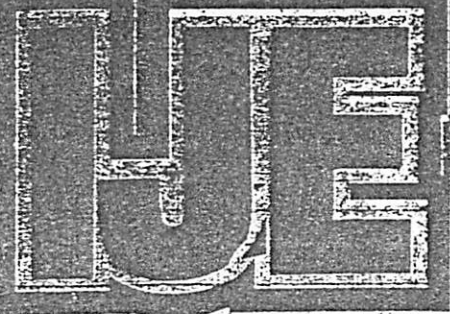


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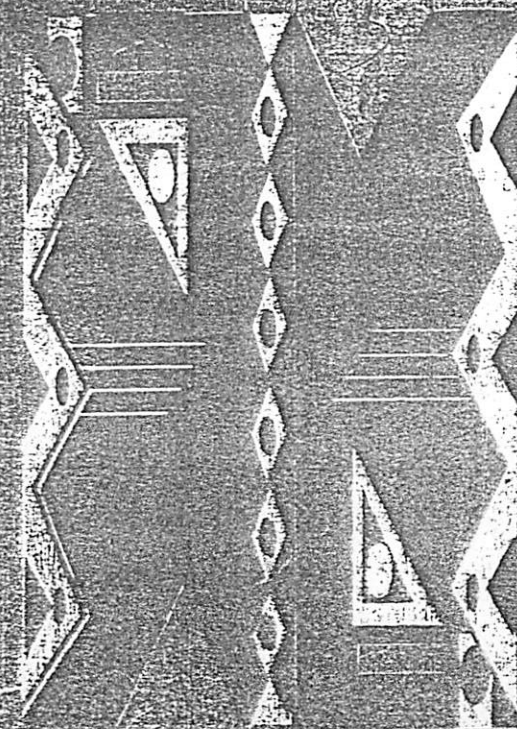
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A STUDY OF PUBLIC PARTICIPATION IN THE MANAGEMENT OF HIGHER INSTITUTIONS IN OGUN STATE, NIGERIA.

by

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Abstract

This study investigated public participation in the management of higher institutions in Nigeria. A total of 670 respondents, made up of 30 heads of institutions, 300 parents of students, 40 community leaders, 180 academic staff and 120 non-academic staff were randomly selected from all the six institutions of higher learning in Ogun State of Nigeria. The Public Participation in Higher Institutions Instrument (PPIHEI) was used to elicit information from the respondents. The study found that the Nigerian public is presently involved in financial affairs; provision and maintenance of equipment; as well as student affairs. The public is yet to be involved in the areas of curriculum development; policy formulation and modification; identification of goals, priorities and needs, as well as the selection, evaluation and promotion of staff.

Introduction

Over the years, institutions of higher learning in Nigeria have been facing a lot of problems, which adversely affect their academic and administrative structures. Such problems include inadequate funding, dearth of equipment and facilities, indiscipline among staff and students, upsurge in the activities of secret cults, to mention a few. The consequences of these problems have been so grave that serious academic work hardly takes place in the institutions.

Often, the blame had been on government. Government has been accused of not paying adequate attention to the proper running of the institutions, even though government has been saddled with the entire responsibility of taking care of the higher institutions. In terms of funding, for instance, a study by the Association of African Universities (AAU) (1990) showed that the government contributed 92% of funding of Universities in Nigeria, with the public perhaps contributing the rest eight percent.

In terms of the appointment of the Governing Councils of Universities, the 1992 Agreement between the Federal Government and the Academic Staff Union of Universities (ASUU) indicated that internal members of the Universities would be more represented than external or public interest groups.

Rony, H.F. (1950). Obesity and leanness, Philadelphia, Lea and Fabiger.

Venkateswarlu, K. (1991). Health, fitness and physical activity patterns of children. Sports Sciences and Medicine. 1: 1 – 26.

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CONFLICTING CONCEPTIONS OF SOCIAL STUDIES CURRICULUM GOALS IN NIGERIAN JUNIOR SECONDARY SCHOOLS

by

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Abstract

The broadly enunciated intentions of Social Studies in Nigerian Secondary School Curriculum are subjects of Conflicting or alternative conceptions by Social Studies teachers. These misconceptions have been more associated with teachers without the requisite professional qualification (s) and formative experience in the subject. This paper examines the nature and implications of the problem among a representative sample of Social Studies teachers in Nigerian Secondary Schools, by using "Teachers' Conceptions of Social Studies purposes checklist" and subjecting the data generated to t – test analysis with reference to two null hypotheses.

Introduction

Social Studies was introduced in the Nigerian School Curriculum as part of the instrument for achieving national development (National Policy on Education (NPE) 1981). This was what informed its designation as part of the core curriculum at different levels of education in Nigeria. Social Studies curriculum development agencies such as the Nigerian Educational Research and Development Council (NERDC) and experts further identified and disseminated the curriculum goals or purposes of the subject in the school curriculum. These include citizenship education, reflective inquiry and social science education, (Barth-shermis, 1920; Barth-Norris, 1976; Dubey and Barth, 1980; Olawepo, 1984) among others. These broadly stated goals must be clear to, and recognized as important as well as attainable by teachers and other participants connected with the Curriculum if the intentions or purposes must be realized and the investment of effort is to be considered worthwhile (Feather, 1982; Meece, Blumenfeld, & Hoyle, 1988). These intentions or purposes are prima facie stated with clarity, but their perception or conceptualization by teachers and scholars is still in doubt as Onyabe (1980) observed that the philosophy, content and methodology of social studies has remained vague to both scholars and teachers. The incidence of conflicting conceptions of social studies curriculum is a cause for concern for three major reasons. First, the anchor or strategic position of purposes or intentions in the curriculum

development process (Pratt, 1994) as illustrated in Tyler (1949) (Linear) and Wheeler (1980) (cyclic) curriculum models, among others.

Secondly, curriculum goals or purposes are indispensable elements in instructions as far as effective implementation of an already developed curriculum is concerned. Thirdly, the correct conception, investment of efforts and ultimate realization of the purposes of the curriculum will facilitate the realization of the overall aims of the Nigerian educational enterprise. This paper gives an expose on the problem of conflicting conceptions of the general purposes of social studies curriculum in Nigeria Secondary Schools, its causes and how the trend may be corrected.

Literature Review

Social Studies experts have identified different purposes of Social Studies in the School Curriculum. These include cultural transmission, (Uche, 1980) national integration, (Okobiah, & Udoh, 1984) international understanding, (Mehlinger, 1981, citizenship education, (Onyabe, 1980, & Okunloye, 1989) Social Science education or structure, (Ogunsanya, 1984) and reflective inquiry (Barth and Shermis, 1970). These broadly outlined purposes are sometimes called or Social Studies orientation (Barth and Shermis, 1970) or traditions (Barth and Norris, 1976). Hence, we have such classified categories or typologies or social studies such as Barth-Shermis (1970) three orientations, Barth-Norris (1976) three traditions Checklist and Dubey and Barth (1980) checklist. Gross, Messick, Chapin and Sutherland (1978) also identified five purposes of social studies. These include the disciplinary, interdisciplinary, citizenship education problem – inquiry and humanistic purposes.

The "Social Science education" purpose of Social Studies is to inculcate Social Science knowledge in pupils. The disciplinary and interdisciplinary purposes identified by Gross et al (1978) are part of Social Science education tenet. It only differs in the sense that the disciplinary tenet teaches or inculcates separate social science knowledge, such as Geography, Economics, whereas, the interdisciplinary, sometimes called multi-disciplinary purpose, teaches it as any combination of two or more Social Sciences. Therefore the disciplinary and interdisciplinary purposes overlap with the Social Science education purpose in Barth-Norris' (1976) typology. Citizenship education aims at producing adults who know their rights and responsibilities as good, loyal and responsible citizens. (Wronski, 1981) Reflective inquiry or problem-inquiry purpose teaches social studies for cultivating research and problem solving competencies in the learner.

Empirical Studies

Different Surveys (Barth & Shermis, 1970; Barth & Norris, 1976, Dubey & Barth, 1980; Wronski, 1981, Orimoloye, 1983; Olawepo, 1984, Ehman, Mehlinger and Patrick, 1974) had confirmed teachers' identification, acceptance and conceptualizations of the three major purposes of social studies identified above in different countries, including Nigeria. That is, citizenship education (CE) Social Science Structure (SSS) and Reflective inquiry (RI). Barth & Norris (1976) conducted a comparative survey on teacher's trainees' preference for the purpose of social studies in Nigeria and the United States of America. (US) The Nigerian sample consisted of fifty-five undergraduates of Ahmadu Bello University, Zaria and eighty-four students of Purdue University, US. The study discovered that teacher's trainees in both countries had eclectic preference for the purposes of Social Studies Curriculum. However, 81% of the US sample showed clear preference for RI as against 6% of them which preferred all the three purposes (RI, CE and SSS). Whereas 43% of the Nigerian sample had preference for any of the three at the sametime. Orimoloye (1983) in another survey involving 300 randomly selected teachers, teacher trainers and inspectors discovered the trend of eclecticism in teachers' conceptions of the three purposes of social studies, using the Barth-Shermis (1970) and Barth-Norris (1976) patterned instrument. The greater proportion of the respondents however rated SSS and CE higher than RI in their preferences.

Olawepo (1984), in another survey involving 883 primary school teachers confirmed the trend of eclecticism in teachers' conception of social studies purposes with 61% of the respondents claiming it, using similar instrument in Orimoloye (1983) survey. From these studies it is clear that eclecticism has become a significant trend in teachers' conceptions of the purposes of social studies curriculum. One can also deduce that eclecticism is a manifestation of lack of clear conception or conflicting conceptions of the purposes of social studies curriculum. This trend has also been associated with teachers' formative experience in social studies before or on the job hypotheses. For the purpose of the present study two null hypotheses (H_{01} & H_{02}) were postulated and tested.

HO1: The graduate and non-graduate Social Studies teachers are not significantly different in their conceptions of the purposes of social studies.

HO2: The experienced and the less experienced Social Studies teachers' conceptions of the purposes of Social Studies Curriculum are not significantly different.

Research Methodology

The responses of seventy-one (71) randomly selected Social Studies teachers in Junior Secondary on the purposes of Social Studies were analyzed using T test.

Instrument and Type of Study

The descriptive survey was conducted by administering an opinionnaire known as "Teachers' conceptions of the purposes of Social Studies checklist". The instrument was adapted from Barth & Shermis (1970), Barth & Norris (1976) and Dubey & Barth (1980) instruments. The instrument fielded questions on teachers' personal data and 32 items statements on RI, CE and SSS and it recorded a test-retest reliability of 0.75 when pilot tested.

Results

The results of the survey are presented in Tables 1,2,3, and 4.

Table 1: Graduate and Non-Graduate Teachers' Conceptions of the Purposes of Social Studies Curriculum.

Graduates		Non-Graduates		T Value
Mean	SD	Mean	SD	
47.83	5.69	50.20	6.76	1.53

Significant at $CTV \pm 2.00$; df 69, p. 0.05)

Table 2: Comparison of the Graduate and Non-Graduate Teachers' Conceptions of CE, RI And SSS.

Social Studies purposes or traditions	Graduates		Non-graduates		t-value
	Mean	SD	Mean	SD	
CE	16.46	2.23	17.68	2.23	2.10
RI	16.13	2.68	16.98	2.67	0.57
SSS	15.25	1.75	15.64	3.08	1.27

Significant at $CTV \pm 2.00$, dt 69, p. 0.05

Table 3: Experienced and Less Experienced Teachers' Conceptions of The Purposes of Social Studies Curriculum.

Experienced Teachers		Less Experienced Teachers		t-value
Mean	SD	Mean	SD	
48.97	5.48	50.06	7.5	-.70

Significant at $CTV \pm 2.00$, df 69; p. 0.05

Table 4: Comparison of the Experienced and Less Experienced Teachers' Conceptions of CE, RI and SSS.

Social Studies purposes or traditions	Experienced Teachers		Less experienced Teachers		t-value
	Mean	SD	Mean	SD	
CE	17.34	2.62	17.21	2.00	-.33
RI	17.09	2.78	16.36	2.59	-1.15
SSS	15.63	2.84	15.41	2.60	-.25

Significant at $CTV \pm 2.00$; df 69 p. 0.05

Discussion

From the results presented in tables 1,2,3, and 4, five things are evident. First, there is no significant difference in graduate and non-graduate conceptions of the purpose of social studies revealed in lower observed T values than CTV (± 2.00) across the three purposes in table 1. Secondly, the experienced and the less experienced teachers are not significantly different in their conceptions of the purposes of social studies curriculum as revealed in lower observed t-value than CTV (± 2.00) in table 3 across the three-strands of purposes of social studies. Thirdly, all categories of teachers tend to have eclectic conceptions of the purposes of social studies curriculum as revealed in the means recorded on CE, RI and SSS in tables 2 and 4.

Fourthly, CE tends to be most preferred out of the three strands of purposes of social studies by all categories of teachers if one rates the means in tables 2 and 4. Fifthly, the graduate and non-graduate social studies teachers are significantly different in their conceptions of CE when one compares the observed t-value (2.23) with the $CTV \pm 2.00$ in table 2. This means that H_0

stands rejected as far as a strand of purpose (CE) is concerned. This observed significant difference between the graduate and non-graduate teachers on CE is an indication of the ambiguities or contradictions in teachers' conceptions of the citizenship education strand of purpose of social studies curriculum, particularly by the greater majority of the unqualified social studies teachers in the sample (about 59 or 83%).

Dubey and Barth (1980) had observed the tendency among unqualified social studies teachers who tend to have misconceptions or an alternative conception of citizenship education or transmission. Such teachers, usually of arts and social science background, as the case is in the present sample, misconceives CE to mean the inculcation of facts, concepts and values determined by social scientists by social studies students. The implication is that they teach social studies as if they are teaching History, Geography, and Economics etc. The conceptions of RI and SSS strands of purposes by the unqualified teachers are also contradictory. RI is interpreted or misconceived to mean the inculcation of the objectives and analytical thinking skills as practiced by social scientists (Dubey and Barth, 1980). Hence what the bulk of these unqualified teachers with arts or social science background do is teaching their subject specialization area as social studies. Their conceptions of SSS are similarly misplaced because they teach social studies as separate social sciences or any combination of them rather than the unified integrated form that the NERDC intended (NERDC, 1980). These misconceptions about the CE, RI and SSS are in essence at variance with the official social studies curriculum intentions as observed by Udoh, (1980), Adaralegbe (1980), and Awoyemi (1990).

The observed trend of eclecticism in teachers' conceptions of the purposes of social studies is an additional indication of lack of clear understanding or misconceptions about the purposes of social studies curriculum. Barth-Norris (1976), Orimoloye 1983 and Olawepo (1984) surveys had revealed a declining trend of eclecticism in teachers' conceptions of the purposes of social studies among professionally qualified teachers. For instance, in Barth-Norris (1976) survey 81% of the 84 graduate teacher trainees clearly identified with one strand of purpose (RI). While a significantly smaller proportion of them (6%) had eclectic conceptions. Therefore, given the significant proportion of unqualified teachers (83%) in the present sample, the observed eclectic conceptions of the purposes of social studies seems to point to a prevailing trend of misconceptions or alternative conceptions among teachers as far as CE, RI and SSS are concerned. From the foregoing, the problem of misconceptions had to do with teacher qualification than experienced. If experience could turn an unqualified teacher to a qualified one, Ho₂ should have

been rejected. Therefore, teacher qualification related problems should be urgently addressed in Nigerian Secondary School if social studies is to be effectively taught. The key role of teachers in curriculum and instruction is not in doubt, particularly the qualified ones as far as the implementation of any curriculum is concerned. They are the communicators of the curriculum from its designer to the learner and the persons'... who alone can make the curriculum design achieved what it was designed to achieve" (Brown et al, 1992, pp 35-36).

Conclusion

Curriculum goals may become a mirage if their implementation is placed in the hands of unqualified and inexperienced teachers. The practice of assigning just anybody to teach social studies should stop in Nigerian Secondary Schools.

It is necessary for Federal and State Ministries of Education and Teaching Service Commission to sponsor, the greater proportion of unqualified graduate and non-graduate social studies teachers, with social sciences background, in B.ed or post-graduate Diploma in Social Studies Education.

In the same vein, on the job training schemes, such as learned conferences, workshops, seminars etc should be organized regularly for the qualified teachers to keep them abreast with contemporary developments and have functional conceptions of the subject. All these will go along way in removing the unintended, alternative or misconceptions of the real curriculum goals of social studies in Nigerian Secondary Schools.

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INTRODUCING POPULATION EDUCATION INTO THE SOCIAL STUDIES CURRICULUM AT THE JUNIOR SECONDARY SCHOOL LEVEL IN NIGERIA

by

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Abstract

The purpose of this paper was to propose a strategy for introducing population education directly into the Social Studies Curriculum at the Junior Secondary School level in Nigeria in order to bring out core population concepts for teachers' treatment. Before doing so, a content analysis of the current social studies curriculum was performed in order to identify the population education topics present in it. Next, using three separate frameworks suggested in the literature, a selection of desirable population education themes and units was made. Finally, the final list of themes and units was positioned within the existing social studies curriculum.

Introduction

Experts in population education have defined it in different ways according to their individual academic orientation and purpose. For instance Viederman (1973), a social scientist, quoted by Idienye (1988:480), defined population education as a process by which students explore the nature of population processes, population characteristics, causes of population change and the consequences of these processes, characteristics and change for society. Jacobson (1979), a natural scientist, on the other hand, added an important discussion to Viederman's definition when he defined population education as a study of population in their environments. Thus in the human context, population education deals with the interactions within and between population and the environment, both natural and social.

In Nigeria, the definition of population education is similarly a bone of contention. Yisa (1988) succinctly describes the rather confusing situation by stating that population education is variously defined as family planning, sex education and the teaching of demography. To clarify the term, the Nigeria Educational Research and Development Council (NERDC) (1985) has given a succinct definition, based on the definition given by UNESCO (1971), as an educational programme which provides for the study of population situation in the family, community, the nation and the world. Its purpose is to improve the quality of life of the individual, the family and the society.