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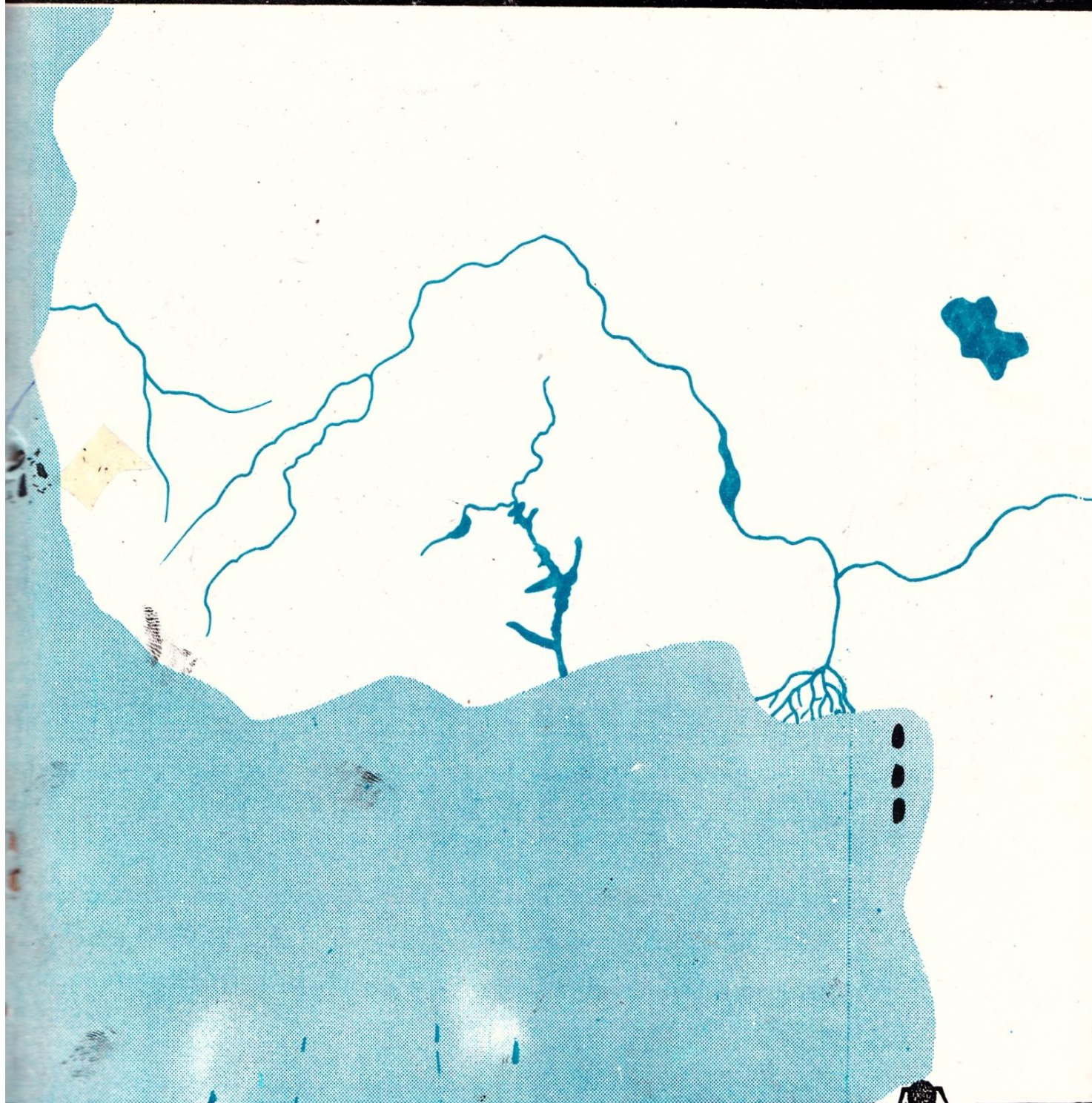
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INPUT EVALUATION OF GREENNESS, TOOLS AND STRATEGIES OF JUNIOR SECONDARY SOCIAL STUDIES CURRICULUM IN NIGERIA

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ABSTRACT

Based on Stufflebeam's CIPP evaluation model this study sharpened its focus on the second component, the inputs, within the social studies curriculum in Nigeria. The observed high degree of environmental component (the greenness) of the junior secondary social studies as agreed upon by a large percentage of the sample (teachers, students and parents) is not matched by the prescribed tools and strategies which are available and utilized in the schools. The cognitive emphasis in social studies curriculum in Nigeria needs to be radically modified to emphasize greater affective attention to justify its basic needs and objectives. The environmental or "green components" of the subject must be made to come truly alive through more radical and functional strategies including entereducate, futures wheel, values clarification and case studies along with their relevant tools.

The ultimate purpose of evaluation is decision-making. Morphet, Reller and Johns (1974) had long proposed that such decisions relate to objectivity in judgements and conclusions, continuous improvements of educational processes and programmes, diagnostic competences, systematic plans for improvements and test of new approaches to problem-solving. True as these proposals may be, evaluation purposes may also vary with individual and social needs, political complexion, timing, vested interests, to mention some. In this study the purpose is not only problem-shooting but more importantly assessing the "green-worthiness" of social studies curriculum for the junior secondary students based on Stufflebeam's (1971) Context-Input-Process-Product (CIPP) evaluation model. This model considers evaluation as a continuous process. Though not flawless, it satisfies the input needs of this presentation better than most other models. The context evaluation involves "determination of problems and unmet needs" (Gagne and Briggs, 1979:288). It justifies the rationale for deriving programme objectives which later invariably become the criteria for achieving them. Assessing the context or background for meaningfulness and clarity of perspective is therefore the beginning of effective evaluation.

Input evaluation, according to the CIPP model aims at assessing the capabilities of the elements concerned with attaining the specified objectives. Although this is the main focus of this presentation, the inputs of interest are the green-worthiness, tools and strategies of the social studies curriculum for junior secondary (J.S.) students.

The process evaluation which aims at predicting faults in the programme strategy and which provides data for implementing formative decisions for periodic feedback is indirectly related to this presentation. This is because of the limited scope of the presentation. Product evaluation assesses the effectiveness of the adopted programme strategies on the pre-specified objectives. It is also indirectly-related to this presentation.

This evaluative presentation would be incomplete without bringing into consideration Scriven's (1974) suggestions for assessing the worth of a programme. These include the need, marketability, performance, cost effectiveness and extended support. Coupled with all these is Ball's (1976) advice that to ignore side effects in an evaluation is to carry out an incomplete evaluation.

Even a casual observation shows that the Nigerian educational system, over the years, has more often than not tilted towards the cognitive rather than the affective and the psychomotor. Yet educators the world over, emphasize the need for curriculum design and implementation to provide a balance among the three domains (Wheeler, 1967; Bloom, et al., 1971; Romiszowski, 1981; NERC, 1983; Inyang-Abia, 1988; Beard, 1990). Social studies is one subject potentially rich in content, structure and methodology to satisfy the affective needs of the learner, promote a just, humane and egalitarian society, provide a continued cultural heritage and contribute to the increasing supply of productive citizenry, among others.

Realizing this importance, the Federal Republic of Nigeria (FRN, 1981) made copious statutory provisions in the *National policy on education*.

Sections 1 (3), (4), (5), (7); 6(49), 9(58) and (64) among others, refer to this stand. Moreover at the 38th National Council on Education (NCE) in September, 1990, *Citizenship Education* at post-primary and primary school levels was approved for implementation effective 1991/92 academic year. This programme, among others emphasizes *Environmental Education (E.E)* as a major component. This emphasis reflects the needs expressed by Recommendation 96 of the first United Nations Conference on the environment at Stockholm in 1972 which focused on the human environment. The Draft Strategy for Conservation Education in Nigeria (NCF, 1988) is one of the outcomes of that Stockholm Conference.

All these are serious efforts to provide for affective-oriented subject areas in the curriculum to make individuals respond more positively to their changing sociopolitical and cultural needs and the quest for sustainable development as socially relevant behaviours of the future. Awareness of the environmental matters is a serious business for social studies educators not only because without the environment nothing can exist, but more importantly because one basic objective of social studies is full integration of people into their environment. Among others, such integration must consider the ecosystem, its balance and the biospheric effects of human activities. It is such considerations that inform this presentation on both "green-worthiness" and adequacy of tools and strategies for junior secondary social studies curriculum.

Social studies, a core subject in the current curriculum as specified by the Federal Republic of Nigeria (1981) has a pride of place both in the policy and the curriculum. It equally requires a pride of place in the classroom implementation. This fact is underscored by increasing need for environmental awareness and friendliness mostly occasioned in Nigeria by the imported environmental hazards, *The Koko toxic waste* of 1988 and the increasing attention worldwide to environmental degradation. Moreover, Nigeria was adequately represented at the Rio de Janeiro Earth Summit on Environment and Development, June 3-15, 1992. Nigeria is also the current regional co-ordinator for Africa of the Commission on Sustainable Development which is designed to monitor and implement Agenda 21: environmental protection within the framework of sustainable development.

Social studies as currently structured, more than most other subjects at the J.S. level, has the inherent capability of increasing learner awareness that:

- Nigeria's current population growth rate of 3.3% each year doubles its size in 22 years.

- sustainable development is only possible within a protected environment and without an environment there can be no development;
- poor sanitation, soil loss, deforestation, bush burning, desertification, pollution, toxic waste, biodiversity loss to mention some, are not only making the future generations poorer, but are also disorganizing the climatic regimes, reducing crop yield and diminishing the quality of life;
- the unpredictable climatic changes are attributable to biospheric disturbances activated by human activities;
- the fishermen need to go much further into the ocean to make adequate catch; the farmers need to walk many more kilometres into the bush to get just enough fodder for their goats while hunters need longer hours far into the forest, where available, to get any reasonable game;
- engineers and industrialists are under greater pressure to go "green"
- plants, humans and other animals and even the earth can be obliterated within the next century if proper care of the environment is not exercised now;
- fossil fuel burning including the notorious gas flaring practice is depleting the environment beyond repairs and
- over 90% of Nigeria's forest had been depleted, giving rise to extinction of thousands of plant and animal species and any depleted component of the biosphere requires hundreds of years to recuperate.

RESEARCH ASSUMPTIONS:

Based on the above contextual analysis it is assumed that:-

- a. the social studies curriculum (ISBN 978-127-605-4) designed for the junior secondary classes has inadequate environmentally-friendly content;
- b. the instructional tools proposed in the social studies curriculum for J.S students are inadequately provided;
- c. the instrumental strategies proposed in the social studies curriculum for J.S students are inadequately adopted because of non-availability of relevant instructional tools: and
- d. no significant correlation exists between students and teachers ranking of the "green-worthiness" of the social curriculum.

SAMPLE:

A random sample of 203 J.S III students (91 boys and 112 girls) and 13 teachers (6 males and 7

females) of social studies were involved in the study. They were drawn from six schools in three Local Government Areas of Cross River State. Three of the schools represented the urbanized Nigeria because of the available personnel and facilities while the other three represented the rural areas. The students aged between 13 and 17 were considered educationally mature enough for the study because of their nine years of schooling, on the average. All six male teachers held first degree in education (Arts or Social Science) while four of the seven female teachers had NCE. Their post-qualification years of teaching experience ranged between three and over fifteen. This indicated that they have had adequate exposure to the J.S. Social Studies curriculum and can consequently provide dependable input into the study. Eleven of them accepted that they were parents.

THE INSTRUMENTS:

The two sets of instruments used for the study were researcher-designed and content-validated by means of the government approved J.S. I - III Curriculum. The 30-item Likert-type student questionnaire had four sections. Section A (3 items) focused on personal data. Section B consisted of 24 five-point Likert type closed-ended questions based on topics of curriculum while section C (3 items) was based on "greenness" ranking. Strongly agree through neutral to strongly disagree range was adopted for section B.

The teacher questionnaire had 33 items, six of which were on personal data (Section A), 24 on availability and utilization of instructional tools and strategies for each topic (Section B) and three on ranking of the green-worthiness of the Social Studies Curriculum (Section C).

PROCEDURE

The administration of the instrument was assisted "ex-gratis" by three final year sandwich students of the Faculty of education from each of the selected Local Government Areas of Cross River State. This was done after a thorough briefing on the sample selection and instrument administration procedure. However, only the correctly and fully responded instrument were accepted for analysis. This reduced the return rate for teachers to nine (69%) and for students to 165 (81.2%).

DATA ANALYSIS AND DISCUSSION

Simple percentages (%) and rank order correlation (ρ) were used to analyse the data. Available data derived from the combined responses of both the teachers and students indicated high level of green-worthiness of curriculum but inadequate provision and consequently inadequate use of instructional materials.

Table I shows the ranking of the "greenness" of the Social Studies Curriculum topics.

TABLE 1
RANKING OF THE "GREEN-WORTHINESS"
OF SOCIAL STUDIES CURRICULUM

	TOPIC	GREEN-WORTHINESS RANK
1.	Social Environment	5
2.	Physical Environment	1
3.	Co-operation and Conflict	4
4.	Institutions	6
5.	Civil rights and responsibility	9
6.	Culture and Identity	6
7.	Nigerian Cultural patterns and their Historical Origins	7
8.	Common Heritage and National Symbols	15
9.	Physical Environment II	1
10.	Educational Institutions	9
11.	Leadership, Followership and Consequences	11
12.	Development	2
13.	Societal Changes over time	9
14.	Science, Technology and Society	8
15.	National Economic Life	6
16.	Culture and identity	4
17.	The Origin of man	3
18.	Social Environment	4
19.	Institution II	6
20.	Socialization: Its Agencies and Processes	5
21.	Lack of Co-operation and its Effects	11
22.	National Economic Life	1
23.	The World and its people	10
24.	World Transport and Communications	7

The implication of the findings on the ranking is that more efforts should be made by the teachers to link up the "less green topics" with the biosphere to make them more environmentally related. Moreover, teachers of social studies need to practically and consistently exhibit their personal commitment to the sustainability of the earth. This fact is underscored by the high positive correlation (ρ -cal. = 0.9426) between the rankings by both teachers and the learners on the level of greenness (green-worthiness) of the curriculum in question. See table 2.

TABLE 2
SPEARMAN (RHO) CORRELATIONAL ANALYSIS RESULT
OF TEACHERS' AND LEARNERS' RANKING OF THE
GREEN-WORTHINESS OF CONTENTS OF SOCIAL
STUDIES CURRICULUM FOR JUNIOR SECONDARY
CLASSES

Group	ΣD	ΣD^2	ρ -cal	df	r-crit
Students	37	132	0.9426	23	0.396
Teachers					

N=24, $p > 0.05$ reject null. Significant correlation observed.

TABLE 3
PERCENTAGE OF RESPONDENTS ON TOOLS AND STRATEGIES PROVIDED FOR
EFFECTIVE IMPLEMENTATION OF SOCIAL STUDIES CURRICULUM

** % of Respondents on usable tools					Curriculum Topic*	N = 203	% of Respondents on strategies used **				
1	2	3	4	5			5	4	3	2	1
-	31	-	60	9	(1)	Social Environment	70	7	-	20	3
-	7	20	70	3	(2)	Physical Environment	83	12	3	2	-
15	68	-	15	2	(3)	Co-operation and conflict	21	25	23	30	-
62	31	-	-	7	(4)	Institutions	-	15	81	4	-
10	20	62	8	-	(5)	Civic Rights and Responsibility	22	-	54	24	-
60	9	16	-	15	(6)	Culture and identity	70	15	-	9	6
-	31	31	29	9	(7)	Nigerian Cultural patterns and their Historical Origins	31	46	-	23	-
-	2	30	8	60	(8)	Common Heritage and National Symbols	29	58	11	-	2
1	10	28	32	29	(9)	Physical Environment II	79	8	2	11	-
10	8	72	10	-	(10)	Educational Institutions	8	77	15	-	-
-	20	69	8	3	(11)	Leadership, Followership and Consequences	15	3	59	-	23
-	3	51	31	15	(12)	Development	41	14	46	1	-
-	12	30	50	8	(13)	Societal changes over time	10	60	-	20	10
-	7	70	8	15	(14)	Science, Technology and Society	8	15	40	30	7
2	38	40	40	12	(15)	National Economic Life	51	30	9	-	10
-	58	18	8	16	(16)	Culture and Identity	2	90	-	-	8
23	-	8	39	30	(17)	The Origin of Man	50	4	25	21	-
-	6	38	40	15	(18)	Social Environment	52	30	8	10	-
15	-	19	60	6	(19)	Institutions II	15	38	40	-	6
-	39	31	19	11	(20)	Socialization: Its Agencies and processes	40	42	10	8	-
8	12	33	40	7	(21)	Lack of co-operation and its effects	2	-	85	-	13
-	21	30	45	4	(22)	National Economic Life	23	31	40	6	-
10	12	70	8	-	(23)	The World and its People	10	5	-	83	2
1	9	37	30	23	(24)	World Transport and Communications	32	46	15	6	-

* SOURCE: National Curriculum for Junior Secondary Schools Vol. 5, 1985: 2-13

** KEY (1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

Findings shown on table two emphasize that the various content topics can be used to teach the "green concepts" and to positively modify attitudes of the learner towards the environment. The question then is whether the teachers themselves are adequately prepared and effectively motivated to turn the inanimate curriculum contents into life sustaining behaviour capable of conserving the environment through more friendly attitude to the biosphere.

Effective teaching and learning are dependent on provision and effective use of instructional materials (tools) and their relevant methods (strategies). The social studies curriculum for the junior secondary classes has a long proposed list as shown on table three. But the supply list is short.

TABLE 3

Table three shows that the majority of both teachers and learners are very positive about the existence of relevant instructional strategies for majority of the content areas. When it comes to the relevant usable instructional materials available for each topic, a large percentage of them disagree. This is indicative of an increasing need for better provision of more and relevant instructional materials. Except for topics 1, 2, 9, 13, 17, 19 and 24 to which a high percentage of respondents agreed to availability of instructional materials (see table 3), the other topics are generally agreed upon by low percentage of them.

SUMMARY AND CONCLUSION

Social studies is an environmentally-oriented subject area just like environmental education sharpens its focus on social and ecological problems that concern people. Poverty, rising cost, galloping inflation, political instability, global warming, erosion, desertification, cultural heritage, heat wave, institutional changes, sustainable development among other such issues find expression in JSS social studies curriculum. Their environmental and biospheric implications must be properly asserted, provided for and be well-articulated. The green-worthiness of the social studies curriculum must be adequately pursued through adequate provision and effective judicious application of all available human and material resources. Teachers must be better motivated to equip themselves by designing and utilizing relevant instructional tools and strategies. All social studies educators must be seen and accepted as not only nature's stewards on earth but also as advanced vanguard of the national conscience. Towards this end, radical and functional strategies such as entereducate, futures wheel, values clarification, case studies, brainstorming among others, along with their relevant tools have been suggested.

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