education in Bauchi state.
- H3: There is no significant difference in the mean opinion score amongst Social Studies students in FCEJ and ATB COE KANGERE regarding a mastery of the subject in overcoming anxiety and social disorder.

REVIEW OF RELATED LITERATURE.

Concept of Social Studies

Social Studies education is a course that is being studied at all levels of education with the exception of senior secondary school. The course deals on societal problems which vary from country to country and people to people. Thus, there is no basic consensus as to a particular definition of the concept. Akilanye (2003) however sees Social Studies education as the study of man in his environment. That is to say that Social Studies education deals on man's cultural, social, religious, physical and economic environments. Iyamu and Edozie (2006) posited that Social Studies is a dynamic, systematic and integrated discipline for generating knowledge, attitudes and skills necessary for dealing with contemporary life issues. In addition, Social Studies embrace all social sciences and positively re-channel people's attitudes for a better society.

Similarly, Odogbor (2010:199) views Social Studies education as "an integrated field of study that attempts to study man in dept within the ramification of his dynamic environments, as well as equipping him with positive knowledge, attitudes, values and adaptive interactive skills for the purpose of producing a socio-civically competent, humane and effective citizenry who can contribute positively to the good of the society". In the same vein, Chikwelu (2001:5) agrees that Social Studies is an integrated area of study designed to inculcate in the individual (man) desirable knowledge, attitudes, values and skills as regards his environment in totality for production of effective citizenry capable of making rational decision. In other words, Social Studies tries to put man and his environment at the centre and makes man a functional and effective being in his environment capable of adjusting to the dynamic of the international society.

Nature and Scope of Social Studies

Social studies programmes in several nations of the world are essentially introduced to meet specific needs and aspiration. In Nigeria social studies can be described as a solution to the nation's problems of integration. It serves as a handy tool to equip learners with values, attitudes,

problem-solving skills to prepare them for active and responsible living in society. It became a mechanism for reconstruction, rehabilitation and more importantly an emphasis on the tenets of unit and inter-dependence among the diverse people of the nation after the civil war. Social studies was readily available to inculcate the values that bound the different ethnic groups together. In addition, the teaching of the separate social science subjects did not adequately prepare the child for life in society. Thus, a subject that would interpret the various experiment of man as a whole and show the interrelatedness among the various subjects. In summary, social studies focus on man as he lives in society. It emphasizes on the needs, goals and aspirations of the society so that learners can be well-integrated into society.

According to Kissock (1981) in Kadiri (2007) social studies programmes are the creations of the society in which they are implemented. They are developed when a society determine that formal instruction is required to develop a common set of understanding, skills, attitudes and actions among all members of the society. The scope of social studies therefore entails the extent of content coverage of social studies.

Aims and Objectives of Social Studies Education at Tertiary Level of Education

The objectives of social studies vary according to the needs and aspiration of each country. In Nigeria, it was emerged to inculcate the right indigenous goals, concept, methodology and evaluative practices, that met the aspirations of the Nigerian environment and lifestyle, (Mezeieobi, 2008).

The objectives of Social Studies education at Nigerian tertiary level as noted by Chikwelu (2001) include:

1. Acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.
2. The acquisition, development and inculcation of proper value orientation for the survival of the individual and society.

3. The development of the individuals' capacities to understand and appreciate their environments.
4. The acquisition of an objective view of the local and external environments.

These objectives are derived from the national goals of education and thus reflect the societal needs. According to Ololobou (2007). In keeping with this philosophy, four national education goals have been outlined. They include:

1. The inculcation of national consciousness and national unity.
2. The inculcation of the right type of value, and attitudes for the Survival of the individual and the Nigerian society.
3. The training of the mind in the understating of the world around; and
4. The acquisition of appropriate skills and the development of mental, physical and social abilities and competences as requirement for the individual to live in and contribute to the development of his society.

For these goals to be achieved effectively the government prescribe curricular activities with the focus on inculcating social norms and values of the society through social studies education at all levels in Nigeria.

Concept of Anxiety

Anxiety is a feeling of dread, fear, or apprehension, often with no clear justification. Anxiety is distinguished from fear because the latter arises in response to a clear and actual danger, such as one affecting a person's physical safety. Anxiety is a psychological and physiological state characterized by physical, emotional, cognitive, and behavioral components. Anxiety means trouble; in either presence or absence of psychological stress, anxiety can create a feeling of fear, worry, uneasiness, and dread Bouras N, Holt G, [2007]. It is considered to be a normal response to stress. It may help an individual to cope with the demands of life but in excess it may be considered as anxiety disorder [National Institution of Mental Health. 2008].

Robin, (2009) reported that anxiety is a global problem affecting mainly children and adolescents. Anxiety, by contrast, arises in response to apparently innocuous situations or is the product of subjective, internal emotional conflicts the causes of which may not be apparent to the person himself. Some anxiety inevitably arises in the course of daily life and is considered normal. But persistent, intense, chronic, or recurring anxiety not justified in response to real-life stresses is usually regarded as a sign of an emotional disorder. When such an anxiety is unreasonably evoked by a specific situation or object, it is known as a phobia. A diffuse or persistent anxiety associated with no particular cause or mental concern is called general, or free-floating, anxiety.

Types of Anxiety

Anxiety has been categorized by American Psychiatric Association (2000). Into several psychiatric disorders as follows:

1. **Generalized Anxiety Disorder:** Individuals that suffer this condition live each day in a state of high tension, feeling uneasy and tends to overreact even in mild stresses. The individual finds it difficult to concentrate instead worry about potential problems. Data from the Early Developmental Stages of Psychopathology (EDSP) study revealed a cumulative incidence for GAD as 4.3% at age 35 years with relatively few onsets observed in childhood, and the core incidence period being in adolescence and young adulthood.
2. **Panic Disorder:** This is characterized by episodes of acute and overwhelming apprehension to terror; it begins abruptly and reaches a peak within 10 minutes with such symptoms as perspiration, muscle tremors, faintness and shortness of breath. Eventually this fear intensifies and interferes with every day school activities thus disrupting concentration, classes, reading, assignments and decision – making resulting to poor academic performance.

3. **Agoraphobia:** Involves intense fear and anxiety of any place or situation where escape might be difficult, leading to avoidance of the situation such as being alone outside the home, travelling in a car, bus, airplane, writing an examination or being in a crowded place.
4. **Phobias:** It is a persistent fear of specific object or situation. The fear occurs when the phobic individual is brought in contact with the object or situation. This reason is why some students perform badly in certain courses.
5. **Obsessive-Compulsive Disorders:** Individuals with this condition feel compelled to think about, things they would rather not think about or perform acts they do not wish to carry out. Obsessions are persistent irresistible urges to carry out certain acts or ritual. Obsessive thoughts may be linked with compulsive acts, example thoughts of brushing your teeth many times before attending a class. People with this disorder are preoccupied by these irrelevant thoughts that they cannot control and their academics suffer negative consequences.
6. **Post-Traumatic Stress Disorder:** It is a type of anxiety that occurs after a frightening event or situation. This affects academic performance because, some students continue to dwell in their past failure and are unable to face the new challenges before them. These students often perform poorly academically since they fail to concentrate on the new challenges.

Concept of Social Disorder

Social disorder is often confused with social anxiety. Social disorders are conditions of society which cause other disorderly and immoral things to occur. These include things like negative peer pressure, traumatic experiences, social prejudices and propaganda. Axiomatic, (2009). Social disorders function for a society much like a disease does to the body deteriorating from within. The Webster's dictionary (1994) sees social vices



as evil practice; it is a habitual disposition to choose evil.

Hurlock (1978), states that social disorder is misbehavior, or when a child's problem behavior deviates either above or below the norms for his age and set group. Such vices can be seen in form of lying, cheating, stealing, truancy, disobedience, vandalism, immorality, delinquency, drug abuse, illicit sexual acts etc. in identifying the forms of social disorder in our educational institutions, Olotade(1990), outlines them to include: sexual harassment, sexual abuse, rudeness, lateness, examination malpractice, fighting, arson, cultism, alcoholism, smoking, assassination etc. the Webster's English language (1992), defines social disorder as those actions, attitude, activities or tendencies of people that are detrimental to societal progress. These could include; immorality, pervasiveness, stealing, killing, unfaithfulness, cheating etc.

Drug Abuse

A drug is a substance of biological or chemical origin when applied to a living tissue produces an effect. Drugs include what are commonly called medicine. Therefore, drug abuse refers to the use, especially by self-administration of any drug in a manner that deviates from an approved medical or social pattern within a given culture. It is the abnormal use of drugs. Some of the noted illicit substances as drug abuse are: opioids, heroine, marijuana (Indian hemp), phenol barbitone, valium, cocaine, alcohol, etc.

Indecent Dressing

Our higher institutions of learning (colleges of education inclusive) have been beclouded with indecent dressing most especially the female students. Most girls go bare, displaying their navels and boobs and wearing what just ample cleavages on display, depicting size and shape of their private parts with mini that barely skim the bottom. It appears now to be fashionable; one has to become half nude, dressed in sleeveless/see-through tops without bra.

Sexual Promiscuity/Prostitution

This is an act of involving oneself in illicit sexual intercourse or relationship with an opposite sex, either for money making or for pleasures. The act of sexual promiscuity or prostitution is most common with our female students'. In higher institutions of learning (including the department of social studies); such act has become a money-making business to the female students. They could also use such act to get what they want on campus. Most students' hostels and quarters have been turned into brothel.

Examination Malpractices

Examination Malpractice is any act of omission or commission, which compromises the validity and integrity of any examination. It is acting or going contrarily to the rules and regulations guiding the conduct of examinations. Examination which is said to be the true test of knowledge has lost its values as some student can get into any higher institutions without written or oral examination. In fact, this has really become a hard nut to crack among various examination bodies.

Students Unrest

Student's unionism and unrest in higher institution has been recognized as one of the most visible perennial problems of significance, when compared with other social vices like campus cult activities, cases of examination malpractice, drug abuse and addiction. In Nigerian history, no group has established itself more than that of students when it comes to violent incidents, intensity and frequent of unrest. Nigerian educational institutions are established with the aim of giving students who enroll a very sound and qualitative education to be able to function effectively in any environment in which they find themselves.

This enables the graduates to meet the needs of the modern complex society, so as to become more productive, self-fulfilling and attains self-actualization. it is however believed that students' unrest has been on the decline because of the incessant incidents of lecturers strikes which have had disrupting effects on the academic calendar which usually elongated than to embark



on riots that will end up increasing their period of stay on campus.

Review of Related Empirical Studies

There are number of studies carried out in social studies by undergraduates, post-graduates and others, but there are relatively few or no research work done on assessment of impact of social studies on anxiety and social disorder. This implies that, social studies are relatively a new subject in Nigeria curriculum, social studies being a new subject in Nigeria., there are no enough varieties of empirical investigation studies on the topic. Therefore, it will be quite unsafe to draw any generalization cogent appropriate in understanding anxiety and social disorder based on the previous research. Therefore, the following empirical studies related to this research work were reviewed.

Dioha (2003). Wrote on difference in perception of corrupt practices between teachers and students in Waziri Umaru Polytechnic Birni Kebbi. The research work was carried out to investigate the level of corrupt practices between lectures and students. The target population to the study was among Polytechnic students and lecturers. The research design used was simple descriptive survey design, which intends to compare the level of corrupt practices between the lecturers and students. The sample population was 2,000 students and 200 teachers of the institutions. Questionnaire was used as an instrument for data collection. While means and test were used in testing the hypothesis. The research work is a useful material to this work but areas of divergent is that the study focused at tertiary institution, and targeted only one part of social disorder without direct specification on the type of corrupt act. More so, the work was done in Birnin Kebbi while the present work is in Bauchi state.

Ekoja (2003). Carried out research on the sexual harassment, as a corrupt practice in Benue State University, Makurdi. The researcher adopted a survey design. The method of data collection was questionnaire and data were analyzed using chi-square. The result of the study states that despite the efforts made to curtail the

problem of sexual harassment remains a re-occurring incidence on our campuses. This is because the victims of this act both students and staff find it very difficult to exhibit the courage and willingness to take the risk to confront the harasser. The research work is related to the present study because it is trying to address the problem of social disorder in the society but also differs in areas of focus while the present work focusses on anxiety and social disorder the other one focus on the sexual harassment. Also, the scope of both studies differs while the present work covers Kaduna colleges of education the other one covers Benue State university their locations vary from each other.

Adenoyi (2005). Wrote on the "Impact of Social Studies Education in Curbing Indiscipline among Juniors Secondary School Students in Zaria and Sabon-Gari Local Government Areas, Bauchi state. The research was conducted to investigate the existing indiscipline acts amongst junior secondary schools' students and how social studies education could be used as veritable tool in curbing the act. Descriptive survey design was adopted using structure questionnaire design by the researcher for 400 groups of respondents for collection of information for data analysis. T-test was the main instrument used for testing the hypotheses. The study is guided with three research questions, four objectives were set out to achieve and three hypotheses were also formulated to guide the study tested at 0.05 level.

The findings of the study reveal that there is direct relationship between indiscipline and societal norms and that with the effective teaching of social studies education students could be more disciplined and resourceful and social studies education has the power of making students more responsible citizens. They are related in the sense that both are talking on issues of disorderliness in the society but also differs in scope. While this research focuses on tertiary institutions, the work specifically emphasizes on junior secondary schools.

Aihieose (2009) based his work on the effective school discipline; Counseling is a viable alternative to punishment. The design of the research was descriptive research. The method of



data collection was unstructured questionnaire; the target population was the entire school student at secondary levels. The method of data analysis was ANOVA. The study reveals that factors responsible for discipline problems are found in the children, the home, the school and the society. She further said that punishment is reactive and focuses on behavior in fractions rather than the underlying causes of behavior. And therefore, counseling measures should be adapted to assist students in understanding and competences that will assist the exploration of decisions that facilitate transition from school to the world of work and provides activities, and experiences that help to develop their competencies. Though the work is relevant but the researcher failed to indicate the level of significance at which the formulated hypotheses were tested. The area of coverage was too wide hence covering all students. The location also was based in Benin and the sample population was not indicated.

Mohammad (2012) based his research work on the impact of Anxiety on the Academic Achievement of Students at University level. A descriptive study, survey method was adopted for data collection to find out the results. For sample size out of 200 students 97 students were selected by stratified sampling. The researcher made three groups of all the students and three groups of male and female students. In this research questionnaire and anxiety measurement scale was selected as an instrument for the purpose of data collection. Data was analyzed by using the formula of regression to see the impact of anxiety on the academic achievements of students and formula of co-relation was applied to see the relationship of anxiety and academic achievements of students in SPSS software. The in-depth investigation of the findings obtained through this analyzed data reveals that anxiety had its impact on academic achievement of students. The results show that when anxiety increases, academic achievement decreases both in male and female students. It is also noteworthy in the results that there is more impact of anxiety on female students as compared to male students. This makes the study very relevant to the present

study. They also differ in the area of scope and coverage.

Afolayan (2013) carried out research on: "the relationship between anxiety and academic performance of nursing students in delta state university". The research was carried out to find out the relationship between anxiety and the students' performance in the university. A descriptive design was used to obtain data from representative who gave consent to the study. The target population was the entire nursing students of delta state university. The method of data collection was unstructured questionnaire; Data obtained was analysis using SPSS. And t-test statistics were employed in testing the three hypotheses at 0.05 level of significance. The study reveals that, there is significance difference in the view of teachers and students on the issue of anxiety and academic performance of nursing students. They are related to the present study in the sense that both focus on the issue of anxiety but also different in scope and population of the study.

Mohammed (1997) based his research work on the disciplinary problems in secondary schools in Sokoto State. The study's focus on the entire secondary students. He adopted a descriptive design, the method of data collection was questionnaire and the stratified random sampling method was used to sample the target population. The method of data analysis percentages and tabulations while co-relational studies, chi-square, one-way Analysis of Variance (ANOVA) and t-test statistics were employed in testing the six hypotheses at 0.05 level of significance.

The research finds out that, there is significance difference in the view of teachers and students on the issue of school discipline. This could be due to the fact that teacher experiences and exposures very often differ from those of students. Also, the study has shown that there is a close relation in the views of teachers and students on disciplinary problems in secondary schools. Even though the study is relevant to the present study only that, the location of the research areas and the institutions vary, the present study is based on the assessment of



impact of social studies on anxiety and social disorder among Nigeria students in colleges of education. Four research questions and hypotheses are formulated and used in the present work against three questions and three hypotheses done in the review research work.

METHODOLOGY

Materials and Methods

This chapter explained the Materials and Method That Was Used in the Study, Which Involves: The Instruments and Equipment, The Research Design, Area of the Study, Method of data collection as well as method of data analysis

Research Design

The research design employed in this study was descriptive survey method. Best (1981) describe a descriptive survey as a research method which enables a researcher to obtain the opinions of a representative sample of a target population so as to infer the perception or views of the entire population of the study area. It also allows the use of research instruments(s) to collect information from the respondents. The argument put forward by Akuezilo (1993) supported this view, but added that, research instrument(s) would facilitate this intention to achieve its goals.

Population of the study

The population for this study was made up of social studies students in Nigeria colleges of education, Bauchi state. The selections of respondents were drawn from: F.C.E, Zaria and K.S.C.O.E, Gidan waya. With the population of two thousand one hundred and sixty (2,160), students.

Sample and Sampling Technique

A sample size of three Hundred and forty-one (341) respondents making 25% of the total population were selected from the total population of students offering Social Studies in the two colleges of education. These were both comprised of male and female students of NCE II and NCE III using a hat and drawn method in picking the respondents. A simple random

sampling technique was adopted for this study because the researcher selected his sample in such a way that each member of the population has equal chance of being included in the sample representation (Alam and Olukosi, 2009).

Research Instruments

The study adopted the use of structured questionnaire as the sole instrument for data collection from the respondents. The simple reason for adopting this instrument is because it is easy to administer and score; and when carefully constructed it gives an objective and reliable information. The questionnaire was divided into sections A, B, C and D. section A of the questionnaire seek to obtain the respondents' bio-data while B, C and D sought to find answer to the items provided which involved thirty (30) questions. Ten (10) items for each section among which five (5) questions in each of the sections were positively worded and five (5) questions negatively worded. The instrument tagged questionnaire on assessment of impact of social studies on anxiety and social disorder "AIISSAD" alongside Likert modified 4-point rating scale of Strongly Agreed (4pts), Agreed (3pts), Strongly Disagreed (2pts) and Disagreed (1pt) respectively.

RESULTS

Teachers in private secondary schools feel that the programme is only for students with physical problems, hence little patronage from most students. Teachers in public schools are predisposed to guidance and counselling services than those in private schools. It could be argued that teachers in the private and public schools must have had more awareness of the guidance and counselling task performance, even though some of the schools were not equipped with counselling units and school counsellors.

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