

**INFLUENCE OF SOCIAL MEDIA USAGE ON CULTURAL
INTEGRATION AND ACADEMIC PERFORMANCE OF SOCIAL
STUDIES STUDENTS IN COLLEGES OF EDUCATION IN
NIGERIA**

BY

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**BEING A THESIS SUBMITTED TO THE SCHOOL OF POST
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Declaration

I declare that this Thesis entitled “Influence of Social Media Usage on Cultural integration and academic performance of Social Studies Students in Colleges of Education in Nigeria”, has been carried out by me in the Department of Arts and Social Sciences Education, Faculty of Education, Ahmadu Bello University Zaria. The information derived from the literature has been duly acknowledged in the text and the list of references provided. No part of the thesis was previously presented for another degree or diploma at any other institution.

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Date

Certification

This Thesis entitled “Influence of Social Media usage on cultural integration and academic performance of Social Studies Students in Colleges of Education in Nigeria” by Zulyadain Gaya Sani meets the regulations governing the award of Doctorate Degree of Philosophy in Education (Social Studies) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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Dedication

I dedicated this thesis to the evergreen memory of my parents Alhaji Yakubu Isma'il and Hajiya Hannatu Jibril, may their soul rest in peace amin.

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All glory and thanks goes to the creator of the world, the Heavens and other creatures we know and those we don't; who in His absolute mercy enable me to carry out this study successfully. I am grateful to all people who offered fruitful advice, guidance and encouragement throughout the period of this study and beyond.

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Abstract

This study investigated the influence of Social Media usage on cultural integration and academic performance of Social Studies Students in Colleges of Education in Nigeria.

The main aim was to find out the extents to which Social Media usage influence cultural integration and academic performance of Social Studies Students in Colleges of Education in Nigeria. Nine (9) research questions were set and answered for the study, and eight (8) null hypotheses of no significant differences were tested at $P > \text{or} < 0.05$ level of significance. The population of the study was all the thirteen thousand eight

hundred and ninety (13,890) students who are undergoing Social Studies NCE programme in Colleges of Education in North Western Colleges that undertake Social Studies. Proportionate random sample techniques was used to select the four hundred (400) sample of the study as determined by Sloven formula of determining population sample. Two instruments were used for data collection for the study i.e. Student Social Media usage and cultural integration questionnaire (SSMAIQ) and Researcher Made Test (RMT). One Shot Case design was adopted for the study descriptive statistics of frequency and percentage was used to answer research question one, mean and standard Deviation was used to answer research question 2 – 9 respectively; t-test independent sample was used to test all the null hypotheses. Four hypotheses were retained at 0.05 which indicated no significances; four hypotheses were rejected at 0.05 level of significance which indicated significance. The result indicated that Social Media has weak influence on Social Studies cultural integration, but has high influence on student academic performance from the analysed data of the respondents and students scores in the Researcher Made Test respectively. The Study recommended that lecturers and College Administrators should organize internal workshop for students to highlight on the danger of arbitrarily usage of Social Media as it has adverse influence on their academic performance. The study is recommended that further studies should include parents and lecturer(s) in the study among others, this is due to the importance of the two groups in the education of students at all level, more so, they will help in finding out more relevant information regarding students social media usage.

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List of Abbreviations

ABU: Ahmadu Bello University

ASESP: African Social and Environmental Studies Programme

CESAC: Comparative Education and Adaptation Centre.

CMC: Computer Mediated Communication

CRK: Christian Religious Knowledge

ICT: Information and Communication Technology

JITT: Just-In-Time Teaching Method

NERDC: National Educational Research and Development Council

NCE: Nigeria Certificate in Education

NCCE: National Commission for Colleges of Education

NITDA: National Information Technology Development

NTI: National Teachers Institute

OSCD: One-Shot Case Design.

QOS: Quality of Service

RMT: Researcher Made Test

SMS: Short Memory Service

SMSS: Social Media Sites

SNS: Social Network Sites

SOSAN: Social Studies Association of Nigeria

SSMACIQ: Student Social Media Usage and Cultural Integration Questionnaire.

TV: Television

US: United States

WAEC: West African Examination Council

WWW: World Wide Waves

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Social Media has become one of the most important means of communication in recent times. It is, however, also known that education could only be made possible if there is communication between the learner and the teacher. Social networking exists so as to provide communication among people regardless of distance. Making it open to people easily shared information, files, pictures and videos, create blogs and send messages, and conduct real-time conversation. These systems are referred

to as social, simply because they allow communication with buddies and co-workers so easily and effectively. Social Media strengthens the ties between people of those systems. Most of the favourites in the realm of internet sites are: Facebook, Twitter, WhatsApp, 2go and others. These websites and social forms are ways of communication directly with other people socially and in the media forms. They are playing a large and influential role in decision-making in the occasions from the global world economically, politically, socially and educationally (Othman, 2013).

Social Media, since its evolution, has been a platform in which students interact freely from near and far distances within and outside the country of the users. It serves as platform in which peers socialize and parents communicate, teachers and lectures sent and receive information from their students. In fact, family roles of socializing members have made it simple and easier with the advent of Social Media. In other words, Othman has considered it as one of the agents of socialization which is doing the work of almost all the other agents of socialization. Othman (2013) further stated that Social Media is just an agent of socialization, because it socializes irrespective of age difference, tribal dichotomies and it integrates members of different cultural groups in a single family called Social network forum.

There has been various overviews and opinions which recognize four major advantages of Social Media use to both student(s) and educators. These include enhancing relationship, improving learning motivation, offering personalized courses materials and developing collaborative abilities. This means that Social Media/networking activities have the possibility of enhancing students contact and it could be used to improve their participation in class activities, precisely in

discussion on issues that could facilitate learning and improve creativity, particularly where introverted students are involved. (Waleed, 2013).

Since the internet's break through as a mass medium, it has become a topic of discussion because of its implication for society. At one extreme, one finds those who only see great benefits and consider the internet a tool for freedom, friendship access to ladies and other social interaction. Besides, it facilitates education, commerce, connectivity, and other societal benefits. At the other extreme, one finds people who lament on the harms and disadvantages of the internet and who consider it a grave danger to existing social structures and institution, culture, morality and human relations. Although there exists a considerable bone of contention between those who recognize both benefits and harms of the internet as it currently exists, and those who recognize its usefulness while worrying about some as its negative impact, there are many benefits drives from using internet in the field of education, medicine and other related social aspect of life.

Moreover, networking in any sense helps to disseminate information from one person or source to another, it helps in fostering learning and increasing social relationship. Furthermore, Paul (2010) views internet as a massive network of networks, a networking infrastructure which connects millions of computers and users with each other as long as they are both connected to the internet. The work consists of local area network (LAN), connecting computers in the same building which some classrooms today use to facilitate teaching and learning in most schools and colleges regardless of level i.e. secondary schools high school colleges and even Universities.

Abbas (2010), maintains that the use of Social Media in facilitating education of individual and groups is clear, such that, one cannot stop the power of these media

in helping both the teachers and students from using them to improve and enhance their knowledge without body i.e. no field of knowledge either Arts, Social Science, Pure Science, Medicine, and so on is left out. The importance of Social Media cannot be disregarded, but the issue in question is how do these media improve student in terms of getting better? Does simplifying or make the subject matter more meaningful?

Accordingly, the challenges that are connected with using Social Media in higher education necessitated educators to move into empirical studies of social networking and usability among Colleges and University students in United Kingdom, U.S. and many other countries in Nigeria inclusive. The study mostly discovered that there are five (5) major challenges of Social Networking and its relation to learning and interaction among users, which may have adverse influence on the users both learning and social wellbeing; and culture is part of the expected affected area of using internet. (Waleed 2013).

The importance of these interaction in transmitting and exchanging of both knowledge and social characteristics is eventually clear such that interpersonal interaction in learning is undoubted. Several theories put social emphasis on the effect of interpersonal interaction on the learning outcome; example of such is collaborative learning theories which assume that learning emerge through interaction of an individual with others. Online collaborative learning has also been explored and substantial interaction differences were found when compared with face-to-face collaborative behaviour; these also enhance academic excellence (Abbas 2010).

Education in any part of this world and of any system, either formal or informal, could only be made possible if interaction between the learner and teacher takes

place. Social interaction has created a lot of changes both to the learner and to the teacher because where the provided interaction takes place, exchange will equally take place either positive or negative, education is aimed at moderating the rate of negative transfer of these behaviour in order to solve man's and societal problems. Social Studies which its sole aim is to solve man's problems; to make life in the human society better in a general perspective so as to produce global citizen i.e. a man who can live in any society under any condition and who easily interacts with people. Social Media is found to be very useful in making the whole world very close to man who easily communicates without much problem and connects with others in the other part of the world. These Social Media has made the whole world and people close to each other and interact so much better than a global village but making the world a global room Awoniye (2014).

The Social Network approach holds that the behaviour of an individual is affected by the kind of relations that exist between the contact or the social interaction that takes place. This facilitate changes in behaviour, knowledge and habit to a greater extent culture and many aspect of human life. These Social Media also help the learner to even send for request of information about certain events or concept and issues which help the learner learn more and even become ahead of his classmates and some time he helps them to perform better than their colleagues as a result of chance of interaction with others through Social Media and other internet access. It is evidently clear that knowledge access becomes more easier with internet facilities; it bridges the gap between knowledge and the students. This helps in integrating knowledge and culture between and among societies, and it improves academic excellence of schools and colleges (Henry, 2003).

Nigerian students of colleges and even universities use internet facilities and Social Media which helps them to promote their knowledge and improve their experiences. The utilization of the internet helps the Nigerian students to be among the best in the fields of science, humanities and education etc. with the help of internet and computer education. Students get access to information that helps them perform better in their class work and even examinations: Internal and external. These sources of internet help Nigerian student involve in many interaction and conversation of international concern in terms of education, medical sciences, politics and social affairs. These phenomena happen almost daily in Aljazeera, BBC World Service, CNN to mention a few. (Tang, 2003). This study investigates how these Social Media usages influence academic performance of students and, equally how Social Media affect cultural integration of Social Studies Students of Colleges of Education in Nigeria.

1.2 Statement of the Problem

Social Media has paved way and chance for students to interact freely with friend within the country and across the world giving chances to make contact with friends within and outside their cultural and educational backgrounds. Users contact each other with little or no limitation all over the world as observed by the researcher. It is further observed that the advent of social network could be traced to the years around 1990s. However, the improved usage of the websites has become a worldwide phenomenon for quite some time. What began as a hobby for several computer users has become social norms to the extent that parents have started expressing the fear on how this activities dominate the time of their sons or wards, irrespective of the level and the types of the school, they are going to. Moreover,

they make friends from different cultural, socio-economic and education backgrounds.

Social Media usage cut across cultural and demographic barriers; gender barriers does not determine association in Social Media relationship, this brings about a lot of expression from parents, religious leaders school administrators and even political leaders; they make a lot of positive and negative comments on the frequency in using such internet sources frequent. Many school age members of the society use Social Media in the Nigeria society to the extent that in some schools public and private authorities ban the use of mobile phones within school compound. Moreover, there is popular fear expressed by parents and teachers in particular on the expected danger associated with the use of internet facilities, particularly the social networks that give access to friends and information without limitation. The danger is that, it may lead to success or otherwise and harnessing interference with cultural norms, and it may affect the goals of education of the users. Students sometime refuse attending their class and rely on their friends to records and send lectures done through Social Media, forgetting the need to attend and receive first hand information from the lecturer.

However, it is against these issues that this study investigated and found out how this Social Media that facilitate access to contact of friends, regardless of cultural and demographic difference, influence cultural integration and academic performance of Social Studies Students who uses Social Media in the Colleges of Education in Nigeria.

1.3 objectives of the study

The main objective of this study was to investigate the influence of Social Media usage on cultural integration and academic performance of Social Studies Students

in Colleges of Education in Nigeria. Therefore, the following were the objectives set and achieved by the study. Hence the objectives were to:

1. examine which of the Social Media Social Studies Students use most and for what purpose.
2. explore the extent to which Social Studies Students socio-economic background influence access to Social Media between the Federal and the State Colleges of Education in Nigeria.
3. explore the extent to which Socio-Economic background influence the purpose of Social Media use by Social Studies Students of federal and state Colleges of Education in Nigeria.
4. find out how gender influence the purpose of Social Media used by Social Studies Students in Colleges of Education in Nigeria.
5. find out how NCE Social Studies Students level influence difference in the type and purpose for which they use Social Media in Colleges of Education in Nigeria.
6. explore how Social Studies Students who use Social Media in Federal and State Colleges of Education differ in access to friends outside ethnic/cultural background. Nigeria.
7. find out the difference in the academic performance between male and female Social Studies Students who use Social Media in the Colleges of Education in Nigeria.
8. find out the extent of difference in the academic performance between NCEII and NCE III Social Studies Students who uses Social Media in Colleges of Education in Nigeria.

9. find out the difference in the Academic Performance between the Federal and the State Colleges of Education Social Studies Students who uses Social Media

1.4 Research Questions

Based on the objectives set for the study, the following questions were set and answered by the study:

1. Which of the Social Media Social Studies Students use most and for what purpose?
2. To what extent does Socio-Economic backgrounds influence difference in the access to Social Media between Federal and State Colleges of Education Social Studies student in Nigeria?
3. How does Social Studies Students of various socio economic backgrounds of federal and state colleges of education differ in the purpose of Social Media they use?
4. How does gender influence the difference in the purpose of Social Media used among Social Studies Students in the Colleges of Education in Nigeria?
5. How does the level of Social Studies Students influence purpose of Social Media usage in Colleges of Education in Nigeria?
6. Is there any significant difference of access to friends of different ethnic/cultural backgrounds through Social Media usage between the Federal and the State Colleges of Education Social Studies Students in Nigeria?
7. How do mean academic performance scores differ between male and female Social Studies Students who uses Social Media in Colleges of Education in Nigeria?

8. Is there any significant difference in the mean academic performance score between NCE II and that of NCE III Social Studies Students who use Social Media in the Colleges of Education in Nigeria?
9. Is there any significant difference in the mean academic performance scores between Federal and that of State Colleges of Education NCE Social Studies Students who use Social Media?

1.5 Null Hypotheses

This study investigated the extent to which Social Media usage has influenced on cultural integration and academic performance of Social Studies Students in Colleges of Education in Nigeria. Therefore the following null hypotheses were stated and tested at $P > 0.05$.

1. There is no significant difference in the access to Social Media between Federal and State Colleges of Education Social Studies students of different Socio-Economic backgrounds in Nigeria.
2. There is no significant difference in the mean scores purpose of Social Media usage between Federal and State Colleges of Education Social Studies Students based on socio-economic background.
3. There is no significant difference in the mean scores purpose of using Social Media between the Male and the Female NCE Social Studies Students in Colleges of Education in Nigeria.
4. There is no significant difference in the mean scores purpose of using Social Media between NCE II and that of NCE III Social Studies Students in Colleges of Education in Nigeria.
5. There is no significant differences in the Mean scores accessibility to friends of different ethnic/cultural background between Federal and State Colleges of

Education Social Studies Students through Social Media usage in Colleges of Education in Nigeria.

6. There is no significant differences in the mean scores academic performance between male and female NCE Social Studies Students who use Social Media in Colleges of Education in Nigeria
7. There is no significant difference in the mean scores academic performance between NCE II and NCE III Social Studies Students who use Social Media in Colleges of Education in Nigeria.
8. There is no significant difference in the mean scores academic performance between Federal and State Colleges of Education NCE Social Studies Students who uses Social Media in Colleges of Education in Nigeria.

1.6 Significance of the study

This study is aimed at finding out the influence of Social Media usage on cultural integration and academic performance of Social Studies Students in colleges of education in Nigeria. Therefore, the study will be of great benefit and significance to many categories of Nigerians citizens, and the Nigerian society in general. The study will be of particular benefit to the National Commission for Colleges of Education (NCCE), which by law is charged with the responsibility of providing the minimum standards, and periodic review of these minimum standards. The NCCE provides periodic review from the relevant research findings that affect changes affecting or influencing learners and the society; such fundamental objective enhances knowledge and finds the lasting solution to man's problem, which is one of the aims of Social Studies education.

Moreover, this study will be of high benefit to the subject of the research, that is Social Studies Students, who are undergoing training which will result in making

them professional teachers and specialist in problems solving (Social Studies), the result of the study will further help for them to find out research based information about Social Media which will pave way for either adjusting, maintaining or increasing the extent of their usage and the perspective of using Social Media. To the parents, this study will help in providing research based information which will help them acquire knowledge of the usefulness or otherwise of their children/wards using Social Media.

Furthermore, for the members of the society, this study will help in enriching their knowledge and in polishing their perception from research based information about the negative or otherwise perception they have about the Social Media usage on culture, relation between users and its effect on academic performance of the feature leaders of the society.

Moreover, educational administrators, policy makers and curriculum specialist at all levels will find the result of this study of great significance and benefit in the area of arranging how to help student properly utilize their time, prepare the curriculum that will engage students and provide relevant information that will help learners utilize the Social Media properly, and it will also help policy makers in many direction. To a greater extent, it will stimulate curriculum specialists on social studies to refocus N.C.E. and not only N.C.E. but all levels of education Social Studies curriculum. This can go in a long way at meeting of Social Media usage among students in Nigerian society in general.

1.7 Scope of the Study

This study investigated the influence of Social Media usage on cultural integration and academic performance of Social Studies Students in Colleges of Education in Nigeria. However, the 12 Colleges of Education and two other Colleges that

undertake Social Studies NCE programme in Northwestern states of Nigeria Social were used for the study. Furthermore the population of the study was drawn from these 12 colleges. It is worth stating that the NTI centres were not included considering the fact that they operate distance learning programmes. Moreover, out of the twenty five (25) popularly used Social Media world over ten Social Media were used for the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews relevant literatures that discussed the concepts, theories and issues related to the study concepts i.e. Social Media, culture, cultural identity concepts of culture, cultural integration, academic performance, and socialization put simple.

Therefore the chapter discuss the following:

- Theoretical frame work.

- Social Media History and Types.
- Perceived Benefit/Harms of internet to culture and society.
- Communication and Interaction.
- The concept of culture.
- Culture and identity.
- Concept of academic performance.
- Sex difference in student's academic performance.
- General learning problem.
- Socialization in school and society.
- Theories of socialization.
- Socialization in society.
- Concept of Social Studies.
- The concept of integration in Social Studies.
- Historical development of Social Studies.
- Justification for Social Studies education in Nigeria.
- Review of related empirical studies.

2.2 Theoretical Framework

This study is based on two theories, namely the theory of Cognitive Development and the Diffusion of Innovation theory. The reason for choosing the two theories is that latter deals with the development of cognitive skills, which enhances the students performance in teaching and learning Social Studies, while former theory deals with communication through the use of channel in the form of electronic media, due to the fact that diffusion of innovation theory is used to pass the information from one place to another in order to enable the receiver to grasp the message properly.

2.02.1 Diffusion of Innovation Theory

P. Lazarsfeld, Berelson and Gaudet in (1944) submitted that Diffusion of innovation theory is concern with a new idea or practice is communicated through certain channels over time among members of a social system e.g. Social Media users. The model describes the factors that influence people's thoughts, and actions which could influence cultural transmissions, and the process of adopting a new technology or idea. Diffusion is the process by which an innovation is communicated through certain channels over time among the members of social system. Diffusion is a special type of communication concerned with the spread of messages that are perceived as new ideas. An innovation is an idea, practice, or object that is perceived as new by an individual. The characteristics of innovation, as perceived by the members of a social system, determine its rate of adoption.

The diffusion of innovation is the spread of a product, process, or idea that is perceived as new, through communicational channels, among the members of a social system over time. Innovation can be a new product or output, a new process or way of doing something or a new idea or concept. The 'newness' of an innovation is subjective, determined by the potential adopter. Diffusion of innovation theory attempts to explain how an innovation is spread and why it is adopted at both the micro and macro levels of analysis. The four main elements in the diffusion of innovation theory or process are: innovation, communication channels, time, and social system. Individuals' innovativeness or psychological factors such as communication needs are analysed as micro-independent variables. At the macro-social level, this theory assumes that social system, such as norms, can affect an individual's adoption or use of an innovation in both interpersonal channels (mirco) and mass communication channels as well as electronic media channels (macro). By utilizing mass, electronic, and interpersonal

communication channels, people can get information about an innovation and perceive its usefulness. Therefore, diffusion theory requires both micro individual and macro social analysis. The essence of diffusion of innovation theory is to communicate to the members of a social system a discovery or ideas based on research. Diffusion theory started with the Agricultural extension in America. This is because the American government wanted farmers to adopt the new (new seeds, medicines) idea of agriculture that will help and improve their productivity. If these new methods are to be adopted by the farmers then the best way to do this is to use the electronic media as well as mass media in teaching and learning process. The theory is talking about the source, medium, channel, and receiver. Since we have agreed that media have effects on the people, if new products are to be made known to people through the use of media for enlightening the people of what supposed to be in the process of doing some works as we mentioned earlier by the American government. (Asemah, 2011).

2.02.2 Theory of Cognitive Development

Jean Piaget (1896) was the first psychologist to make a systematic study of cognitive development. His contributions include a theory of cognitive child development, detailed observational studies of cognition in children, and a series of simple but ingenious tests to reveal different cognitive abilities. In the theory of cognitive development, mental ability is closely related to language ability. As child grows older, vocabulary and word usage becomes the best single indication of his or her intelligence. Sensory motor ability is the basic of intelligence and other ingredient are ability to perceive situations accurately, to see relations, to remember, to use good judgement, and to persist in solving problems. The psychologist posited that in attempt to learn anything a child must pay attention to it. It also involves exploration of the visual field, fixing the eyes successively on different parts rating these parts and anticipating

phenomenon that are not yet clearly perceived. (Ibrahim, 2011). This study is also in line with the child cognitive development theory, due to the fact that when the child cognitive ability is increased, the student must develop in his or her level of academic performance, especially in Social Studies course and other related course, because questions which require the ability of cognitive skills will easily be solved, especially in Social Studies that requires reasoning, while answering technical questions at a specific period in time by the students.

2.02 Social Media Sites: A Definition

Scholars define social network sites as web-based services that allow individuals to:

1. Construct a public or semi-public profile within a bounded system,
2. Articulate a list of other users with whom they share a connection, and
3. View and traverse their list of connections and those made by others within the system.

The nature and nomenclature of these connections may vary from site to site. While we use the term “Social Media site” to describe this phenomenon, the term “Social Media sites” also appears in public discourse, and the two terms are often used interchangeably. The research prefers not to employ the term “networking” for two reasons: emphasis and scope. “Networking” emphasizes relationship initiation, often between strangers. While networking is possible on these sites, it is not the primary practice on many of them, nor is it what differentiates them from other forms of computer-mediated communication (CMC).

What makes Social Media sites unique is not that they allow individuals to meet strangers, but rather that they enable users to articulate and make visible their Social Medias. This can result in connections between individuals that would not otherwise be made, but that is often not the goal, and these meetings are frequently between “latent

ties” (Haythornthwaite, 2005) who share some offline connection. On many of the large SNSs, participants are not necessarily “networking” or looking to meet new people; instead, they are primarily communicating with people who are already a part of their extended social network. To emphasize this articulated social network as a critical organizing feature of these sites, they are labelled as “Social Media sites.”

While SNSs have implemented a wide variety of technical features, their backbone consists of visible profiles that display an articulated list of Friends who are also users of the system. Profiles are unique pages where one can “type oneself into being” (Sunden, 2003:3). After joining an SNS, an individual is asked to fill out forms containing a series of questions. The profile is generated using the answers to these questions, which typically include descriptors such as age, location, interests, and an “about me” section. Most sites also encourage users to upload a profile photo. Some sites allow users to enhance their profiles by adding multimedia content or modifying their profile’s look and feel. Others, such as Facebook, allow users to add modules (Applications) that enhance their profile.

The visibility of a profile varies by site and according to user discretion. By default, profiles on Friendster and Tribe.net are crawled by search engines, making them visible to anyone, regardless of whether or not the viewer has an account. Alternatively, LinkedIn controls what a viewer may see based on whether she or he has a paid account. Sites like MySpace allow users to choose whether they want their profile to be public or “Friends only.” Facebook takes a different approach by default, users who are part of the same “network” can view each other’s profiles, unless a profile owner has decided to deny permission to those in their network. Structural variations around visibility and access are one of the primary ways that SNSs differentiate themselves from each other.

After joining a social network site, users are prompted to identify others in the system with whom they have a relationship. The label for these relationships differs depending on the site popular terms include “Friends,” “Contacts,” and “Fans”. Most SNSs require bi-directional confirmation for Friendship, but some do not. These one-directional ties are sometimes labelled as “Fans” or “Followers,” but many sites call these Friends as well. The term “Friends” can be misleading, because the connection does not necessarily mean friendship in the everyday vernacular sense, and the reasons people connect are varied (Boyd, 2006).

“Social Media” are “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, which allows the creation and exchange of user-generated content” (Kaplan & Haenlein, 2010:60). As of June 2010, 22% of time spent online (or one in every four and a half minutes) is spent using Social Media and blog sites worldwide (“Social Networks/Blogs Now Account for one in every four and a half minutes online,” 2010). The global average time spent per person on Social Media sites is now nearly five and a half hours per month (Jennifer Van Grove, 2010). Popular Social Media include Facebook, Twitter, LinkedIn, YouTube, Flickr, Badoo, 2go, Tumblr etc.

History of Social Media Sites

The first recognizable Social Media site launched in 1997, was the SixDegrees.com which allowed users to create profiles, list their Friends and, beginning in 1998, surf the Friends lists. Each of these features existed in some form before SixDegrees, of course. Profiles existed on most major dating sites and many community sites. AIM and ICQ buddy lists supported lists of Friends, although those Friends were not visible to others. Classmates.com allowed people to affiliate with their high school or college and surf the

network for others who were also affiliated, but users could not create profiles or list Friends until years later. Six Degrees was the first to combine these features.

Six Degrees promoted itself as a tool to help people connect with and send messages to others. While Six Degrees attracted millions of users, it failed to become a sustainable business and, in 2000, the service closed. Looking back, its founder believes that SixDegrees was simply ahead of its time (A. Weinreich, personal communication, July 11, 2007). While people were already flocking to the Internet, most did not have extended networks of friends who were online. Early adopters complained that there was little to do after accepting Friends requests, and most users were not interested in meeting strangers.

From 1997 to 2001, a number of community tools began supporting various combinations of profiles and publicly articulated Friends. Asian Avenue, BlackPlanet, and MiGente allowed users to create personal, professional, and dating profiles-users could identify Friends on their personal profiles without seeking approval for those connections (O. Wasow, Personal Communication, August 16, 2007). Likewise, shortly after its launch in 1999, LiveJournal listed one-directional connections on user pages. LiveJournal's creator suspects that he fashioned these Friends after instant messaging buddy lists (B. Fitzpatrick, personal communication, June 15, 2007) on LiveJournal, people mark others as Friends to follow their journals and manage privacy settings. The Korean virtual worlds site Cyworld was started in 1999 and added SNS features in 2001, independent of these other sites (see Kim & Yun, this issue). Likewise, when the Swedish web community LuarStorm refashioned itself as an SNS in 2000, it contained Friends lists, guestbooks, and diary pages (D. Skog, personal communication, September 24, 2007).

The next wave of SNSs began when Ryze.com was launched in 2001 to help people leverage their business networks. Ryze's founder reports that he first introduced the site to his friends primarily members of the San Francisco business and technology community, including the entrepreneurs and investors behind many future SNSs (A. Scott, Personal Communication, June 14th 2007). In particular, the people behind Ryze, Tribe.net, LinkedIn, and Friendster were tightly entwined personally and professionally. They believed that they could support each other without competing (Festa, 2003). In the end, Ryze never acquired mass popularity, Tribe.net grew to attract a passionate niche user base, LinkedIn became a powerful business service, and Friendster became the most significant, if only as "one of the biggest disappointments in Internet history" (Chafkin, 2007:1).

Types of Social Networks

There are many social networks used by many people world round, below are some of such Social Media:

1. Facebook

Facebook is a social network service launched in February, 2004. As of January 2011, it had more than 600 million active users (Nicholas Carison, 2011). According to Mashable.com, Facebook is a social utility that helps people communicate more efficiently with their friends, family and co-workers. The company develops technologies that facilitate the sharing of information through the social graph, the digital mapping of people's real-world social connections. Anyone can sign up for Facebook and interacts with the people he knows in a trusted environment. Facebook is a part of millions of people's lives and half of the users return daily (retrieved 2/26/2011).

Facebook site was founded in 2004 by Mark Zuckerberg and his colleagues. Its membership was initially limited to only students of Harvard University, much later in 2006 it was finally opened to the general public and for the people of all age groups above 13years. The site for obvious reason became a huge hit among the college out going crowd, and by July 2011 the site had over 800 million active users. Since its inception in 2004, Facebook evolved in many ways, making it more user friendly, accessibility and a fun place to contact with long friend or even strangers with common interest.

2. Twitter

Twitter describes itself as “a real-time information network that connects you to the lasts information about what you find interesting”. A micro-blogging site, twitter allows users to send out messages in short spurts of up to 140 characters per “tweet”. Users can “follow” other users or communicated by searching for hashtag (e.g. Egypt), user-identified key words that clue readers in to what others think is important. Twitter is based in San Francisco, but it’s used by people in nearly all over countries in the world, and is available in English, French, German, Italian, Japanese, and Spanish. As of September, 2010, there are 175million registered users and an average of 95 million tweets written each day (retrieved February 25, 2011).

Twitter is an extremely personal method of communication. Users must chose whom they follow, and thus create a unique experience that is specific to them. Like email or the telephone, twitter is a non-prescriptive communication platform. Each user experiences “Twitter” differently, depending on the time of day and frequency she checks her feed, the other people she follows, and the interface(s) she uses to access the network. Because of this flexibility, norms emerge, mutata, collide, and fade away among Twitter users with a fluidity that may not all be easily apprehendable to a non-

user.....(Driscoll, 2010). One of the strengths of twitter is that it can be accessed using computers or mobile phones, making it a lightweight method of communicating during crisis.

3. YouTube

According to Mashable.com, YouTube, founded in February 2005, is the leader in online video, and the premier destination to watch and share original videos worldwide through a Web experience. YouTube allows people to easily upload and share video clips on www.YouTube.com and across the Internet through websites, mobile devices, blogs, and email (retrieved February 25, 2011). YouTube changes the way people share videos because it creates a simple way to share otherwise cumbersome and large video files. Before YouTube, it was difficult to share video with a large number of people.

4. My Space.com

This site was found in 2003, and becomes the hit site. The U.S. News cooperation, later acquired it in July, 2005 for \$580 million. It was the most visited Social Media site in the world from July 2006 till early 2008. It had over 33.1 million unique user's visitors in August 2011. However, Facebook took over in 2008 in the number of unique worldwide visitors. Some Television programmes' had started producing programmers' to air on MySpace before Rupert Murdoch's News Corporation (Parent of fox broadcasting) bought MySpace in 2005.

A competitor to MySpace is Facebook which started in about 2004 by Mark Zuckerberg while he was a student at Harvard, and grew it rapidly in 2007. At first, Facebook was solely for college and high school students but Mark opened it to everyone and like MySpace, it encourages all types of member postings. There are also smaller social networks like 2go, YouTube, and Blackberry chat for people to have access to. (Retrieved November 7th 2012) www.google.com

5. Blackberry Messenger

Blackberry is propriety internet based instant messenger application, it included on blackberry devices that allows messaging between blackberry users. It was developed by the manufacturer of the blackberry research in motion (RIM); messages sent via blackberry messenger are sent over the internet and use the blackberry pin system, so communication is only possible between blackberry devices. Pinging allows you to connect to friends using a ping ID, something akin to blackberry pin put easier to remember because you can pick it yourself. Once you've shared your pin or found friends via email or twitter, you can send text, messages, photos, videos and voice memos.

Pretty much anything you might want to send to a friend can be sent using pin. Messages are in real time over the data network and pushed to the recipient. Once a message is sent, a little S or D and a tick with an R indicating the message has been sent and read. Ping chat also packs group messaging and social profiles, which allows you to display a photo, status and some information about yourself to confirm contacts, and through these, one is connected to the whole world. (Retrieved November 10th 2012)

www.mit.edu/people/mkgray/net

6. SixDegree.com

This site sprung up in 1997, it was regarded as one of the first site that allowed users to create profile, invite friends, organize group and also be able to surf other users profiles, the site was based on the theory that no person is separated from another by more than six degrees.

7. WhatsApp

This was founded in 2009 by Americans, Brian Acton and Jan Koum, both veterans of yahoo. It is a cross platform for instant application messages that allows iphone, Blackberry, Android windows and Nokia Smartphone users to exchange text, images, video and audio messages for free. Wikipedia maintained that “WhatsApp handled ten billion messages per day in August 2012, on June 2013 WhatsApp announced that they had reached their new daily record by processing 27 billion messages. As at November 10th 2013 WhatsApp had over 190 million monthly active users, 400 million photos are shared each day.”

8. 2go

2go is a social networking site, chat, and instant messaging (IM) application. It enables users to chat on their mobile phones free. You can meet users and 2go users as friends. Chat rooms on different topics are opened where you can join in the discussion and socialize with others and also, 2go have gateways that enable users chat with friends on Gtalk, Mxit, and Facebook. (Retrieved November 9th 2012) www.google.com/wikipedia. (Research Work). One of the greatest points of 2go chat is its simplicity and light weight, making it available to lots of low end phones. 2go runs on any java enabled phone, Nokia, LG, Samsung, and Sony Ericson. Blackberry users can use 2go on their Pc as part of an experimental service by the company and with it, they can chat anywhere and anytime of the day as they so please. (Retrieved November 9th 2012) www.google.com

9. Friendsters.com

In 2012 the social networking scene witnessed a land mark change with the emergence of friendsters.com, although the site use the similar concept of Sixdegree.com but it promoted the idea of a rich online community that could exist based on the common bond between people, it went further to ensure that there were plenty of ways to

discover those bonds. The site became hugely popular and an instant hit, boasting of more than 115 million registered. The site remains a force in Asia, and a near necessity in the Philippines. Today, Friendster.com has been re-invited to become an online fun, virtual gaming community and the forum site intended for teenagers and adults.

10. Google +

Despite being a search engine on the net, Google has been trying to join the Social Media scene with projects like Google wave, Buzz and Talk, but these did not really kick off with masses.

2.03 Perceived Benefits of the Internet to Culture and Society

The benefits of the internet that are mentioned most frequently are its perceived benefits as a means to information, communication, commerce, entertainment, and social interaction. These are all functional aspects of the internet: Most of its applications and services have been designed explicitly to serve such functions, and many people that the Internet successfully performs these functions. In addition, the Internet has been claimed to have benefits that are less intentional: benefits to individual development and cultural understanding, particularly. The following list of major perceived benefits is suggestive but not exhaustive:

1. **Access to Information:** The Internet makes a vast amount of information available, from a plurality of information sources, and makes it continuously available, more or less independent of time and place. Adequate information is of major importance to the successful functioning of (Modern) individuals, and therefore any enhancement of the ability to acquire or access information can be seen as a great benefit to society.

2. **Information Dissemination.** The Internet makes it possible for anyone to quickly, easily and inexpensively post and disseminate information and make this information available to a large audience. In this way, the Internet promotes freedom of speech by enhancing the ability of individuals to voice opinions and inform and influence others, which can be considered a great benefit.
3. **Communication.** The Internet facilitates one-to-one, one-to-many and many-to-many communication and enables users to communicate easily and inexpensively with a wide variety of individuals across the globe. Communication goes beyond the dissemination of information: It is a two-way process that allows for the expression of viewpoints, the creation of intimacy, and the coordination of actions. Because communication is so important to individuals, the Internet's enhancement of the power to communicate can be considered a great benefit.
4. **Developing and Maintaining Social Relations:** The internet facilitates the development and maintenance of social relations with people outside one's immediate vicinity, and provides added means to maintain relations with people in one's vicinity. Social relations are very important to the functioning of individuals and of society as a whole, and the Internet provides powerful means for developing and maintaining such relations, which is a great benefit.
5. **Community Formation and Social Organization:** The Internet facilitates the development and maintenance of communities of individuals with shared interests and concerns and the formation and maintenance of structured organizations with specific agendas. The Internet also provides new ways for individuals to engage in collective behaviour and form social movements. Community formation and social organization are important in any society, and any technology that provides new means to support these processes can be seen to provide important benefits.

6. **Production and Commerce:** The Internet enables new models for production by enabling coordination and partial automation of productive processes that span time and space. The Internet also enables new models for commerce, trade and business. These economic benefits translate into social and cultural benefits because they provide people with new products and services and faster and easier delivery of existing products and services at less cost.
7. **Leisure and Entertainment:** The Internet enables new forms of leisure and entertainment, both for individual use and in interaction with others, such as playing games and providing forums for collectively practicing hobbies and for sharing and trading cultural objects like pictures, stories, drawings, software, music, and video.
8. **Identity Formation and Psychological Development:** The Internet has been claimed to have positive effects on identity formation and psychological development by allowing people to experiment with alternative identities, to hide aspects of their identity that could meet with disapproval or stereotyping in face-to-face situations, to reveal aspects of themselves in relative anonymity, that they would not reveal in real life, and to expose themselves to a very broad variety of views and opinions (Turkle, 1995p Rheingold, 2000).
9. **Learning and Cognitive Development:** The Internet has been claimed to have beneficial effects on learning and cognitive development. It has been claimed that the Internet, and computers more generally, support interactive learning styles, enhances learning by supporting new multimedia ways of presenting information, and the development of goods sensorimotor abilities (Van Dijk, 1999, p. 204-6).
10. **Cultural Understanding.** It has been claimed that the Internet can promote a better understanding between cultures and cultural identities by enabling people from different cultural backgrounds and with different social and cultural identities to

come together and communicate with each other under conditions that are conducive to cultural exchange (Ess and Sudweeks, 2001).

Perceived Harms of the Internet to culture and Society

Some of the harms of the Internet that are mentioned frequently run directly contrary to their perceived benefits. Without denying that the internet provides new possibilities for information, communication, commerce, entertainment, and social interaction, critics tend to argue that the quality of these activities is harmed when they are performed over the Internet. So there is a comparative harm: compared to traditional ways of performing these activities, the Internet offers us an inferior or less beneficial way of performing them. In addition, critics perceive a number of other negative consequences of Internet use, that concern human development, human experience and social organization.

1. **Information Overload:** It has been claimed that the Internet contributes to information overload, by stimulating the consumption of information and exposing users to an abundance of often irrelevant, unclear and inaccurate messages and data fragments. This has been claimed, for individuals, to cause anxiety, poor decision-making, difficulties in memorizing and remembering, and reduced attention span, and, for organizations, to lead less efficiency and poorer decision-making (Edmunds and Morris, 2000).
2. **False Information:** It has been claimed that, because of the absence of good selection mechanisms, the Internet contains much false and unreliable information. Moreover, it is often impossible to evaluate the correctness of information found on the Internet, as it is often difficult to credit or evaluate sources. Therefore, the Internet is thought to represent a step backwards compared to more traditional information media.

3. **Harmful Information:** It has been claimed that, because of the absence of selection mechanisms and effective regulation, the Internet contains a lot of harmful information: extremist ideology, recipes for making bombs, extreme forms of pornography, libellous information, and so forth. Compared to other, more controlled information media, the Internet can therefore be thought to do more harm.
4. **Harmful Communication:** It has been identified that conversations and dialogues on the internet often contain disrespectful, hurtful and inflammatory speech, and that conversations are often trivial or vulgar. The Internet has also been claimed to facilitate unwanted communication and harassment. Compared to other forms of communication, the Internet can therefore be claimed to represent a step backwards.
5. **Harmful Effects on Social Relations:** It has been ascertained that online social relationships may indirectly hurt offline (face-to-face) social relationships, because people will take less time and make effort to engage in face-to-face interaction. It has also been claimed that online social relationships tend to be less profound, valuable and durable than offline relationships and that computer-mediated communication is less expressive and authentic than face-to-face communication (Dreyfus, 2001).
6. **Harmful Effects on Community and Social Organization:** It has been claimed that the emergence of virtual communities and organizations may hurt existing “Physical” communities and organizations because people will devote less time and energy to them, and that virtual communities and organizations are less profound, valuable and durable than “Physical” ones (Winner, 1997; Borgmann, 2004).
7. **Harmful Effects on Production and Commerce:** It has been argued that the easy distribution of digital information over the Internet will hurt commerce and the so-

called culture industry (musicians, film makers, artists, etc.). It has also been claimed that the Internet and digital media generally, negatively affect artistic production by rationalizing art and art production techniques. Another claim is that Internet commerce is vulnerable to theft, fraud and hacking.

8. **Harmful Effects on Identity Formation and Psychological Development:** It has been claimed that the relatively anonymity (or Pseudonymity) by which actions can be performed in cyberspace can lead to antisocial behaviour that is performed without retribution. Similarly, computer games enable violent and disrespectful behaviour that is often left unpunished, and may even rewarded. The possibility of such consequenceless antisocial behaviours is held to harm psychological development (Dreyfus, 2001; McCormick, 2001). Also, the ready and availability of Internet pornography, that can be consumed relatively anonymously, has been claimed to promote a harmful form of disinhibition that harms personalities. More generally, Internet can lead to addiction (Young, 2004).
9. **Harmful Effects on Learning and Cognitive Development:** The Internet has been claimed to harm learning and cognitive development by offering an associationist rather than a discursive model of knowledge (i.e. hypertext and hypermedia rather than traditional types of texts), by disinhibiting autonomous knowledge production (“copy-paste mentality”), by limiting the attention span of cognitive subjects (“zap culture,”) and by disinhibiting the critical appraisal of information (the absence of accountability for online information) (Dreyfus, 1999).
10. **Cultural Fragmentation:** It has been claimed that the Internet promotes cultural fragmentation by stimulating the formation of virtual communities and groups organized around specialized interests, themes or cultural identities (Winner, 1997).

11. **Loss of the Sense of Reality:** It has been claimed that the Internet helps eradicate the distinction between reality and representation, and creates a constant confusion about this distinction, leading to insecurities, disagreements, and a loss of meaning (Baudrillard, 1995; Borgman, 1999).
12. **Loss of Privacy and Private-Public Boundaries.** It has been argued that there is little privacy on the Internet, and that it is difficult to maintain clear boundaries between public and private spaces on the Internet, with resulting insecurities about the privacy conditions under which users operate.

2.04 Communication and Interaction

Education with its correlated activities of teaching and learning involves communication as well as reciprocal interaction between the teacher and pupils, as channels of realising its objectives. 'Communis' is a Latin word, meaning 'common'. Hence communication is having common experiences with other people. The word communication means a wide variety of things to different people. The following are some of the widely accepted definitions for communication. "Communication means sharing of ideas and feelings in a mood of mutuality". "Communication involves interaction which encourages give and take." This provides feedback to persons involved in exchanging ideas. "Communication is a process of sharing of experiences till it becomes a common possession."

It is rather difficult, if not increasingly impossible to provide children with actual first-hand experiences as the world becomes increasingly complex. Obviously some substitute experience must be evolved and used to enable children to understand and conceptualize their world. This is the essence of communication as an integral part of teaching.

The Internet and Web are the hot new topics of Social Studies technologists, and not surprisingly so, given the extent to which both have pervaded societal consciousness. True, the Internet and Web provide rapid local and worldwide communication and access to vast amounts of information. Also true, their use can be terribly time-consuming and frustrating, even if one has up-to-date computer capacity, often yielding an overabundance of information and information of doubtful validity. Anyone can put anything on a Web site, with none of the constraints of peer review or editorial oversight. As Risinger noted, “the real problem [in drawing on the rich resources of the Internet] is information evaluation and validation”. Although there are “incredible” resources on the Internet, and they are expanding rapidly, “there is probably more junk and stale sites....than good ones.” Even Web-based medical science reports are risky sources. A recent review of 60 Web pages sponsored by “major medical centers....., ‘among our fines, found that four-fifths yielded inaccurate information, characterized as “garbage.” The probable bases for the problem are that scientists did not create and manage the web sites, and the pages are not peer reviewed. Rothenberg (2014), highlighted the concern with instant, but dubious information. Admittedly “as enchanted as anyone else by the potential of this new technology,” he nevertheless lamented the Web’s negative impacts on writing quality and originality. Research papers based on the Web are easy to spot, Rothenberg claimed: Books are not cited, just articles and Web sites. The material is often “curiously” out-of-date.

Beautiful pictures and graphs that are not directly related to the paper’s content are inserted neatly as if they actually represented the student’s own work, and are often accompanied by unattributed quotes and detailed references to Web-type information – government reports, “corporate propaganda, or ...commentary by people whose credibility is difficult to assess,” but with few references to “careful, in-depth” sources.

As Barrie and Presti suggested about the Web, along with the educational advantage of accessing large amounts of information in general or on specific topics, “comes the inherent drawback [of] no reliable editor to raise the signal-to-noise ratio of information.”

The effectiveness of the available Web search engines is also open to question. Rothenberg claimed that the engines, “with their half-baked algorithms, are closer to slot machines than library catalogues.” Lawrence and Giles estimated that the “Indexable Web,” a subset of the total Web, currently contains at least 320 million pages. (Newsweek’s estimate was almost one-third less, at 220 million pages.) It is estimated that in the short term, that is, the next two to three years, there will be a tenfold increase in the number of Web pages. Hyman Hirsh, a computer scientist at Rutgers University – i.e., a University professor, not an elementary or secondary school teacher – has referred to the Web as “an unorganized, uncoordinated collection of information that is totally overwhelming.”

Lawrence and Giles checked out the assumption that six “major full-text search engines... index largely the same documents [which are] a relatively large proportion of the Web” by analyzing searches conducted by scientist at the NEC Research Institute. They found that the individual engines captured 3 percent to 34 percent of the indexable Web, the engine that yielded the most up-to-date pages did not necessarily yield the most comprehensive set of documents, and from 1.6 percent to 5.0 percent of the documents were not valid because the page no longer existed or had been moved to another sit. Combining the six search engines led to about 3.5 times as much Web coverage as from any one engine. The individual engines, graded on an A-F scale, were all given F grades.

Is the Web-search situation hopeless? Lawrence and Giles recommended the use of “meta search engines” that combine the results from several engines or the combination of search engines and automated online search. They also suggested “the creation of a search engine designed to keep up-to-date indexes important to scientists.” Indexes important to other sets of users will be needed as well. Sounds like librarians’ work! Think of walking into a library with over 320 million documents and no card (on line) catalog.

Will these difficulties with the internet as an information source be resolved? Perhaps is not an unreasonable response; however, probably is likely more valid. “In any event, the problems of information overload and of location, retrieval, and evaluation of information sources are not new,” even though exacerbated by the Internet. They are, nevertheless, significant context for the consideration of the potential impacts of the Internet and Web on Social Studies education.

Theory of Communication

The basic communication model involves an informational or interpretative process in which messages, information or reaction to information travel from the initiator to the receiver through the route called communication channel. The message conveyed by the teacher and/or the educational media may be verbal or visual, and the receiver may listen, see or examine and react in other ways. The communication channel in the classroom should ideally carry both messages and counter-messages; it involves initiation, reception and response which serve as feedback. The communication channel must be kept wide open, as only when the teacher and pupil are able to communicate clearly and without inference, can understanding and appreciation ensure. Usually the more varied and appropriate the sources from which messages originate, the stronger and more valid will be the responses and counter-messages that occur between the

teacher and students or among students themselves. But, unfortunately, many interferences and communication barriers arise which impede the smooth flow of communication between the teacher and his pupils in the classroom. Some of these come from outside school agencies as commercial and entertainment media such as advertisements, magazines, radio, TV. Etc. Others originate from psychological causes arising out of the interactive classroom procedure itself and, as such, are very difficult to tackle. These include excessive verbalism, inadequate language proficiency, lack of related experiences necessary for comprehending the new material presented and consequent attempts to relate the new material to seemingly relevant experiences resulting in what is called 'referent confusion', day-dreaming, limited perception resulting in limited understanding, as well as physical discomfort of the classroom environment. Educational technology uses psychological and technological knowledge extensively to break through such barriers to communication skills are equally important as knowledge and technical skills.

Types of Communication

There are three types of communication

1. Speaking – Listening

In this type of communication, interaction is face to face as in the case of listening to lecture. There are occasions when the listener can share the feelings of the source in the same way as in the case of eye-to-eye contact. An example of this type of communication is listening to the radio programmes.

2. Visualizing – Observing

The observer is physically separated from its producer and yet is able to feel the impact of the ideas conveyed as in motion film or television. Communication can also take place more effectively by face-to-face contact with the source as in the case of

dramatization where facial expression and gestures produce a greater impact than in the earlier case.

3. Writing – Reading

In this type of experience, the ‘decoder’ is physically separated from the ‘encoder’ all the time and yet the decoder is able to enjoy and appreciate the feelings of the author. Graphs and maps also come under model of communication. The arrows both ways in all the three types of communication indicate that communication is interaction, a sharing and circular or cyclic process. Mass Communication Media include written or printed media with or without visuals like magazines, newspapers, journals, etc, and the more effective and powerful media of larger audience coverage like films, radio and TV.

Communication in the Classroom

Communication in the classroom is to a considerable extent carried on through language – spoken and written, with the former playing a relatively greater role. Jean Piaget, (.....), maintained that the early speech of children is ‘egocentric’. They interpret words and use them in terms of their own limited personal experience, not yet grasping the possibility that other children and adults who have had different experiences may have different concepts. Only by 7-8 years does ‘socialized’ speech develop. This takes into account the views of others. The egocentricity of speech is due to the inability of the young child to think about more than one thing or one aspect of a thing at a time and this characteristic conditions his thinking also. So young children use worlds and understand worlds in a different way from older children and adults, and in communicating with them in the classroom, this should never be ignored. Jerome Bruner, (.....), also indicates a similar view when he speaks of the three stages of ‘intellectual development’ – ‘inactive’, ‘iconic’ and ‘symbolic’ representatives stages –

and states that using languages as an instrument of communication and thinking is clearly seen in the symbolic stage. In trying to communicate, using language in the classroom, teachers may benefit from the views of David P Ausubel regarding 'advance organizers', regarding learning and retention of meaningful verbal material. The advance organisers roughly correspond to broad categories within a unit of learning and these permit students to integrate and relate material presented.

Good teaching is more than mere communication. It is not enough if the child merely repeats the same word as conveyed to it. The teacher's concern is that the child should recognize the world, understand the meaning and use it appropriately with correct spelling on future occasions. True learning has occurred only when the act of communication has succeeded in making permanent and meaningful addition to the student's communication skills. Classroom communication is not a mere one-sided presentation of facts; it requires intercommunication between student and teacher. There must be reaction and interaction with constant reciprocal feedback.

Teachers should know several things about communication. Classrooms are set up for the purpose of communicating and not for dictating teacher's ideas on the young and growing minds. Developing communication skills in children is the basic concern of the school and hence teachers must provide ways and means of developing and improving the skills. Teachers must realise the constant influence of several communication media outside the classroom upon the student. The words that the children seem to possess before entering school were all learned through various media. Teachers must capitalize on the students' conditioning to these media and must relate them to the school activities. Communication can occur only when the teacher and his pupils share common meaning and experiences.

Pupils with widely different backgrounds, different abilities and interest attend school today. Further, the teacher has to manage with the vast explosion in knowledge. Students have too few opportunities and too little time to explore the vast subject-matter included in the curriculum in depth. To meet these challenges, the teacher has to make use of new and improved communication devices in the classrooms. Modern technology has provided films, filmstrips, radio, television, magnetic tapes, stereoscopic pictures and a myriad of communication devices. These materials and techniques can be divided into two categories:

1. Those that are effective for use with groups containing individuals of varying abilities, and
2. Those that can be used advantageously in individualized instruction with minimum teacher assistance.

Barriers to Communication: If the purpose of the communication has been achieved, it is effective. Barriers to communication arise not only from diversity of purpose, but also due to unclear encoding and selection of a wrong medium. Communication may fail in certain instances as in the following:-

- (a) When facts are to be presented based on different socio-economic background.
- (b) When facts are based on alien time dimension and space dimension.

Teachers have extra problems as communicators as they have to be sure of their messages reaching all pupils, regardless of the kind of interference present in the classroom. These barriers can be reduced to the lowest level by means of various audio-visual aids. The so-called mass media of communication like radio, motion picture, films and television reach a mass of people at high speed with low cost. They are very flexible in their use and are excellent in quality. Verbalism which is a disease usually contracted in schools can be eradicated only when learning in a classroom is made real,

meaningful, concrete and first hand. Audio-visual materials, if properly used, offer great opportunities for improving learning. For bridging the communication gap, the use of audio-visual materials is not only the best reasons but also then basic practical reason. Now such media may be used flexibly in instructional systems resulting in greater benefits to pupils.

2.05 The concept: 'Culture'

There are varied conceptions of culture. The popular usage of culture tends to equate it with refined ways of behaviour, hence a man who is said to be 'cultured' is described as a man who ".....speaks courteously, shows consideration for others, has no vulgar, offensive habits...." (Dressler, 1969p. 44) among other things. One may also be considered as "cultured" when one is either educated or observes the rules of etiquette. Some of these everyday usage of the word 'culture' apparently constitute parts of culture but do not quite completely represent everything culture entails. Tylor (1871p.21) provided a definition of culture that has continued to influence the perception of culture. According to him, culture is: "that complex whole which includes knowledge, belief, art, morals, laws, custom and any other capabilities and habits acquired by man as a member of society" In the same vein. Kroeber and Kluckhohn (1952p. 181) defined culture thus:

Culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other hand as conditioning elements of further action.

Nwosu and Kalu (1987p. 3) perceive culture as: “the gamut of the knowledge, beliefs, customs, traditions and skills that are available to the members of a society...(which) embraces a great deal: man-made artifacts, activities that people perform, and ideas and feelings”. Popenoe (1977.75) defined culture as: “the system of values and meanings in materials objects.” According to Okonkwor (1978p. 158), culture is: “a social heritage, a leaned behaviour shared by members of a group and transmitted from one generation to the next”. Dressler (1969p.45) sees culture as consisting: “of the skills, beliefs and knowledge that are commonly shared by a number of people and transmitted to their children.”

Professor Ukeje (1986p 58) defined culture: “as the fabric of ideas, beliefs, skills, tools, aesthetic objects, methods of thinking, of eating and talking, as well as customs and institutions into which each member of the society is born.” He went on to say that culture: “includes the way each individual makes a living, the music he plays, his celebrations, the houses we live in and the food we eat.” It covers everything made by man in his “environment and embraces the things we believe in and the things we value and appreciate” (Ukeje, 1986p. 58).

The above definitions point to the fact that culture is the “distinctive way of life of a people, their complete design for living” (Kluckholm, 1951.86). A synthesis of these plethora of definitions reveals that culture may be conceptualized as the totality of ways of life of a people which are socially learned, accepted and approved, and shared by members of a group or a society in the process of social interaction.

Implicit in this definition is that is not all the ways of life or behaviour of a people that can be referred to as cultural. This is because some ways of life may be idiosyncratic to an individual or to a very small group of persons acting eccentrically and who do not want to respect the dominant culture. The life ways of a people which are regarded as

cultural are those limited only to the socially approved behaviour which a large segment of a society or group expect and accept.

Characteristics of Culture

The major characteristics of culture include:

1. Cultural Exclusiveness: Man alone has culture. Davis (1949p. 3) lends import to this view-point when he noted that: "If there is any single factor explaining man's uniqueness. It is this: He and he alone, has culture". Since it is man alone who has culture, culture, therefore, is organic.
2. Culture is Ideational: Culture, according to Murdock (1940) is ideational. In other words, culture exists in the minds of members of a society who have learned it only in the process of social interaction with other members of the society. Put quiet differently, culture can be said to be the internalized ideas of members of a society or their way of thought.
3. Cultural variability: Human culture varies from one place to the other. In most parts of Nigeria, for example, the dead are buried underground in a recumbent position while the Indians cremate their dead. Even in Nigeria, there are cultural diversities.
4. Cultural Resemblance: The variations in human cultures notwithstanding, human cultures resemble one another in many respects. In Nigeria, Niger republic, India and Japan for example, people marry, bear offspring and communicate through the use of speech.
5. Culture is learned: Culture is learned from others through the process of social interaction with other members of a given society.
6. Culture is shared: Culture is shared by most members of a society or group through association or interaction. That is, most members of a society fully share and follow the dominant culture.

7. Cultural persistence: More often than not, learned and accepted cultures persist. This persistence, permanent or stability of culture makes it possible for a culture to be sustained or perpetuated through its transmission from one generation to the other. This is not to say that certain traditional cultural ways do not fall into disuse at times. They do as a result of change.
8. Cultural Change: Human culture is not static. It is dynamic and so changes, perhaps rapidly or imperceptibly, as a result of the changing values of a society.
9. Cultural Relativism: No culture is superior or inferior to the other. All cultures must be judged in their own terms i.e. in terms of the role they play in a society, the needs they serve as well as the values of a society associated with them. What is considered good or right in a society may be seen as bad or wrong in another society. In this regard, “standards of right and wrong, good or bad, are relative to the culture in which they appear” (Dressler. 1969p. 63).
10. Variability of Cultural Response: Two persons in a given society may respond differently to a particular situation despite the fact that the two persons have learned and internalized the same culture. This variability of response is attributable to several subcultures which constitute a given culture, differences in understanding what is learned and differences in social environment.
11. Culture is observable: Culture is made up of observable cultural artifacts (overt culture) such as farming implements, tools, dresses, and covert culture which include attitudes, beliefs etc.
12. Cultural attachment: Human beings are affiliated to the culture they belongs to and associate with the accepted cultural values, attitudes and practices.

13. Cultural borrowing: No culture is completely insulated from other cultures. Hardly does one find a culture that has not borrowed from other cultures for its development.
14. Cultural stability being dependent on societal longevity: The persistence of culture is dependent on the continued survival of the society. Goldschmidt (1960) summed up this relationship when he opined that: “No culture can exist except it is embodied in a society of men.....”.
15. Culture is transmittable: All cultures are transmitted from one generation to the other through the process of instruction or imitation.
16. Culture as interlocking configurations: All cultures are not structured or patterned as clusters of independent or unrelated elements but as interlocking configurations.

The Elements of Culture

The major elements of culture are language, norms beliefs and values.

1. Language

This is one of the most significant elements or parts of culture. It is the language ability of human beings that markedly distinguishes them from non-humans or other living organisms. The building blocks of human language are conventional signs or symbols which derive their meaning from usage and mutual agreement in a given society or group. The meanings given to symbols are not inherent (i.e. their meanings are not actually linked to the things they represent, suggest or stand for) and as such the same words or gestures can be given different meanings in different cultures

A language is not more than a system of symbols words, signs or gestures and pictures that have a specific and distinctive meaning in a particular society. Language binds a group together, makes it possible for them to mutually assign meanings to words or things and gestures which may be peculiar and understandable to them, enables them

share their thoughts and feelings, solve their problems as well as preserve their culture and pass it on from one generation to the other. In other words, language is the vehicle for transmitting culture. Through language to its associated symbols, culture can be created and learned.

2. Norms

Norms are group-endorsed standards or human behaviour which are prescribed and proscribed, specifying what people must, may, should or should not do, think or feel in any given social situation or a variety of situations. In other words, norms are approved or condemned human acts or behaviour which people expect or require of others, and which they do not expect not require from others, in given situations. Norms are vital ingredients of culture without which no orderly society would exist. As Kluckhohn (1961:67) argued norms are responses to the fact that “every culture is designed to perpetuate the group and its solidarity, to meet the demand of individuals for an orderly way of life”.

The most important norms apply to a large segments of the society or to the entire society. Implicit in this is the fact that there may be norms which are restricted to individuals, certain groups, and families within the society. Societies express their norms in different ways some of which include: Laws, folkways, mores and technic ways.

a. Laws

Due to the fact there may be an orderly behaviour of members of a society or public order, particularly in a complex society such as Nigeria, laws are inevitable. Laws, which are very important aspects of social norms and a formal expression of norms, can be said to be rules of behaviour formulated or enacted by the legislature or any other approved authority, with the support of a legitimate government which prescribes

sanctions for violation, as well as the special constituted authority, i.e. the courts which enforce the proclaimed rules of behaviour. Popenoe (1977:83) notes that it is possible for a human act or behaviour to be illegal, yet acceptable when judged by certain informal social norms. He illustrated this point when he observed that “Homosexualityis against the law in some states but accepted by some groups.”

It is important to note that laws and customs are not one and the same thing. According to Maclver and Page (1949), customs constitute one of the sources of laws. While customs are commonly accepted group procedure which are not deliberately formulated by any constituted authority which is supposed to protect it, but which gradually emerged, laws on the one hand are made and enforced by a specific authority of the state or a definite power of the state. In an answer to the question: “Why is there law in addition to custom? Why cannot custom alone guide behaviour? Dressler (1969p. 120-122) aptly answered thus:

- (i) The state cannot allow private persons to undertake settlement of certain types of disputes themselves;
- (ii) Custom is comparatively static (although less and less so in complex modern societies). Laws can be enacted and repealed with relative ease to serve new needs stemming from social change;
- (iii) Most custom are ignored at times by individual members of society. Whereby definition within the society, such non-conformity is to be strictly prohibited, laws have the advantage over custom of (1) Universal applicability and (2) coercive authority.
- (iv) Custom often defines approved and disapproved behaviour imprecisely. Law is usually more precise.

- (v) Although it has certain advantages, law is not equally effective in all areas of human endeavour.

b. Folkways

Late Professor William Graham (.....) Sumner is credited with coining concepts of folkways mores and introducing them into sociological literature and discourse. Folkways are a type of norms within a given society which, among other things, connote the 'proper' way of greeting friends, peers and elders, the 'correct' way to behave in various roles (i.e. as a wife, husband, child), the 'correct' way to dress in specific occasions (i.e. formal and informal occasions), expected practices or ways of building houses and rearing children, accepted ways of eating or celebrating birth as well as accepted weights, measures, and monetary system. In other words, folkways refer to the whole gamut of routines, rituals (i.e. eating and greeting patterns), conventions, etiquette and arbitrary conveniences such as weights, measures and monetary systems that constitute a given society's socially "correct" or acceptable daily behaviour.

Folkways may be enforced formally or informally. Violations of folkways may attract gossips, ridicule; and amused glance, surprised looks, raised eyebrow or stares, frowns, or other mild expressions of disapproval, and transgressions may be overlooked since they are not considered as a threat to the group at large neither does its violation bring serious repercussions.

Characteristics of folkways

Dressler (1977) has identified the following main characteristics of folkways. They include:

- i. Members of society do not consciously plan and introduce folkways into their culture.

- ii. Folkways come into a society's culture only when the members of the given society have accepted them as proper and appropriate.
- iii. The sources of folkways may be obscure, since many of them are introduced into a culture on deliberately or without planning.
- iv. Folkways are informally passed on from one generation to the other through communication, the mass media, observation, by exemplary behaviour and by deliberate teaching.
- v. Folkways are informally enforced without planning. Nonetheless, they are effectively enforced by rewards such as praise, approval and acceptance in a group.
- vi. Folkways are comparatively durable since they are customs which tend to persist.
- vii. Although folkways tend to be durable, yet they change and sometimes disappear from a culture.
- viii. Folkways influence the behaviour of members of a society or a group or an organization.
- ix. Conformity to the norms – folkways of a society, or group makes one identify with the other members of the society or group and gives one a feeling of belongingness to the group or society.
- x. One might respond to the generally accepted folkways of his society as well as those of his sub-cultural group.

c. Mores

Mores are norms or rather a type of folkways which a society or a group sees as vital to their welfare. Mores are obligatory. In other words, they are accorded the status of absolute 'muss' or 'must-behaviour' ('thou shalt') and 'thou shalt not' which amount

to taboos handed down to us by our ancestors. In our culture, mores include wearing of clothes, not appearing naked in public, having only one husband at a time, prohibitions against begamy, incest, murder, treason, rape and the practice of cannibalism. It is important to stress that some mores which are permitted or even encouraged in one culture may be shocking and horrifying in another culture and, therefore, sternly prohibited.

Unlike folkways whose violation attract scowls, transgressors or flaunters of mores are subjected to punishment, such as ostracism excommunication, demotion, imprisonment, death penalty, whipping, stoning etc, which are strictly enforced by a society or a group in order to ensure conformity or obedience to the mores essential for societal cohesion or social order.

Mores are not static. Like folkways, they change though slowly.

d. Technic ways

Technic ways are norms are behaviour patterns which refer to the 'right and proper' technical skills, abilities, attitudes, technical know-how or techniques available to or possessed by members of a society or a group which makes them to properly and efficiently fit into a technologically developed society. If there are no norms in a society, the society will not experience any social order because norms are "the glue that enables society to function". (Hodges, 1971p. 53). Norms may change or even disappear from a culture as a consequence of rapid social change, contact with new norms and a re-interpretation and questioning of existing norms.

3. Beliefs

Beliefs are the existential ideas or certain notions which members of a society or a group hold about the mysteries of man's existence in the world. In other words, beliefs

are ideas which people in a culture hold about things in the universe which they do not explicitly know about.

These notions held about the nature of human existence such as the meaning of life, why man dies and why there are misfortunes, for example, are expressed in a number of ways such as through superstitions, proverbs, legends, religious doctrines and folkore. These notions have no scientific or intellectual base but are premised on sheer emotion or faith. Nonetheless, they allay a people's fears about the unknown and reduce their anxiety about the nature of man in the universe. Some Characteristics of a belief system

1. The notion held about the nature of man in the universe by people in every culture is shared by all members of the given culture.
2. While some beliefs such as religious beliefs die hard and cannot be easily refuted, some beliefs such as scientific beliefs can be verified, revised or refuted.
3. Transgressors of beliefs held by a people in a culture are frowned at, rejected, called all sorts of names and shown hostile attitude.
4. They are learned
5. They are formally and informally transmitted from one generation to the other.

4. Values

Values, which are a significant aspect or element of culture, are harder to identify in a given society than are norms. Certain values of a society or group are explicit while some others are implicit. Value can be said to be a people's socially or culturally acquired perception of what is desirable or undesirable, worthwhile or worthless, good or bad, morally right or morally wrong, important or unimportant, beneficial or not, beautiful or ugly. In other words, values refer to a society's ways of looking at everything that is judgemental. Perhaps, a simplified definition of values is that by Cole

(1975p. 87) who saw values as... 'those things which we are taught to want and those things we are taught are right'. Implicit in this definition is that the values of a society or group are commonly shared by members of that society or group, and that members of a given society might respond to a stimulus differently when compared with the response of members of another society to the same stimulus by two different societies when they opined that people 'respond in different ways in accordance with their different values'.

Characteristics of Values

1. Values are learned through association and experience within a given society.
2. They are judgemental in the sense that they connote a society's notion of what is desirable or undesirable.
3. They may be explicit or implicit. A good number of the most significant values are implicit.
4. Some values the dominant values – are more important than the other values.
5. Total uniformity of values is difficult to achieve in any society.
6. Some values may be contradictory or may conflict with others.
7. Dominant or basic values tend to persist as they are not usually challenged or questioned as a result of the people's emotions that are associated with the values. This is not to say that values do not change. They do.
8. More often than not, values reflect the ethos distinguishing characteristics of a given society.

Identification of a society's or group's values

The values of a society may be identified in the following ways:

1. The choice of the members of the society: Through what the members of the society choose to do, to say and to buy, whether or not they value tradition by preserving

old buildings for example, or preserve modernity and progress by destroying old buildings the words that recur in the National Anthem and pledge values reflect what the people spend their money on i.e. cars, recreation, building nice houses, pilgrimages, buying of expensive materials etc., The values of a people may be determined. Caution must be exercised in determining a people's values through their choice of what they say, do and buy, for example. This is because members of a society may value say Education but spend more money on defence or health than on Education.

2. Through an examination of a people's folklore, history, religion and literature of their culture, their values such as honesty, respect for elders may be determined.
3. Through the system of reward and punishment, i.e. what things are highly regarded and what infractions are most seriously punished, clues to the values of a society may be got. With regard to rewards, Professors in the Universities are very highly respected in Nigeria. Latin America and Europe than are Professors in the United States of America.
4. The values of members of a given society may also be determined by asking the members of that society questions that relate directly to some of their specific actions or behaviour or their values. However, the determination of a people's values through questioning may be misleading as people, perhaps, out of ignorance, for example, may not be completely conscious of the values that underlie their behaviour.
5. A society's fundamental values may also be identified through deducing them (the values) from an analysis of the norms of a particular society. The reliability of values deduced from norms may, however, be in doubt as such deductions may be based more on guess-work and speculation than on real facts. It is pertinent to note

that there is difficulty in identifying all the values of a given society even by trained anthropologist. There is that likelihood that values in our society which even the trained Nigerian anthropologists may not be aware of, let alone easily identify, may be fished out by persons from another culture trained in anthropology.

6. Through a careful study of the social structure – one of the most significant aspects of culture-which Biesanz and Biesanz (1973p. 76) defined as ‘the web of organized relationships among individuals and groups that defines their mutual rights and responsibilities’, and the major institutions of a society such as the family, religion education, the government and the economic system which encase most of a society’s social structure, one may identify some of the values of a society. Institutions of a society refer to formally organized and established way(s) of pursuing the needs or activity that are important to the members of a society or a social group. As Poponoe (1977p87) rightly noted:

Institutions are made up essentially of norms-rules and guidelines about the acceptable and unacceptable ways of performing the social activity that is the focus of the institution Since institutionalized norms are largely stable and enjoy wise acceptance by members of a society, from societal institutions certain values may be discernible.

2.06 Culture and Identity

The geographical entity known today as Nigeria prior to its evaluation in 1914 ,encompassed over two hundred and fifty ethnic groups with cultural divergences. Despite the forced imposition of British culture on these various ethnic groups in the bid to ‘civilize the native African’ (Ajayi et al, 1965pps. 28-30), these ethnic groups, with diversities of culture, have persisted and even waxed stronger in their separateness. This accounts for why some writers have dubbed Nigeria as a collection of ethnic groups.

For our purposes, culture is the way of life which a majority of people in an ethnic group or society accept, approve, commonly share and perpetuate for the continued existence of the specific group. This will include:

- (i) The mental or ideological component of culture (non material) such as a people's beliefs, knowledge, ideas, values, thinking mode, music, language, legends and folktale.
- (ii) Technical or technological component of culture such as arts, skills, artefacts, bridges, roads, furniture and buildings and all 'those techniques and devices used by the members of that society to perform the tasks that are necessary for the continued existence of the society' (Ukeje 1986p. 18);
- (iii) The organizational component of culture which consists of all that makes it possible for individuals in a given society to coordinate their actions and behaviour in order to ensure order and tranquillity. This includes rules and regulations, and laws enacted to ensure the effective functioning of a society.

All ethnic groups in Nigeria such as the Hausas, Fulanis, Igbos, Yorubas, Edos, Kanuris, Ibiobos, Tivs, Ijaws, Gwaris, and Idomas, have cultural commonalities which include marriage, language, wearing, funeral rites, postnatal care, music, dancing, education, personal names, cooking and eating, residence and inheritance rules, penal sanction, housing, incest taboos, religious rituals, law, games, kin groups, trade, visiting, joking (Murdock, 1943).

The factors accountable for cultural similarities include dynamics of group life, constitutional nature of man, similarities in human beings in their fundamental make up, the fulfilment of necessary requisites for social living i.e. reproduction and training of the young to be useful members of the society. Nonetheless, even within these general cultural universals, there are variations in the cultural

universals when it comes to examining specific similarities or the content of the similarities. For example, there is the family and kinship systems in all cultures. But while some family systems are patrilineal like in most parts of Nigeria, some are matrilineal some are patriarchal while some are matriarchal.

However, despite these cultural commonalities and variations in the similarities, there are cultural divergences or variability which result more from geographic isolation, cultural persistence, cultural insulation or lack of cultural contact, the availability or unavailability of natural resources with or without the skilled manpower to utilize the available natural resources for a culture's technological development, migration of people with technological know-how into one culture to the exclusion of others, richness of cultural heritage and language of a culture, the culture's prevailing ideologies, speed of action or slowness to adapt to new changes, cultural lag and a culture in communications (Print media and electronic media) blackout, ethnic differences or differences in climate and geographic conditions.

The cultural divergences of the ethnic groups in Nigeria are manifest in all areas of their cultural life such as language, legends, occupation, oral literature, ways of marrying, thinking and solving problems, dances, the types of food they eat and way of cooking and eating it. If a group of people belong to one culture and commonly share the cultural pattern, the tendency is for this group to perceive themselves as members of the same cultural group. So they identify themselves with the same culture and are, therefore, identified with a culture. This is what cultural identity connotes. The sharing of the same cultural identity endears the members of the group to one another and fosters ones, friendship, mutual trust and love. The fanatical attachment or identification with a culture generates

ethnocentrism or cultural myopia-that inclination to judge other people's culture by the standards of one's cultures, and invariably regard others' cultures as inferior to ones' own culture which one believes is superior to all other cultures.

All human cultures or group are ethnocentric to some extent.

Despite the strength of ethnocentrism such as enhancing cultural stability, patriotism, loyalty, group unity and consciousness as well as reducing conflict situations, ethnocentrism engenders prejudice, discrimination, hostility, intolerance, cultural persistence, conflict, ill-feeling, cultural insulation, all of which impede nation-building.

No matter the degree of cultural identity, there is no right or wrong culture because what may be viewed as 'wrong' in one society may be regarded as 'right' in another society. Irrespective of how 'bad' an element of culture or cultural trait is perceived in one culture or society, the same cultural trait may be accepted in another culture if it is helping members o that society to achieve their desired goals or needs and ensuring order in the group's relationship.

Horton and Hunt (1964) aptly illustrate cultural relativity when they noted that while premarital sexual intercourse which may result in pregnancy is condemned in some cultures, in another culture, such practices may be seen as desirable if it helps to confirm a lady's fertility before marriage. Succinctly stated 'standards of right and wrong, good or bad, are relative to the culture in which they appear'. (Dressler, 1969:63).

Nonetheless, cultural relativity teaches us to recognize that the cultures of the others, despite our identification with our own culture, are important to their members as ours is to us (Benedict, 1946). Moreover, there is no superior/right or inferior or wrong culture, Herskovits (1948:75) and Ezegbe (1988:69-70)

have cautioned that the concept of cultural relativity does not mean that “there is no need for morality, for proper behaviour, for ethical conduct”, or the need for standards. Ezegebe (1988:69-70) rightly puts it this way: “There are certain acts that are generally accepted as crimes in most of the cultures of the world...”

Types and levels of identity

Cultural identity is premised on four factors:

- (i) Cultural commonality – identity emanating from a group sharing the same culture in common.
- (ii) Geographic location – identity that emerges from the fact that a group, either by omission or commission, live in a habitat and share common aspirations and goals.
- (iii) Kinship relationships – identity arising out of blood or marital relationships; and
- (iv) Organizational arrangement – identity arising from the organizational set up of a group in order to effectively survive in their own part of a cultural area or geo-political entity.

With regard to the levels of identity, there are principally six categories into which all manners of identities may be grouped. These are:

- (i) Family Identity: One is born into a conjugal family and so identifies with all members of the procreative family or family of orientation, the family name, as well as the family’s social, political and economic standing.
- (ii) Age-Group identity: One may identify with people of the same age group or groups in a given locality or community;
- (iii) Cultural Groups Identity: One may identify with a cultural group or groups in the culture where one rightly belongs

- (iv) Primordial Identity: One identifies with one's ethnic group, or with one of the thirty six constituent units (States) of the Federation or Nigeria to which one is a member by sheer accident of birth. Boundary modifications may affect this political identification.
- (v) National Identity: The suppression of primordial ties by people in a geo-political entity in the interest of nation building through the pursuit of common goals. National identity entails commonality of ideas, pride in one's country (Nation), and a genuine feeling of "this is my country" which people must jointly show allegiance, preserve its values and territorial integrity, build it together and together salvage it during periods of stress.
- (vi) Grassroots Identity: One identifies with one's local government area created out of political and administrative expediency in one's state of origin. One identifies first as an indigene of this or that local government area before he identifies with his state of origin.

A high level of cultural identity has been achieved in Nigeria at the family level, age-group, cultural group and grassroots levels, with little, if any, genuine identification with the nation (Nigeria). Cultural identity in Nigeria is a catalyst to the prevalent primordial identities which unfortunately take precedence over national identities and national unity, and their concomitant nation-building. In other words, the elements of national identity such as the National Anthem, the national flag, the national pledge, the Coat of Arms, national languages are merely paid lip service to. Generally, Nigerians see themselves first as members of one cultural or ethnic group or the other and one belonging to one state or the other, and secondarily as Nigerians. This persistent cultural identity and consciousness does not augur well for Nigeria's nation-building.

The Nigerian cultural diversities have potentials which have not been fully harnessed or exploited for forging a virile and socially acceptable “Nigerian culture” – a common way of thinking, mode of dressing, language, to mention few (i.e. a convenient marriage of our several cultural patterns). The absence of ‘Nigerian Culture’ properly so called in the sense of identifying Nigeria with a particular way of behaviour, thinking, and dressing and which is more or less maintained at all times, robs Nigeria of a National Character which is: “the totality of disposition to the thought and behaviour peculiar to and widespread in a certain people from the same cultural background” (Ezewu, 1985p. 113). For our purpose “people from the same cultural background” would refer to Nigerians from the geographical entity called Nigeria.

If identity is conceived as “an exhibition of certain basic cultural characteristics by which a person can be identified as product of a given culture or a member of a given society” (Ezewu, 1985p. 105), Nigeria, at the national level, has no meaningful common National Identity except laws, educational system, primordial ties and its associated ethnic prejudice, the mad-hurry culture, monicrazy, corruption and indiscipline. We share in the admonition of Nwatu (1986p. 133) that: “in a federation such as Nigeria where there are cultural differences, there is the need to take definite steps to generate national consciousness in the country without destroying cherished sub-cultural values”.

It is only when the spirit of national consciousness is cultivated that one can portray the image of his nation in his behaviour and strive to identify himself with national aspirations rather than with ethnic dictates. The magic wand of our national identity lies with a political leadership that would utilize properly conceived strategies to cultivate national values that would override primordial values and allegiance, “submerge the vigour of primordial ties beneath a broad commitment among all social (ethnic) groups

to the nation-state” (Orum, 1978p. 337), and the politico-social will of the members of the various ethnic groups to co-operate.

Education and Culture

A definition of culture that has stood the test of time and suits the contemporary times is that by Kluckholm (1951p. 86) who referred to culture as the “distinctive way of life of a people.....” In the traditional Nigeria society, traditional education, which has a functional system, was able to effectively prepare people to live peacefully. Traditional education was culture learning and perpetuation for excellence. That traditional curriculum that was culture elements and ingredients saturated met the needs and aspirations of the people. Traditional education is synonymous with traditional cultural education.

The ‘teachers’ of Nigeria’s traditional culture and the learners could not toy with the then cultural education and hope to meet the challenges of living that revolved entirely on cultural values. With the advent of western formal education in Nigeria beginning from 1842, traditional Nigeria cultures came in contact with Western culture while Southern Nigeria accepted western education or culture “the core North rejected it out rightly as they considered it a negation of the ideals of the Islamic culture and tradition.” (Agu, 1998:71).

From the inception of colonialism in Nigeria till Nigeria’s independence on October 1, 1960, Western culture through Western education and religion dominated the colonial times, defamed the once rich culture of the people and had a curriculum that was irrelevant to the culture of our people. Although Western Education and culture educated our people way from our traditional culture, there were areas of the traditional culture i.e. the cultural universals that could not be abandoned or relegated and so persisted. From Nigeria’s political independence in 1960 the bookish grammar-

curriculum that was quite irrelevant to the cultural life of the people became more entrenched than ever before. Irrespective of efforts to atone the curricula of educational institutions to effective social living via beaming it at our cultural heritage, the vices of the Western culture have swallowed our cultural behaviour such that our people suffer today from cultural complex or inferiority.

Today, the curriculum of educational institutions in Nigeria pay passing if any attention to Nigerian cultures. In fact, cultural education in Nigeria is relegated. Put differently, education in Nigeria no longer perpetuates Nigeria's cultural heritage. In addition, the inflexibility complexion of the curricula of our schools maker education not recognize dominant and emergent culture let alone perpetuate them.

Education is in extricably intertwined with culture. In fact the whole life of a people in a society is their culture. Education in Nigeria is yet to be substantially beamed at its culture-Nigerian cultures until this is done, Nigeria's education, which is culture deficient is irrelevant Nigerian schools in this century (21st Century) are neither preserving and transmitting our cultures nor are they preparing school clients for future living. Education in Nigeria serving as an instrument of cultural change as at today is farfetched.

There is cultural imperialism in which new culture have swallowed our Nigerian indigenus in culture. Schools in Nigeria are lagging behind and cannot keep pace with these cultural change. Nigeria's education is Nigerian in name but Western Cultural Tradition in reality. Uche (1984p. 31) said it al when he quipped that "our present day school curriculum is based on foreign style and content...(it) is..... Education that is not geared towards the culture of the (Nigerian) people".

2.05 The Concept of Academic Performance

Bell (.....), defines academic performance as success is measured by academic performance, or how well a student meets standard set out by local government and institution itself as career competition grows ever more fierce in the working world. The importance of student doing well in school has called the attention of parents, legislators and government education department alike.

Although education is not only the road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students. Academic performance is further defined as the extent to which learner has grasped the instructions put across by the teacher to a certain extent. (Yahaya 2006). Moreover, in academic achievement is something you do or achieve at school, college or university – in class, in a laboratory, library or field work. (Bala 2006)

Student's academic performance refers to the ability of students to score high grade in a test or examination after teaching and learning have taken place by teachers or lecturers through given the students test or examination and pass the test or examination very well. Academic performance as explained by Rothstein (2000) refers to as a successful accomplishment or performance in particular subject area of study in a given school by the professional teachers. Academic performance, on the other hands Rothstein (2000) revealed that on how students deals with their studies and how they cope with or accomplish different task given to them by their teachers in a fixed time or academic year. Alade (2000) posits academic performance as successful accomplishment or performance in particular subject area. It is indicated by grades, marks scores of descriptive commentaries. In their contribution, Kobaland and Musek (2001) explained that academic performance refers to as students' ability to study and remember facts and the competence to communicate knowledge verbally or on paper. This is in line with. Norman (2003) who carried out an analysis of factors leading to students' success in

intermediate accounting. Norman interest was to find out if factors such as academic performance in other courses, age gender, and primary language of communication affected Social Studies success. Norman (2004) reported that the most statistically significant factors which were related to performance in other courses, notably the element of Social Studies course. He also reported that male gender was not performing better than their female counterparts. The researcher however, reported that primary language of communication was a significant factor in students' academic performance in most Social Studies courses. Baumeister and Vohs (2004) explained that an instructional design is the process of arranging resources and procedures for the purpose to bring on changes in learning outcomes. This also is in line with Electronic Media based instructions effects on students' academic performance in Education due to the facts that resources and procedures were used in this study. The most vital information on improving academic performance tells that, there are three environment influences linked to levels of academic performance among students (NICHD, 2004).

These influences include the following:-

1. High quality parenting (the degree which a youngster is provided with an enriched warm and responsive environment which includes appropriate control and discipline over children are associated with both higher first grade reading and language skill which are very important to the above course of discussion i.e Social Studies which deals with man and his culture.
2. High quality child-care environment (stimulating activity and nurturing as reflected in high quality parenting) which also influence learning Social Studies
3. High quality first-grade classrooms (with a focus on literacy instruction, evaluative feedback, instructional conversation, and encouraging child responsibilities).

Flegm (2005) reported that in educational institutions, success is measured by academic performance, or how well a student meets the standards set out by the institutions after giving the students a test or an examination, using specified marking scheme according to the courses to be taught by the qualified teachers or lecturers at a given class in time. Flegm, (2005) remarked on the limited literature on this issue and pointed out the relevance of knowledge and its effects on the performance of Social Studies education among students in financial accounting at the colleges of education level.

It has been reported by Koh and Koh (2005) who are in the opinion that students with prior (High school) History or Geography knowledge do not perform better than those students have without prior Religious knowledge in a study conducted by researchers. Noinis and Hudson (2006) explained that lowering academic performance of standards by rewarding minimum effort and achievement (expecting less) is certainly a short-term strategy, but it is the one that will have negative long-term consequences. A more productive way to handle these concerns issues is to conduct empirical research to determine to what extent these trends will positively impact the academic performance of student's in Colleges of Education and use the findings from these studies to improve our academic programmes.

This is in line with Onasanya and Adegbija, (2007) further said that academic performance is the situation whereby the students can perform some certain task given to them by qualified teachers some exercises to be completed in form of questions so as to accomplish either by potting down on paper or asking students orally to identify the actual students' academic performance in any topic especially in Social Studies. On the other hand, students' academic performance is what the students have accomplished after some measures were taken from the students as far as questions are concerned, because through giving students technical questions by the professional lecturers can

rectify the real students' academic performance. The role of media material in visual communication is both unique and significant. Historically, symbols, is a basic fact generally in their capacity to attract the attention of students and convey certain types of information in condensed form. The objectives of any educational process is to determine the contents, methods and materials needed for achieving such objectives to the students, teachers, parents.

The means used for enhancing instructional effectiveness as aspects of Social Media employed for achieving the instructional objectives. Yadar (2007) contends that no course in any science or social science, related to mathematics, can be considered as complete without including some practical work, such as putting teaching into reality by using modern facilities of teaching even in the laboratories, and getting access to other information (media) so that the practical work could be carried out by individuals, either in science laboratories or in other classes in order to promote students' academic performance in any subject of studies at formal or informal schools. According to (Alavi and Hoseini, 2009) opine that some educational factors on the academic performance of the university students in chemistry, the investigators noted that the physical environment, the students' parents' educational level, job, and the student's gender had little meaningful effect on the students' performance.

Ross (2009) explored the factors affecting the results obtained by Southern African students on the professional qualification examinations. It can be agreed by many experts in teaching and learning that students taught with learning media encourage independent learning and method of teaching can perform better than those who were taught with conventional system. Gouch, (2009). opines that students who were taught with just-in-time teaching method (JITT) enhances achievement of Social Studies Students than other Methods. It is further stated that students taught Social Studies with

the use of JITT who scored 66 percentile ahead of those the same lesson with Lecture Method. The similarity between the above assertions with the present study is that any students taught with required ingredient can perform better than those taught without electronic media based instruction effect at all levels of educational sector.

Drennan and Rohde (2010) investigated the variables that influenced students performance in the first intermediate accounting class in Purdue University, Calumet, located in Hammond, Indiana. The researchers used regression analysis to examine the significance of our independent variables: cumulative grade point average prior to enrolling in intermediate accounting grade in the introductory Social Science class, and score on a diagnostic assessment used to measure general knowledge. The result of the study showed that proper foundation in a basic knowledge (measured by a diagnostic assessment) and overall level of academic ability measured by cumulative (CGPA) were both important indicators of success in the first intermediate accounting class. So that the above assertion is in line with the research opinion, which hoped that when media and teaching technique are put together while teaching and learning of Social Science it will influence the students' academic performance in teaching and learning of Social Science.

Considering the 2008 World Bank report by Akinsolu (2010), it is stated that there were concerns across Nigeria about the overall levels of learning competence with the perception being that teaching standards are getting worse, which require student to source information themselves. He observed that un-certificated teachers cannot prepare students for the purpose to obtain good certificates which will improve the students' academic performance in any course of studies, especially in Social Science course in which is always academic. Therefore, training and retraining of qualitative teachers in order to possess good skill of teaching and learning process through seminars and

conferences from time to time either direct or online, this will improve the level of students' academic performance easily.

Maric and Tongding (2010) reported that the massive decline in the performance of the candidates who were admitted into Universities and Colleges attracted great concerns from teachers, parents and lecturers across the country; this development is very much related to assessing academic performance in Social Studies courses. This is in line with the (Kamal, 2010) who sees the relation between teaching and learning as problematic, especially such as inadequate uses of media and teaching techniques by the lecturers while teaching and learning process as supposed to be by the accounting professional lecturers, is one of the worrying reasons that lead the students' to dependent on lecturers even at higher level of education without putting more effort to their studies independently. West African Examination Council (WAEC, 2011) observed that the area of weakness in Social Science Subject are that the candidates display shallow skills and techniques of Geography and Economics subject which are the evident in the monosyllabic answering of questions, there was poor presentation of answers and that some candidates answered more than one question in one page, and candidates could not answer questions that required application of skills and knowledge of problem solving the same with N.C.E. II and III Social Studies students in Social Studies, because lecturers are not fully presenting topics clearly while teaching and learning process. Academic performance, continued. Ibrahim, (2011) who said that academic performance refers to what students achieve in their studies and how they cope with or accomplish different learning experiences given to them by their teachers in learning of Social Studies. (Ibrahim, 2012).

Factors Affecting Students Academic Achievements

Many scholars consider some factors to have an effect on the student's academic performance because of their great influence in the teaching and learning process.

Olobadewo (2005) pointed out some factors as analyzed by many scholars in his research on school facility conditions and student academic achievement to have a great effect on student performance, "school size and class size, linking indoor air quality, ventilations, school building edge, thermal, comfort and host of others, they do affect teaching and learning processes either negatively or positively". These factors have a great effect on students' academic performance they were discuss by Olibadewo as follows:

School Size

Olubadewo (2005) Asserts that, Schools in Nigeria, especially the urban centres, are growing larger compared with situation of some decades past. It is not uncommon to find schools running shift systems in urban centres, while in the schools, over population and concentration is the usual phenomenon. A single school in some areas like Lagos, Port Harcourt, Abuja, Kano and even Ibadan, schools have a population of two thousand or more students to house. Researchers have proved beyond doubt that over population in schools affects students' learning and the administrative competence of the principals. The argument that smaller school may likely be better managed and perform better in the examinations because of size may be buttressed by Barker and Gum (1964). They further conclude that there are strong forces within small schools that create, stimulate, and even compel students to become more active and involved in school events and learning than in large schools. The soundness of these observations have withstood the test of many newer studies. Wisely et al (2000) in Olubadewo (2005) further asserts that the small schools can:

- Improve education by creating small, intimate learning communities where students are well known and can be encouraged by adults who care for them and about them.
- Reduce isolation that adversely affects many students.
- Reduce discrepancies in the achievement gap that plagues towards children; and
- Encourage teachers to use their intelligence and skills.

Class Size

Class size is another important factor in school design and drives a host of costly facility related issues that are part and parcel of school buildings planning, design, construction, cost, maintenance and operation. Scheinder (2002:13) in Olubadewo (2005) opined that: Education is labour intensive, class size is a big factor in determining the number of teachers needed and hence, how much education will cost, while social scientist are engaged in an intense debate over the effect of class size on educational outcomes there is widespread popular believe that smaller classes are better. In most of our schools today, the number of students found in a single classroom outweighs the strength of the single teacher that teachers the course. Class size has effects on student performance as well as the teacher's input to the class handling. In a class where there are 70 students, it becomes very difficult for the teacher to give full attention to student's needs. Olubadewo (2005).

School Building

The age of the school building has been tested as a factor in relationship to student achievement. To the third world countries and even Nigeria this may not be seen as a serious setback to students learning but researchers in other lands approved the contributions of school building age reasonable doubt. Age of school in and of itself is usually not an important factor in influencing students performance, but the building components that are necessary for good student learning (e.g. thermal quality and

acoustical control) are normally absent in older buildings. It has been discovered that the age of the building composites the acoustical level. In the struce of building the weaker the structure and the more penetrable the external noise level. It is equally believed that if these older buildings do have some of the important components, they may well be compromised because of poor maintenance or retrofitting practice. Earthman and Lemaster (1996) concluded that older buildings usually do not have the main attributes of a modern building that are associated with a positive physical environment conducive to student learning.

As a result many researchers have used age of the building as a variable that might help explain student's achievement. McGuffey and Brow (1978), Plumely (1978), Chan (1979), Garret (1981), Bowers and Burkett and Philips (1997) have all found age of school building to explain a of the variance of students learning. All things being equal, students in modern building perform better on achievement test than student in older buildings.

Price water house Coopers (2001) in Olubadewo (2005) revealed that:

- Good teaching takes place in schools with a good physical environment
- Good school leadership can also be found in schools with a high quality capital stock.
- The general attitudes, behaviour and relationships amongst peoples and staff are more conducive to learning in those schools which have had significant capital investment

Ventilation Effect on Performance

Olubadewo (2005) states that it seems obvious that in sealed space, without the availability of fresh air from outside, the occupants of that space will die from asphyxiation. Yet, despite this knowledge, deaths of workers in confined spaces

constitute a recurring occupational tragedy (national institute for occupational safety and health 1986). While this extreme condition is not encouraged or prayed for in our schools, a surprising number of classrooms lack adequate ventilation. It is evidence that occupants of a classroom without good ventilation cannot function normally and can't learn at their full capacity.

Kenned (2001) in Olubadewo (2005) believes that schools need good ventilation because children breathe a greater volume of air in proportion to their body weight than adult do, it is noticed even in the schools around our environment that one of the first noticed symptoms of poor ventilation in a building is a build-up carbon-dioxide cause by human respiration. In our lecture theatres, containing 100 students with a space made for 40 students, the carbon-dioxide is likely to be more than the oxygen; hence students will complain of headache, drowsiness and the inability to concentrate.

Thermal Comfort

Haner (1974) found that the best temperature range for learning hardcore subjects and mathematics is 68-74⁰F and that the ability to learn this subject is adversely affected by temperature above 74⁰F. As temperature and humidity increase students report greater discomfort and their achievement and task performance deteriorate as attention spans decrease (King and Marans 1979). Though it is not easy to provide a common temperature to all students and teachers in the classroom situation, but minimum temperature level will keep them more comfortable. Thermal factors may seriously degrade teachers abilities to teach and may also affect their morale.

2.06 Sex Difference in Student's Academic Achievement

The question as whether the female or male students perform academically better is very vague and controversial. Some people hold the view on these issues, one of such persons was Oakley (1993). Studies on gender suggest that by the age of eleven (11),

many youngsters demonstrate sex-stereo typed behaviour and attitudes (Ditchfield and Scott, 1987). At the age of 13 and 14, youngsters attach gender labels to school subjects. When asked to rate different subjects on a masculine-feminine scale, the authors rated Woodwork and physics as most highly masculine while English, French, Typing and Cookery were rated as most highly feminine. History and Biology were fairly neutral on the scale (Haste, 1987).

After series of experiments on reading attainment, Thompson (1975) maintains that, there is no significant different between the academic performance of the male and female students. However, Morgan (1966) came out with his view that sex differences are not very impressive in the early years, although, girls do show an early consistent superiority in verbal behaviour. He further contended that sex differences became noticeable about the time of adolescence when female are generally believed to be better in verbal problems.

Ademola (2000) asserts that gender is a distinction of norms and it was revealed that in effective communication and interpersonal skills of teachers result in under achievement of students be it male or female in schools and the existing of psychological differences between males and females which is reflected in the result of psychological testing (Ture, 1993).

Phoneme and Carpenter (1981) reported significant interaction effect of teachers' gender by students' gender, stating that when male teachers teach female students and female teachers teach male students their achievements in subjects are enhanced. They, however, noted that female students taught by male teachers perform significantly better than the female student taught by female teachers, and the pattern was observed for boys. Girls in single sex schools tend to perform better in examination than boys in co-educational schools (Lockheel, 1990).

Stang (1956) observed that the girls' fasten maturity placed them in a situation to be interested in language acquisition of vocabularies. Olachpo (1980) opined that girls performed better than boys in reading comprehension. He attributed this trend to the fact that most of our secondary school girls come from wealth homes, the boys, on the other hand, have their mental ability tending towards science oriented subjects such as Physics, Chemistry, Biology and Mathematics. To attest to this assertion Cowrey et al (1950) as quoted by Strang (1958), Jensen and Finley (1966), Bishop and Anderson (1990) and Adebisi (1977) maintained that males develop a more scientific and experimental attitude towards science subjects while less kindness in experiment orientation.

In their view Davie et al (1972) maintained that girls are generally more verbal and tend to loving languages than boys at school age and fewer reading, speech and general backwardness problems, while boys are more advanced in numeral skills.

Different instructional strategies have relative different effectiveness on students' academic achievement. Olubunmi (1991) compared the effectiveness of laboratory approach and the traditional method of instruction cognitive achievement of integrated science students, and he found significant difference in laboratory approach. Bichi (2002) compares the effectiveness of problem solving instructional method and traditional method in promoting students' academic achievements in evolution concepts and found the former to be more effective than the later. Similar findings have been reported by Martins (1994), Jensen and Findley (1996), and Adara (1997).

In most cases girls in Nigeria record more credits in Arts related subjects like English, C.R.K., Literature in English, History, Social Studies and Science related subjects. Hence in our universities and other higher institutions girls outnumber the boys in English and literary studies while in the medical schools of most university boys out

umber girls. From what has been stated above, it shows those biological differences in human make up such as those between male and female that suspected one sex may have a learning edge over the other sex. The boys who are regarded as the dominant and even “superior” sex, people readily believe that they intrinsically have better brains and learn much better than girls. Of course modern psychological studies have convincingly pointed out that the individuals cultural setting and the environment which impinges on the individual rather than differences in the intelligence make-up of male and female affects learning intrinsically, there is practically no significant difference in the intelligence between a male and female individual which can be traceable to sex difference per se.

Gesell (1954) has pointed out that before eleven (11) girls perform better in mathematical operations than boys of the same age level, the girls performing better than boys is due to their mothers exposing them to cooking and measurement of food items. He further argues that the girls as this stage are more expose to practical mathematics than boys.

Tyler (1956) pointed out that girls do better than boys in classificatory and discriminatory tasks, while boys are accorded better performance in visual and spatial tasks of the three-dimensional make up. Girls are more exposed to colour materials than boys. Ezewu (1988) using Nigerian secondary school pupils found inconsistent results as regards sex difference in Mathematics and English language performance. Okoye (1983) using primary school pupils found no significant differences in the performances in Mathematics and English in boys and girls. In conclusion, it can be argued that whether a boy or a girl performs better would depend on the individual boy or girl. Given various cultural and environmental contingencies which impinge on the boy or girl sex differences performance per se, is not withstanding.

School Discipline on the Academic Achievement of Students

Discipline is an essential characteristic of any society and no community can run smoothly without rules and regulations and some means of enforcing them. As the school is an institutions set apart for inculcating the norms, values and ideals of the society into our youths, invariably all educators have shown concern about acts of indiscipline in our schools as it affects academic achievement.

Discipline is often equated with guidance, however, it might be more appropriately described at the method used by the parents and teachers to ensure that children comply with that guidance. The Oxford Dictionary of current English (2001) defines discipline as the training especially of the mind and character to produce self control, habit of obedience. The result of such training is ordered behaviour, for example among school children. Gilmer (1970) says discipline means more than correcting a wrong; it means establishing rules and regulations helpful in preventing trouble.

Lingnen (1957) gives three meanings of discipline, in his opinion, when a teacher says, “what he needs is discipline”, he might mean to say three different things; one common meaning is “punishment”. The teacher may be saying that he thinks the boy ought to be punished. The second common meaning is “control” by enforcing obedience or orderly conduct. Here, the teacher may be saying that the boy needs to have someone to direct, control and limit his own behaviour. A third common meaning is that of training that corrects and strengthens. This simply implies that discipline is the self control of an individual within the school system; discipline implies respect for school rules and regulations. Lack of discipline in a system or organization affects students’ academic performance. Hoover (1976:3) observes that, good discipline aims at helping the individual to adjust personal and social forces of his experiences. Adenifi (1974) noted

that school is a macrocosm of the society and for any teacher to enforce discipline; he must have the backing of the principal and other members of staff.

This social inter-relationship between teachers and principal easily permeates to the students who in turn strives to keep to socially accepted behaviour. Consequently, a greater sense of academic aspiration and curiosity is aroused in giving way to high academic discipline or achievements. In addition, the manner of maintaining discipline in schools can have much effect on students' response to others (Trotter, 1972:23). He concludes from this study that "the student who learns the golden rules to the tone of the history stick into others, this means that behaviour depends on the way the child was brought up that is response to both environment and expectations". Gelzel (1963) also pointed out that needs and expectation may both be thought of as "motives". Behaviour can be derived from personality's sets and propensities as well as from the institutional obligations and requirements. This too can determine the individual's disposition to absorb learning experience and will consequently determine his level of achievement. Studies by maladjustment in students are caused by failure to learn. Maladjustment is a result of over dependence and instability which can cause backwardness in learning.

Pring (1937) and Bradly (1977) concluded from the studies that those positive disciplinary measures which result from interest or any other world that capture the attention of the students will go a long way to solving the disciplinary problem in the class and school at large. This means, therefore that teachers can solve most disciplinary problems in schools and increase class performance by designing the programme to meet the students' interest and curiosity.

Richardson (1957) carried a study on the effect of punishment on students' attitude towards teachers and learning and came out with the result that teachers who punished frequently are not regarded by the students and sometime are mostly feared by the

junior ones. However, students do strive for those teachers who rarely resort to punishment. Another research carried out by Backman and Second (1968) found that academic success and failure are cumulative and both lead to positive or negative behaviour. They are mostly reinforced by the teachers' approval as well as respect by the peers in the case of success and reverse is the case of failure. From the summary of the above, conflicts were discovered to exist in Southern Secondary Schools of Taraba state in the following dimensions:-

1. Poor interpersonal relationship between the principles and their subordinates;
2. Indiscipline among teachers particularly during staff meetings;
3. Wrong decision making;
4. Incessant transfer of staff;
5. Wrong channel of communication;
6. Low level of teachers' commitment to work;
7. Low performance of students in the final secondary school certificate examination;
8. Poor relationship between school and the local community and
9. Red-tapism in provision of promotion and in-service opportunity for teachers.

The bottom line of this conflictive nature of Southern Secondary Schools could be attributed to the prevalence of poor disciplinary climates. Unless properly checked and managed, indiscipline inevitably reduces the good image of a school, and may make the realization of policy objectives difficult. It is against this background that the study investigates on the effect of disciplinary climates on the growth of conflicts in Southern secondary schools.

2.08 General Learning Problems

Maiwada (2015) explains that a teacher who succeeds in creating a learning situation has set in motion a psychological process that is central to the success of his students, and the students may come across some problems which may serve as an to their

learning process environmental factors of rural and urban are some of the problems to teaching and learning. This may be perhaps the reasons why it is held that the concept of learning is one of the most studied topics in psychology. In connection to that, effect of rural and urban setting on learning needs to be explored, not only by psychologist but also by other educators.

The Concept of Rural Setting

Rural setting can be defined as a remote area in which there is low ration of inhabitants in which the most important economic activity are the production of foodstuffs, fibres and raw materials. In rural areas, people lack good social amenities like good roads, electricity, pipe born water, and many other social infrastructures. Historically, rural referred to areas with low population density, small in size and relatively isolated; where the major economic activity was agricultural production, and where the people were relatively homogenous in their values, attitudes and behaviours (Better, et al, 1975). In Nigeria, rural areas have been defined as areas with a population less than 5,000 in 1955, less than 10,000 in 1963 and less than 20,000 in 2000 (Igbokwe, 2001).

Concept of Urban Setting

Urban setting is a geo-political representation of an area that is characterized by the presence of social amenities like organized security system, schools, medical services, portable drinking water, motorable roads, communication and information services, electricity, etc. These facilities provide basic reasons for effective and functional teaching and learning process in urban areas. For instance, a school that has modern information services with adequate water and electricity supply, qualified personnel and dedicated students ensures sound teaching and learning foundation.

Table 1: Characteristics of Rural and Urban Settings

RURAL	URBAN
Has low population density	Higher population density
Small Population size	Large population size
Agriculture is the major economic activity of more than 50% of the population.	Majority of the population engage in manufacturing commercial and administrative services.
Lack of inadequate social amenities e.g.	Availability of social amenities e.g. good

roads, electricity pipe burn water etc.	roads, electricity, pipe-burn water
Lack modern information services e.g. telephone, internet access, etc.	Presence of modern information and communication services
Low number of schools	High number of schools
Unqualified and low number of teachers	Qualified and many teachers available
Small Scale Industrial Activities	Rise of industries, Increase in retail and whole sale trade
School's location is far from their destination	School's location is central

Source: Author's Illustration

The definition of rural and urban varied due to diversity of the areas in different societies. Collection of features such as population size, predominant occupations and opinions of the people, is used by some scholars to classify rural or urban areas. Primary gross enrolment rate in urban areas of Kano in 2005/2006 was 129% compared to 100% in the rural areas. For instance, in Kano State, rural local government area of Makoda has the lowest primary gross enrolment rate compared to the urban area of Gwarzo, which was almost twice the enrolment rate in primary school (NEMIS, 2006).

Table 2: Factors Responsible for Rural and Urban Differentiation

FACTORS	RURAL	URBAN
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Social Control: These are Individual behaviours Depend on formal guided principles of the are guided by societal institutions like police, individual's behaviour. norm and values. road safety officer, traffic

Gossips are used to wardens.
control on violation.

Social Differentiation: The tendency of social interaction to generate social differences among people such as differences in status, ranks, functions, etc. Deals with people of common traits like farmers of the same religious groups, cultural social and economic level Professionals with high level of integration and interdependences through specialization and division of labour

Size of the Place: Inhabited area rather than total land Usually smaller in size Large in size

Occupation: Types of employment available Farming, pastoral and collecting enterprises like petty trading, arts, weaving etc. Manufacturing, commercial and administrative occupation

Social Integration: this denotes to patterned relationship of an individuals with one another through expression of ideas, thought and action towards achieving specific goals Places of interactions are water site, market days, worship area, marriage and naming ceremonies Social contacts are noticed in high quantity and quality

Population Density: This refers to number of people per unit area of land Large expenses of land with relatively small population Large number of people

Social Stratification: Manners in which societies rank its members into different hierarchy on the bases of status, Social classes are fewer and closer Much higher social classes and wider

birth etc.

Social Mobility: Movement of individual from one social class or group to another such as success in economic per suit, education, job, etc. Social mobility is slow and small Improvement of social infrastructure

Source: Author's Illustration

Factors that affect learning negatively in Rural Areas

Some of these factors include:

1. **School Location:** Is a factor that affects school enrolment and attendance. If schools are located far away from households, children would be absent since they are not initially enrolled.
2. **The Pupils-Teacher Ratio:** Teacher-pupil ratio is lower in the rural than in the urban area. The anxiety to send children to school is lower in rural area. Some of the reasons are some parents want their children to help them on the farm, some parents do not have sufficient money to give their children even for daily feeding at school, and some are not even interested in formal education because they believe that it takes children out of home after graduation, instead they prefer their children to remain with them on the farm.
3. **The quality and quantity of the teaching force:** The quality and quantity of the teaching force in rural schools is much less than that of urban schools. Teachers in rural schools frequently disturb the school supervisors to transfer them to urban schools. Married female teachers in particular prefer to stay with their husbands who frequently live in urban areas. Many teachers are frequently posted to the urban areas at the earliest available opportunities hence negatively affecting the teaching

and learning in rural areas. For instance, in 2006 the proportion of qualified primary school teachers in Kano Municipal Local government area (an urban area) was 32% compared to 7% in Kunchi local government area (a rural area) [MOE, 2008].

4. **The Physical and Teaching Facilities:** Facilities in rural schools such as buildings, laboratories, sport facilities, toilet and sanitary facilities are often smaller and less efficient than those in urban schools.
5. **Inadequate basic social amenities:** Electricity, portable drinking water, motorable roads are either poorly functioning or mostly not available in the rural area. Thus, learning in such condition may not produce the desired outcome.
6. **Socio-economic problems:** Most of the people in the Nigerian rural areas are living below the poverty level (Abdullahi, et al, 2005). Rural areas are also characterized with obsolete agricultural practices and equipment, joblessness, and laziness. Indeed, these factors accelerate the backwardness of the areas and failures in teaching and learning.
7. **Gender Inequalities:** In Nigerian rural areas, female students in primary and secondary schools tend to be less than their male counterparts (MOE, 2008).

Solutions to Learning Problems in Rural Setting

1. Government should collaborate with wealthy individuals to build schools not too far from the rural destinations.
2. Enlightenment programs should be established, and if they exist should be strengthened to the rural populace, for the importance of formal education.
3. Awareness programmes should be given frequently to the rural teachers and to the teachers transferred to urban area on how to accelerate development in rural areas.
4. Provision of teaching facilities should be increased e.g. laboratories, sport facilities, sanitary facilities, etc.

5. More social amenities such as schools, electricity, portable drinking water, and roads should be provided to minimize rural-urban drift in Nigeria.

However, two possible approaches can be used as the solution to the problem of rural schools (Jibowo, 1992). First is to alter or change the structure of rural school from what they are at present or to continue with the present but to improve on them. Altering the structure involves consolidation of schools. Consolidation is expected to bring the following merits:

- i. More qualified teachers, more effective supervision and school administration and employment of qualified teachers should be increased, thereby training of more teachers should be constant.
- ii. More adequate school should be created at the centres of rural areas.
- iii. Increase school attendance through more enrolments of children with effective school's supervision.
- iv. Improved educational programmes based on the social needs of rural children and aimed at improving them mentally and physically.

The second possible approach for providing solution to the problems of rural school is to continue with the present school structure but improve on it via community efforts. The Parent-Teachers' Association (PTA) and the School-Based Management Committee (SBMCs) may take the responsibility to provide solution to some of the problems. This should be in form of cooperative relationship between the school and the community. If parents are in need of qualitative education for their children then they should play active role in the process of providing such education.

Factors that affect learning negatively in Urban areas

The following are some of the additional factors that can affect learning negatively in urban areas:

1. **Over Population:** In Nigeria, the urban centres are over populated, thus, various sectors including education are affected. It is normal for the pupil-classroom ratios in primary and secondary schools to be very high, thus leaving the classroom environment to be overcrowded.
2. **Tension and frustration:** Due to various activities in urban areas, tension, anxiety and frustration easily affect learner's scholastic attainment. Examples may be found in poor transportation system where a student cannot get to school on time due to traffic holdup, lack of sitting space in class leading to prolong standing and tiredness which might create tension and frustration.
3. **Social Vices:** Social vices such as corruption, forgery, robbery, the menace of gangsters, prostitution, and school dropouts are common in urban areas. Youth are normally attracted to join such groups because of their extravagant life. Those attracted become truant from the school and later dropout from their schools.
4. **Inadequate Private Sector and Community Participation:** Though basic education is the responsibility of state and local governments, the contributions of the NGOs and CBOs towards educational development need not to be emphasized. However, the writer has observed less private sector and community participation in education in urban areas than in the rural areas.

This is evident in the number of interventions given by USAID, UNICEP, UNDP, DFID and many other organizations in the rural areas compared to the urban areas. Though, the national policy on education has recognized the importance of the SBMCs, even if these committees exist in urban schools one can claim that they are not functioning.

Solution to Learning Problems in Urban Setting

- a) Additional schools, classes, libraries, laboratories, etc, should be constructed to accommodate more enrolment. The standard number of pupils per class should be established and be maintained strictly.
- b) Organized transport should be introduced to eliminate student problems with regard to transporting themselves to school.
- c) Job opportunities should be created for the army of school leavers in order to engage them in productive employment leading to rural development and the society at large.
- d) Counselling centers should be established to enhance social aspirations of the youths.
- e) Government should adequately provide the security needed so as to fight crimes of various dimensions.

Therefore, it is concluded by most psychologist that environments in which the individual inhabit affect learning. This is attributable to saying a conducive environment enhances learning. For a good academic achievement to take place in rural areas there has to be an improvement in the provision of social and economic facilities that will speed up the progress of the rural environment.

2.09 Socialization In the School And the Society

Man's actual humanization and capacity to effectively function within a given social context is dependent on one's socialization orientation perpetrated through schools and non-school agents, all within a society. Although the schools constitute an integral part of the macrocosm herein referred to as the society, yet its superficial incision from the society for selective attention in this discourse is to stress the crucial place of the school – a micro-society - in the overall socialization process. The thrust of this chapter is to explore the place of the society and school in human's socialization.

The Concepts: ‘School’, ‘Society’ and ‘Socialization’

The delineation of these concepts for our purposes at the outset will assist immensely in the understanding of the ensuing discourse. ‘School’ is the formally established social institution or agency, constituted mainly by students and teachers, where the latter in a teaching-learning process, in and out of a designated school premises, inspires, guides, and stimulates the students to predominantly learn the ways of their society in the bid to become functional and productive members of the given society and beyond. Schools are located in society and constitute part of the societal entity.

‘Society’ may be viewed as an organized, relatively large distinct social group who live in a specified, geographical configuration, sharing a common culture (which in our context – a plural society is the centrifugal elements binding us together), and interlocked in a continuous process of social interaction in accord with agreed and shared pattern of social behaviour norms (Mezieobi, 1992p. 193). Of all the elements which give meaning to humanisation, the process of becoming, and actually becoming a human being, is the most significant is socialization. Socialization is not an inherited or genetical quality of a biological organism in the sense of one merging with it at birth. It is a lifelong process that gradually develops in the process of one’s repetitive interaction and indulgence in divergent role performances in a social group.

There are as many definitions of socialization as there are scholars of, or writers on, socialization. A few of these definitions of socialization will suffice for our purpose. According to Musgrave (1972p. 17), Socialization is the “Process of defining or clarifying a situation to the new comers to any group”. To Ikwumelu (1993p. 144), Socialization is the “initiation of an individual or a group of persons into an existing life style of a given society”. In the words of Merton (1957) in Enoh, Bamanja and Onwuka (1978;. 7), socialization is “the process by which people selectively acquire the values

and attitudes, the interest, skills and knowledge – in short the culture – current in groups to which they are, or seek to become, members’. Onwuka (1978p. 127) sees socialization as a “process by which an individual is led by the adult or experienced members of a community to develop acceptable behaviour”. A critical appraisal of these definitions and more would reveal five main shortcomings of the conceptions of socialization that pervade the definition of socialization in many sociological and educational literature. They are:

1. The definitions are restrictive in the sense that they tends to focus only on “new comers or neophytes”. And in some cases immigrants;
2. They insinuate total conformity to group life ways, hence Onwuka (1978p. 127) noted that ‘Socialization is an instrument of conformity’. Rose (1971p. 141) puts it thus “a major requirement of every society is that its young learn to conform to the basic elements of its culture;
3. These definitions of socialization tend to make us understand that all socialisees, even in the same socio-cultural environment or circumstances, acquire similar personality or behavioural characteristics;
4. That socialization is always a planned and deliberate action. In this way, unconscious or spontaneous socialization is ignored.

Nonetheless, the socialization truisms or creeds are:-

- I. That it is a learning process acquired through the process of group interaction and close touch with the realities of one’s social world;
- II. Socialization occurs in specific and varying social contexts;
- III. Meaningful socialization mirrors the socializee’s social world;
- IV. The goal object(s) of socialization are realizable through the concerted efforts of different agents – the school, family, religious organizations, peer groups, the

mass media, occupational groups and various other formal and informal socialization ‘teachers’;

- V. There are factors inherent and external to the socialized that also influences his socialization. These include previous experience (if any), temperament, intelligence and aptitude;
- VI. Socialization of human animals takes quite a long period of time;
- VII. Socialization is a two-way symbiotic process which benefits both the socialisee and the socialiser, as both of them are simultaneously being socialized.

For our purposes, socialization will be defined as a process of becoming truly human or a member of a given society in which one continuously engages in its cultural or social learning which culminates in one’ adaptability and responsiveness to changing roles, expectations and demand of a given social milieu or social group by fitting into it and functioning effectively as a member of that society.

Functions of Socialization

The functions of socialization include:

- 1. It prepares individuals for their functional roles in a dynamic society;
- 2. It functions as an instrument of societal continuity through cultural transmission from one generation to the other (Chinoy, 1967p. 75).
- 3. It gives an insight into why there are very wide differences in personality configurations and behavioural dispositions, and why there are differences among members of a society and between members of two or more societies;
- 4. It serves to tailor group behaviour towards societally approved ways of life or goals – a striving to enforce a degree of conformity, group cohesion, essential for social stability;

5. In fostering conformity to accepted societal standards of behaviour, ideals and preferences, the principal requirement of every society, socialization surreptitiously functions as a social control agent.
6. Socialization may serve a status or role ascription function if through the socialization process say in a family, a child is influenced by his parents, to assume the status or roles of the latter (his parents). There is no denying the fact that the socio-economic status of one's parents may influence their children's own statuses to some extent.
7. Socialization not only emancipates human beings particularly at childhood from their helpless dependency on parents or their family for about "15 to 25 percentage of his total life span" (Popenoe, 1977p. 109) or between 15 to 20 years of values, social skills and behavioural patterns inculcated in them.
8. It gives fillip to a continuous lifelong socio-emotional relationships or link among members of a given society and between the socialize and the entire society.

In strict sense, socialization inducts societal members into active participation and effective functional productivity in the society with a view to preserving, maintaining and perpetuating societal existence or longevity.

2.10 Theories of Socialization

Although the process of socialization spans through one's life from birth to death, eight main theories are discernable in the explanation of this process. They are the theories of Charles Horton Cooley, George Harbert Mead, Emile Durkheim, Jean Piaget, Sigmund Freud, Erik Erikson, Uga Onwuka and Erving Goffman. A brief insight into these theories will suffice.

1. The crux of Charles Horton Cooley's (1964) Theory of Socialization

Cooley purposes that in the process of ensuring social interaction between a child and his parents in the family and others in the interactive milieu, children start to develop a sense of self or self-image-consciousness or awareness of their personality and social identities. Cooley referred to this 'self' as the 'looking-glass self' which is constituted by three principal components;

- i. One's perception of how one's behaviour appears to others;
- ii. One's perception of how others judge or perceive one's behaviour; and
- iii. One's feelings about those judgements of others.

These entail that the development or formation of self is a social product resulting from how others, particularly in primary groups, in the process of social interaction, judge, or respond to, one's behaviour. Ultimately, what can be gleaned from this theory is that one's socialization is a function of social interaction.

2. George Harbert Mead's Theory of the Process of Socialization.

Mead (1934), a Social Psychologist, building on the works of Cooley, developed a theory of the process of socialization known as symbolic interactionism. The theory states that the 'self' is composed of two parts namely:

1. The 'I' – the natural distinguishing unique characteristics of each person; and
2. The 'me' – the social make-up of the 'self' which are the internalized parental and societal demands and expectations, and one's awareness of these demands and expectations.

According to Mead, the 'I' develops before the 'me'. This is because the 'I' is inborn in everybody while the 'me' is learned in society. The development of 'self' or 'self-

image' involves what Mead called 'Minding' – an ever-present conversational intercourse between the 'me' and the 'I', with the former censoring the latter. Mead categorized social demands and expectations in a given social milieu into two- those of the 'significant others' (i.e. Part of team mates, authority figure with whom the child is in close personal relationship) and those of the 'generalized other' (i.e. impersonal, group, community or societal demands and expectations).

To Mead, the process of socialization or the development of the 'self' and one's total personality proceeds in three sequential stages: the imitative stage when children copy or emulate their parents' behaviour or 'doings'; the play stage when children begin to role-play their parents, activities or other life social roles without consciously perceiving role playing as a social necessity.

The development of the 'me' commences at this stage; and the game (or self-development) stage when children now accept roles in a social setting quite appreciative of their own importance to their social group and vice versa. At this stage, socialization becomes a function of the 'significant others' and the 'generalized other' – the entire larger society.

3. Emile Durkheim's Theory of Socialization

The focus of Durkheim (1956p. 87), a Professor of Education and Sociology, who was bereft of a firm grasp of the psychological processes, is that socialization should be forced down the throat of the socialized by adults in an autocratic manner such that they imbibe society's norms which would, invariably, constitute the socializee's 'self' and personality. In other words, socialization and all it connotes should be imposed on socializes, particularly the neophytes because of their state of passivity, suggestibility and susceptibility to force. Enforced social learning may be counter-productive.

4. Jean Piaget's Theory of Socialization

Piaget (1965), a Swiss Psychologist, was opposed to Durkheim's socialization theory of hypnotic compulsion. To Piaget, Socialization should be a product of social experience in which the socialized was not forced to have the social learning, but in which he became socialized by social interaction, especially with peers, exploration of the co-operative play type, and unquestioning acceptance of society's life ways and accepted standards of behaviour which the adult members of the society had endorsed as just and proper. Piaget sees socialization as a gradual process which is developed in the socialize through experience which he acquires in his peer group. To him., socialization should anchor on peer group and their influence rather than on the authoritarian indoctrination of neophytes and immigrants by adults.

Although Bronfenbrenner's (1970) study of the socialization process in the U.S. and the Soviet Union revealed the strength of peer group in socialization if they are taught, yet peer group socialization is not the best and cannot be relied on as the principal socialization agent, even if they (the peers) are in very close contact with adults. Meaningful and most effective peer group propelled socialization must have adults at the background to indirectly guide the process and in fact directly teach societal values, devoid of adult authoritarianism though.

5. Sigmund Freud's Theory of Socialization

Freud, the father of Psychoanalysis, Unlike Cooley and Mead, who saw socialization as a social product, resulting from social interaction, focused on the biological and emotional factors of the socialization process (Hall, 1954). According to Freud, one's total personality resulting from the process of socialization is divisible into three, namely: the id, the ego, and the super-ego. The super-ego roughly corresponds to the Mead's 'me', when one is said to have completely imbibed societal 'dos', and 'dont's'. Impliedly, the super-ego is the highest stage of the socialization process. Freud

articulated that appropriate socialization is a function of a balance of these variables at all stages of human development.

Despite Freud's over-emphasis on the biological factors of socialization, he nonetheless paid peripheral attention to the social factors in socialization. With regard to his social contribution to socialization, he noted that that socialization and its accompanying human personality was almost completed at childhood or in early childhood, and in fact within one's family and that further socialization after this period (childhood) was extremely difficult of attainment. Impliedly, therefore, Freud saw parents as the only portent factor in socialization. If he meant the first few years yes, but no if he is perceiving it in the light of total life socialization.

According to Freud, the child's family or parent has the sole responsibility of developing the child's super-ego, the norms and values of his society in order to enable him (the child or socializee) behave according to culturally approved patterns. Freud was also of the opinion that a number of psychological factors such as aggression and love inherent in persons may hinder the socialization process unless of course they are repressed for positive socialization to take its course. No matter how incorrect this contribution may be in socialization of the contemporary times, or in modern socialization or educational interpretation, Freud, however, laid a foundation on which scholars such as Erich From, Alfred Adler, Karen Horney and Carl Tung drew upon to emphasize the place of socio-cultural factors in socialization and human personality.

6. Uga Onwuka's Theory of Socialization

Uga Onwuka's (1978 pps. 118-123) theory on the process of socialization corresponds to the four stages of human development. Onwuka, maintains that socialization progresses in four stages in the following ascending order of maturity: the oral stage, the anal stage, the oedipal stage and the adolescent stage. In the first stage which terminates

at the first year of life, the human for his socialization depends on the mother and her assistants or representatives. At the first part of this two level stage, the child is passive and helpless. At the second level, the child begins to be aware of his environments, its like and dislikes and others in it.

At the anal stage which lasts till year 3, socialization to, some extent, is by imposition with reward for correct performance. The socializee begins to play certain roles different from those of the mother socializer. He begins to discover himself and strives towards independence. At this stage, the socializee becomes very aware of the sex gender to which he or she belongs and invariably manifests that sex behaviour.

The oedipal stage which, according to Onwuka, is the third stage of socialization lasts till about the age of thirteen. During the first phase of this stage (the oedipal phase), which lasts till age 5, the socializee's mother constitutes the major agent of socialization and the former acquires and acts out his or her sex roles. During the second phase (the latency phase), the socializee acquires and masters skills, roles, and societal demands indispensable for his/her independent existence. At the next stage – the stage of adolescence – the socializee is still mainly under the socializing influence of the home but he is also subject to the influences of age grade, peer group and teachers for those in school. From this stage, the socializee 'graduates into adulthood', and acquires its associated experiences. Onwuka (1978) asserts that successful socialization entails the socializee's capacity to make 'fundamental distinctions in socialization' from a pair of four possibilities which he outlined as:

1. Diffuseness-specificity: distinguishing between specific and diffuse roles;
2. Affectivity-neutrality: expressing one's feelings or exhibiting self-restraint or control;

3. Universalism-particularism: decision as to whether or not to respect rules that apply to everybody or to respect the rules of a particular group i.e. Peer group or age grade.
4. Quality: What the role occupant emphasizes; the possession or achievement of requisite qualifications, skills or performance’.

7. Erik Erikson’s Theory of Socialization

Erikson (1963 pps. 55, 65-66;: 1970), a psychoanalyst or social theorist, in his psychological stages of development, propose eight stages of socialization popularly known as the “Eight Ages of Man”, They are:

1. Trust Vs Mistrust (from birth through first year);
2. Autonomy Vs Doubt (in second year);
3. Initiative Vs Guilt (from third year through fifth year);
4. Industry Vs. Inferiority (from sixth year to puberty);
5. Identity Vs Role Confusion (at adolescence);
6. Intimacy and Solidarity Vs Isolation (at early adulthood);
7. Generativity Vs Self-absorption (Young and Middle Adulthood);
8. Integrity Vs Despair (Later Adulthood). What is gleanable from Erikson’s theory of socialization can be outlined thus:
 - i. That a socializee wades through eight stages in the process of socialization;
 - ii. That each stage is saddled with alternative ways (positive and negative outlined above) through which a socializee orients himself to his social world;
 - iii. The socializee is subject to some form of socialization (personality or behavioural formation or personality modification and re-modification) in every stage of the socialization process.

- iv. The decision one makes at every stage determines his personality at the stage which may influence his socialization in the later stages.
- v. That wrong or deficient socialization at any given stage may be corrected in a later stage and vice versa.
- vi. Unlike Freud who restricted the socialization instrument to parents in the family, Erikson extends socialization agents to the school, peer groups, friends and acquaintances.

Despite the plausibility of much of Erikson's theory, his psychosocial stages of development are at best speculative for they lack "the rigor of a strictly scientific delineation of stages" (Hilgard, Atikson and Atkinson, 1971p. 65).

8. Goffman's Theory of Socialization

The focus of Professor Erving Goffman's (1959) theory of socialization is that the self or personality that emerges from the socialization process is a consequence of how the socializee has been able to project himself to others such that they-'the others'-accept the conveyed impression of himself which may be real or enacted (a deceitful acting). While we agree with Goffman that one's personality as perceived by others is to a large extent, a consequence of how one has presented self to others, yet Goffman's theory appears to negate early socialization and in fact the processes of socialization or the already socialized person at a point in time, how he portrays himself and is perceived by others and not how the socializee fits into his society's cultural matrix.

2.11 Socialization In Society

Socialization in the society would be most appropriately understood from the perspective of the place of the agencies (agents) of socialization. These social agencies of socialization include the family, peer groups, the mass media, and the school which for our purposes attracts an isolative preferential treatment in this discourse on account

of its significance and perhaps number or position (second to the family) in the overall socialization process.

1. The Family

Socialization begins in the family. In the family, the socializee (the child) is supposed to be presented with 'recipe knowledge' of his world-accepted norms and modes of conducts, values of his society-which may shape his later personality development. Despite the fact that the Nigerian family, in rural and urban areas, inclines towards having firm grip of its place in the socialization process, the practical realities of the family cast aspersions on its role as the 'principal or primary agent of socialization'. A number of factors account for this social trend. Among them are:

- a. An emergent craze today in Nigeria is to shift the socialization tasks as early as possible to day-child-care centres, kindergartens and in fact nursery schools.
- b. In the struggles for survival which the capitalist orientation entails, all normal significant others who are supposed to serve as role models of the child in his/her socialization experiences are deeply engrossed in the quest for materialism. Socialization in this circumstance becomes entrusted to the care of maids or house helps, where available or to older siblings.
- c. A majority of the parents, perhaps out of sheer ignorance of their place in the socialization of children, have implicitly and completely shifted their socialization role to schools, hence their incessant blames on the schools for their (the schools) inability to discipline the feral students.
- d. The Nigerian family is tending towards acute individualism or 'the isolated nuclear family' (Mezieobi, 1992p. 181) such that the significant others, apart from the direct

father or mother of a family, have ‘hands off’ from whatever assistance they would have given to socialize children of a family.

- e. In the traditional society, the upbringing or socialization of children was seen as everybody’s concern as no given pair of parents was perceived as the sole ‘owners’ of any child or children. But the prevalent intra and inter family feud, occasioned in the main by petty jealousy, ignorance and poverty, have created mistrust that has tended towards making each conjugal family keep to itself without co-operating in the socialization of children that do not belong specifically to its family.
- f. Generally speaking, Nigerian parents, who are the protagonists of adult delinquency in all ramifications, can no longer serve as role models to their children and, therefore, have lost grip of their children’s socialization. In addition, parents in Nigerian, have nothing much in the positive to offer in the way of appropriate and socially benefitting socialization.
- g. The values of the parents and the significant others who are supposed to be the pivot of socialization in the family are in contra agreement with the societal values. The socializers, therefore, need as much socialization as the socializees.

Whatever roles the family plays or is supposed to play in the socialization process such as inculcating “self-control., values....skills.....role behaviour” (Popenoe, 1977p. 120) cultural heritage, nurturing the child and creation of moral adult, the family in our context is no more a primary or most important agent of socialization. Musgrave (1976 p.25) lends credence to this view point when he noted that “the family, to which many people ascribe the duty of socializing the next generation, often does so without parents or other members of the family giving much thought to the process”.

The Nigerian family’s socialization experience can be summed up thus: It is over-permissive, neglectful of children’s socialization and has been handed over to the other

agencies of socialization particularly the schools and peer group. The Nigerian family's socialization portrait today is akin to what it is –laissez faire approach – in the United States, England and West Germany. Socialization in Nigeria as in the United States, is a private responsibility, not society's or States as in the Soviet Union. The socialization approach in the Nigerian family of contemporary times is simply laissez faire.

2. Peer Group

Nigerians, particularly the adult members including parents and the 'significant others' in their materialistic quest, have alienated themselves from active participation in the socialization of children. Children's socialization has become almost entirely the task of peer groups – an informal, not deliberately instituted group of age mates or equals of near same social standing.

In the Nigerian context, considering the apparent inactivity of today's family in the socialization process on account of the transfer of their socialization tasks to 'outside groups' – house helps, day (child) care centres, nursery schools, peer groups, coupled with the failure of schools as a socialization agent in our context, peer group as Riesman (1950p. 65-83) had thought, is not just becoming the most important agent of socialization in contemporary times, it is in fact the preponderant most significant agent of socialization. In Nigeria, where most of the parents are engaged as early as 5.00am., through mid afternoon or late evening in farm work, trading, other economic engagements of all sorts and in white collar job. Children and adolescents are near always at home, school and in the wider society they are involved in peer group interaction-playing, learning the group's or societal norms, values, roles and ways, expectation, social skills from the group, consulting, seeking directives and behavioural or attitudinal guidance among themselves, at times, ganging up to reject or subvert parents' or adult values or expectations perhaps predicated on generation gap or ready

willingness to be responsive to emergent contemporary youth subcultures and values systems, counter-culture and norms that are often times at variance with those of the adults and other members of the society.

The emergent counter-culture include unrestrained freedom, fashion craze, trying out all manner of delinquent behaviours with impunity, indulgence in promiscuous sexual behaviour and their speaking of “a different language.....(that) is becoming more and more different” (Coleman, 1961p.3) in socialization. Nigerian peer groups tend to move away from adults. Children and adolescents are susceptible to peer group influence or pressure which may be positive or negative. To continue to be a peer member is to continue to yield and respect the dos and don'ts, approvals and disapprovals of the group. There is a growing conflict between peers or young people including adolescents and the adults. The latter sees the former as irresponsible, rebellious, crazy, carefree, unamenable to control, and thus creating doubts as to what the future holds for Nigeria amid these band of ‘wrong’ socializers. Generally speaking, peer group socialization in Nigeria is largely negative and anti-social conduct-oriented.

The Problems Anchor on:

1. The family completely farming out its socialization tasks to other agencies, which today constitute functional alternatives to the family tasks;
2. Parental over permissiveness;
3. Acculturation;
4. Socialization in Nigeria is being a private or family affairs and not a state's direct concern;
5. Strong adolescent peer group influence geared towards rejecting and thwarting the values and norms of the adult world.

In fact much of social behaviour during adolescence is determined or influenced by peer group. The influence of peer groups as a socializing force, particularly among adolescents in Nigeria is on the increase.

3. The Mass Media

Unlike American and British children who spend a considerable amount of time on the mass media particularly TV set than even on schools and “any other activity except sleep” (Bandura, Ross and Ross, 1961pps. 5755-82; Schramm,1961p. 30), most Nigerian children are shielded from the direct socialization influence of the mass media.

Why?

- (i) The mass media – television, radio, newspapers, magazines, periodicals, films, comics and books – are not within the easy reach of most of the children who are from poor socio-economic background, and therefore, lack any worthwhile exposure to the media;
- (ii) The media are relatively expensive to warrant their affordability by all the children’s parents;
- (iii) For the electronic media, power supply is erratic;
- (iv) Even for the print media, most children do not understand the language (English) in which it is written.
- (v) In addition, most of the children and even adults cannot read some of the print media written in the indigenous language. Of course, there is a general lack of reading culture in the Nigerian society.

Although the media may have incidental socialization influence on the socializees, and give an insight into some cultural norms and practices, yet these

may be distortions or misinterpretations of the realities of the socializee's social world by either the media or the children socializers.

While the socializing influences of the mass media on the child need to be unveiled by research in Nigeria, it is indisputable that the antisocial behaviour in Nigeria's television-oriented children, for example, are influenced by some aggressive or violent oriented TV content or programmes. The relationship between the mass media and either anti-social behaviour or proper behavioural disposition needs further empirical investigation in order to establish convincing evidence of the correlation between the mass media and any given social behaviour (negative or positive). The impact of the mass media information relayed by socializees of the mass media on the other children, peers or adolescents who do not, for one reason or the other, enjoy the direct socialization influence of the mass media is tremendous. If the mass media in the developed societies ginger socializing in the way of providing: ".....A great amount of information (on the society, people, places, issues, events and role models).... as well as reinforce the values taught at home and in the school.... thus reinforcing the group's solidarity and value structure (Popenoe, 1977 pps. 124-125)."

We should look inwards to the realities of our social milieu and rethink on the socializing effects of the mass media on the Nigerian children and even adolescents. Is the socializing influence, if any restrictive to a calibre of children whose parents can afford them, or the generality of the Nigerian children? Has the media, as in Britain – penetrated into every home in today's Nigeria?

4. Religious Institutions or Religious

Religious institutions or religions are hardly mentioned in sociological or educational literature as one of the agents of socialization, yet they 'provide specialized socialization' geared towards the production of a moral human, among other agenda.

Mezieobi (1992p.65) lucidly articulates the socializing function of religion when he opined that: “Through religious doctrines, dogman and commandments, adherents are told the proper behavioural attitudes expected of them by the supernatural being and the rewards and punishments that conformists and deviants enjoys and suffer respectively. In this way, religion not only maintains a social or moral order, controls social deviance, it also reinforces the already established system of social control....(social norms and values).”

The socializing influence of religion in Nigeria is not a pursuit restricted to the religions institutions alone, all other socializing agencies-the family, school, peer groups and the mass media, individually or in consonance with the others strive at achieving, among other things, the socializing goal object of religion – the production of a moral adult. In Nigerian families, moral or devout parents inculcate religious tenets and values on their children in order to ensure their good moral upbringing. Religious institutions through their preaching, sermons, teachings of the scared books, religious associations, rituals and practices reinforce religious tenets and ideals.

Peer groups brought together by religious interests adhere to their religious tenets and strive to socialize the uncommitted others to the religious tenets and values. Although ours is a supposedly secular state, yet religious groups of various dimension exist in our educational institutions for the continuous socialization of their members and willing others to their particular religious life ways. The mass media plays a role in the religious socializing influence. Many religious groups further use the mass media to project their religious practices and values.

Socialization in School

The school is an integral part of the society and in fact the closes link to the society since the former must reflect the latter. But the isolative or discriminatory devotions of this section to the school are predicted on the following:

1. The school is often times perceived as the second in importance of all the agencies of socialization after the family;
2. According to Burgess and Locke (1950pps. 26-27), and Parsons and Bales (1955p. 16), schools have taken over most of the socializing functions of the family except emotional stability or love and companionate functions. Rose (1971p. 143) even thinks that the family is losing its companionate functions to “marriage counsellors, the psychiatrist, (and), even the ‘advance’ columnist of the daily newspaper...” and other family surrogates or agencies outside the family.
3. Sociological or educational discourse on the schools as an agent of socialization tends to restrict it to the influence of the school on the school clients in relation to societal goals with utter disregard of the socialization of the teacher and the students to schools’ system effectiveness goaded, of course, towards accomplishing societal goal-objects(s).
4. The school is said to hold the key to the acquisition of skills essential for appropriate adaptation or ‘fitting in’ in today’s ever increasing complex society, Enoh, Bamanja and Onwuka (1987p. 82) Put it this way.....complexities of our societies have increased the demands of many occupations whose skills very few parents (or families) are capable of teaching their young but which schools are very equipped for”. At this juncture, therefore, a pertinent question is: What is the place of the school in the socialization process? How far has the school faired in these tasks with specific reference to the Nigerian social context? The school is a bureaucratically organized group of mainly students and teachers in which the former is guided by

the latter not only to acquire the skills and attitudes, knowledge, values and norms for effective living and membership in a society but also inducted by transmitting socially approved ways of the general or wider society:

A. Socializing the Child in School to the ways of the Wider Society

Although the Nigerian schools on the face value aim at transmitting the ways of the Nigerian society and in inculcating in the unsocialized humans from the family bereft of any two worthy socialization (in view of the diminished family influence in the socialization of children with the skills, knowledge, competence, values, norms, attitudes needed for successful social functioning), a number of factors point to the failure of the Nigerian schools in these socialization responsibilities. They include:

1. Most of the curricula in Nigerian schools are not responsive to our socio-practical realities.
2. Negative values and attitudes are pervasive in today's Nigerian society with the result that the values which the students are taught in schools are in total conflict with the existing societal values such that our students are in a value dilemma or confusion.
3. Nigeria is a pluralistic society with a variant of values and cultures which have not been genuinely and appropriately harmonized for nation building. The teachers do not, therefore, know which exact values to teach, and the students, on the one hand, are at a loss as to the acceptable behaviours expected of them.
4. The conflict of values in Nigerian schools is further accentuated by the fact that both teachers and students come to the school with differing orientations, values and from different social backgrounds. The values of the teachers and in fact their expectations may conflict with those of their many students and this conflict

situation “can seriously subvert the best intentioned efforts of the educational system.....” (DeFleur, D’Antonio and DeFleur, 1971p. 163).

5. Most of the Nigerian teachers are scarcely committed to effective teaching as a result of their uncongenial work environments and pathetic conditions of service and other uncared for out-of-school socio-economic factors, and the students, in the spirit of the school laissez faire situation accentuated by society’s near total neglect of education, are not prepared to learn anything worthwhile.
6. The pervasiveness of peer groups particularly adolescent peer groups which dominate the schools with their ever-changing sub-cultures and counter-cultures not only challenge and conflict with societally approved values, skills and ideals, they impair the efforts of the schools to transmit and inculcate societal values and skills to the learners. In fact, the adolescent peer groups in and outside the schools determine to, a large extent, what the learners get out of the schools with in terms of socialization experience.
7. Of course, the commitment of the Nigerian government to school socialization does not get beyond sheer theoretical formulation, wishful thinking and lip service hence the crises in Nigerian education.

Whatever occupational skills, values, knowledge Nigerian schools seem to be instilling in the learners, the truism is that “the (Nigerian) school does not always succeed in its (socialization) task” (DeFleur, D’Antonio and DeFleur, 1991p. 162).

B. The Socialization of Students

The focus of this sub-unit is not on the socialization of the students in school to direct societal life ways, but on their induction to their (students) learning or institutional educative environment which ultimately has indirect implications for the student’s socialization to the life style of the society.

The socialization of students to the goals, problems, their programmes of study, school and societal expectations in terms of product output, even though indispensable is neglected dimension in our educational enterprise particularly at the secondary school level. Socialization in this context entails helping particularly new students to adjust to school programmes, activities, routinized school life and situation and school related activities, outside the school environment which may be totally different from what they were used to before now. School programmes to which the students (both fresh and stale) are exposed to are dynamic and so the continuous socialization or orientation and reorientation is inevitable, if the students must cope with new challenges posed by school related technological innovations or societal changes and demands.

School socialization of students for the institutional goals, the environment and demands focus on eleven different and inter-related areas which Adeyoju (1989) and Ogidi (1992) outlined as registration procedures, history and tradition of the Institution, Curriculum content, School Rules and regulations, extra-curricular activities available to students, Adjustment problems, Boarding system if available, Day Studentship, Channels of Communication, Health Facilities and Financial Difficulties. Socialization of students to the school culture, which mirrors societal demands, is a co-operative endeavour of teachers, school administrators, the guidance counsellor, parents and students' guardians and in fact schools' support staff, the good students themselves and school prefects.

2.12 Concept of Social Studies

The nature of Social Studies education and its major focus on man coupled with the relative newness of the discipline in relation to other social science and physical sciences, as well as bring about yet among Social Studies education about the meaning of the subject. Considering man and his uniqueness, his study in relation to his activities

in his environment must be viewed from various perspectives, depending on scholars perceptions about man and his activities within and outside his immediate environment. Social Studies is an integrative fusion of content and some generalizations from social science and the humanities; it is also viewed as a citizenship education. It is a vehicle for human skills development, and it is the ecological studies as well as a value ladder field of study (Mezieebi, 2008:2).

Reggie (2008) viewed Social Studies as an integrative field of study which probes man's symbiotic relationships with his environment, endows man with the reflective or contemplative capacities, intellectual, effective social and work skills, to enable him understand his world and its problems and to rationally solve or cope with them for effective living in the society.

Social Studies is also defined as the study of society and how man exists in his environment. It is also seen as a "discipline in which we learn about our world and man's interaction with his immediate and remote environment. The philosophy of Social Studies education both at the primary, secondary and tertiary levels is to enable its learners become nationally conscious, better informed, effective citizen etc. It also aims at the inculcation of national consciousness and national unity, imbibing the right type of value and attitudes for self and national survival, which will help the learner learn his and other culture, integrate positive side of other culture through communication with other people of the world. Moreover, the field of Social Studies provide the acquisition of necessary skills, abilities and competencies which individuals need to be able to contribute to national development thereby ensuring:-

- i. A free and democratic society
- ii. A just and egalitarian society
- iii. A united, strong and self-reliant nation

iv. A land of bright and full opportunities for all citizens

Thus Social Studies put man as the central focus. Moreover, the course studies man's activities in relation to his various environment which could be social, physical, economical, psychological interactive or political etc who he manipulate them and how he is being manipulated by them NPE (2004).

General Objectives of Social Studies

Social Studies is the study of society and it also studies how man lives in the society with a view to find solution to his problems and satisfied his needs. Therefore, Social Studies curriculum is aimed at producing students that can think rationally and act wisely so as to contribute their quota in the development of the society for which they live, thereby paving them the way to relate with other cultural group within and outside Nigeria effectively and communicate with them very well. Obiadi (1985) outlined the following as the general aims and objectives of Social Studies in Nigerian system of education:-

- i. To give the pupils a good knowledge of their environment and the problem therein.
- ii. To involve the pupils deeply in the life and problems of the community.
- iii. To give the children a sound knowledge of foreign communities beyond their own environment.
- iv. To develop an understanding of the relationship between Nigeria and rest of the world.
- v. To build up patriotic and autonomous citizens.
- vi. To promote the appreciation of our culture and our cultural heritage.
- vii. To encourage the pupils to appreciate the culture of other lands.

- viii. Socialize and humanize the individual child by helping him to acquire the right knowledge, habit and skills of self reliance.
- ix. To inculcate the spirit of unity in diversity, interdependence and Cooperation of all members of the local community as well as the national and international communities.
- x. To help students to develop a good habit of independent studies which will form the foundation for continuing education in future?
- xi. To develop positive attitude towards science and technology innovations as means of improving man's environment.
- xii. To equip the students with basic skills and social habit which will help him to fit into the society (P. 35) Obiadi (1985: P37).

Social Studies Objectives for Teacher Education in Nigeria, Nigeria Certificate in Education (NCE)

The National Commission for Colleges of Education (NCCE) was established in 1989 under the provision of decree number three (3) to regularize and accreditate Teacher Education Programs so as to provide qualitative intermediary teachers the following objectives were set to achieve of supply for primary and junior secondary schools:

- i- To produce professionally trained and academically competent NCE Social Studies teachers for primary and junior secondary schools;
- ii- Prepare teachers who will inculcate in their learners rational adjustment to their physical and social environment through acquisition of knowledge, attitudes, values, cooperation appreciations and skill necessary for developing social and civil responsibilities;
- iii- produce students who are capable of benefiting from further education Social Studies and other related areas.

- a. Philip (2006) noted that other objectives through not listed on minimum standards include;
- iv- Produce a pool of Social Studies teachers that could be used for implementation of the Universal Basic Education (UBE) programmed;
- v- Expose student teachers to contemporary issues and problems confronting the society, and keep them abreast with possible ways of solving them through the inculcation of skills of creativity, inquiry, critical thinking, analytical and rational judgement; and
- vi- Bringing students who imbibe the value and the need for cooperation and peaceful co-existence in the society and are able to teach same. Onwuka (1996 p. 25).

Therefore, Social Studies education is aimed at producing individuals that can help themselves and help others as stated in the above objectives; Social Studies encourage students to assist their fellow students by equipping them with basic skills and social habits to fit into the society appreciate their culture and that of others. This will help the students in no amount to participate in activities that could encourage any other self-help organizations in the society so as to assist fellow members of the community or society where an individual finds himself. Intense and integrate positive site of other people culture, Experience provides' the teachers or the receives' students knowledge that would to a greater extent affect their achievement, and improve their performance. However, these could be possible if one is equipped with knowledge of information that could facilitate access to information of the whole world as we are in the globalized world. Therefore, these could be possible if one or Social Studies student utilizes the Social Media. However, many studies were conducted on Social Media and its avace effect on culture performance and many other related variables.

2.13 The concept of Integration in Social Studies

Okam (2002) assert that, the main philosophy behind the teaching and learning of Social Studies in Nigerian institutions is for the production of effective citizens and of forging a cohesive society that will support a nation of nation building and national development and sustainability by way of classroom mediation of curriculum programmes in the subject area.

In another submission of Okam (1998) revealed that, Social Studies perspective is aimed at examining the curriculum of schools integratively for a purpose of enabling societies overcomes their socio-economic issues and problems in their various geopolitical settings.

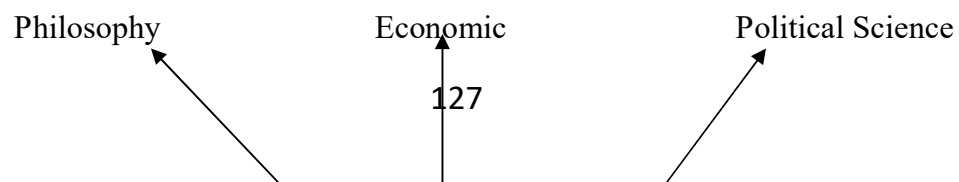
Social Studies is based on an integrated curriculum. Social Studies is a single integrated subject which uses the integrated disciplinary approach. It integrates relevant concepts, ideas, values, attitudes in the Social Sciences, natural sciences, applied sciences, languages etc. the subject draws very much on materials, methods and concepts of the Social Science subjects which help the teachers to present a complete body of knowledge to the learners. Integration in Social Studies means that the various concepts and other material contents of any subjects have been fused to become a recognisable and systematically developing body of knowledge. It could be observed therefore that integration in Social Studies involves the use of interdisciplinary approach and problem-solving technique.

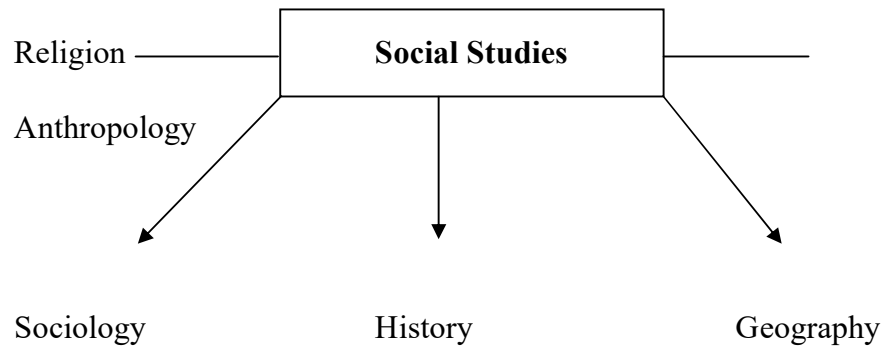
Through the concept of integration, Social Studies emphasizes the relationships between all aspects of life and learning. It therefore uses the knowledge of each of the traditional subjects in its discussions about man and his different environments. In treating any topic in social, studies, we will come across concepts that are taken from different subjects. For instance, if we are treating a topic like the 'town community' we shall treat

the topic from the interdisciplinary approach. The Social Studies teacher will discuss about the foundation or the origin of the town community which is historical. Mention must also be made of the system of administration which is political science or government; the mode of worship of the people in the community which is religion; location of the community, mode of transportation and communication which is geographical. We shall discuss about their trade connection with other communities which is economics, the relationship among the community members which is sociology; the languages spoken by the people of the community which is philology etc. Interdisciplinary or integration in Social Studies has advantages more than the single-subject approach which is used by the traditional subjects. The integrated approach affords the teacher to start teaching from the immediate environment of the pupils which will enable the pupils to have first-hand information and experience. While the single subject approach departmentalizes knowledge, Social Studies presents knowledge in its entirety.

Pupils can easily master the topics that are taught from a multi-disciplinary approach than those taught under different headings or subjects. Also the interdisciplinary approach affords the teachers the opportunity of using local examples, unlike the old single subject approach which encourages the use of foreign examples. Highlighting the advantages of integration in social studies, Makinde (1976) declared: "...it will help to break the old artificial compartments which existed between geography, history, civics etc. and which, have brought waves of criticisms of the teaching of these subjects.... It will help to bring a new approach after breaking barriers that have hitherto existed among the various subjects."

Fig. 2 Social Studies as an Integrated Subject





Mobile Phones and Social Studies Teaching and Learning

Mobile phone learning is recent phenomenon, it dominates all human activities. With the advent of mobile phone, many educationist conducted several researches and some are currently on going to find out how mobile phone could be of important studies in the implementation of curriculum, school learning and the possibility of employing same in the Social Studies classroom so as to revolutionise the age long traditional system of teaching and learning in a traditional learning. Bhana and Urmetzer (2005) assert that “Harnessing mobile technology for classroom learning” described a component of a prototype classroom software as very useful in teaching and learning process using phone or computer. The component suggested how mobile technology could be harnessed for learning by developing less expensive network infrastructures. The information gathering task that were presented to the learners included taking notes, taking pictures, interviews and survey using their mobile phones.

The information obtained on each of the task that were presented to the learners included taking notes, taking pictures, interviews and survey using their mobile phones. The information obtained on each of the task were downloaded to a desktop and or laptop denting on the users (Personal Computer) and the finding was that mobile phones had media gathering capacities that could be used for improvement in school learning.

The introduction of (3G networks) – the mobile version of broad band according to NESTA future lab review in 2005 has made it possible to browse the web or hold a video conference using mobile phone. The importance offered by these developments is huge, particularly in Education. The potentiality of mobile phones technology is further observed that the I-mode will enable users to send E-mails, surf the internet, check the news and play games while on the move.

The concise way with which information or messages are condensed and sent using the short memory service (SMS) facility of the phone could equally improve user's skills for organization of ideas and learning of summary in inquiry and improve skills of communication in a short term, and this could be a potential way for which research could be directed to know whether there could be a relationship between SMS or texting and the skills of summary in value judgement and improving skills of learning stances development.

Through mobile phones students could be encouraged to separate facts from fictions as a way of improving reasoning and skill development, which Social Studies aims to improve and inculcate in learners. For instance, a group of students could go outdoors with a picture phone and take images of a scene or their social environment or conduct an interview on critical issues and then send them back to the classroom with a media “board” Social Studies teacher will help learner organise this knowledge to solve vital problem. The classroom group would decide what was happening and then compare their ideas with the facts when the other children or group returned to school. This could improve reasoning and verbal fluency, as it adds meaning to learning Social Studies education aimed to achieve. It puts children right at the centre of learning added to the fact that it could generate and sustain interest and attention. Mobile phone with all these features could be a device that could move rapidly, revolutionize teaching and learning.

Owen, (2005) notes that mobile phone which could be inform of camera, a cine camera, a television, a computer and a calculator as well as something you use for talking to other people in your pocket all the time means that you are armed with a very powerful tool.

Among the device for mobile learning revolution, mobile phones incorporate features such as mobile E-mail, Short Messages Services (SMS) , photographing and Videotaping, internet browsing, portability and pocket ability that could facilitate school learning in areas such as inquiries and cognitive development of users, which Social Studies teaching aimed at preparing the learner for such an activities.

The internet is a global use system of interconnected computer networks that use the standard internet protocol suit (TCP/IP) to link several billion devices worldwide. It is a network of networks that consists of millions of private, public, academic, business and government users of local and global scope that are linked by a broad array of wireless and optical networking technologies. The internet carries an extensive range of information resources and services, such as the inter-linked hypertext documents and application of the world-wide-web (www), the infrastructure to support e-mail, and peer-to-peer network for file sharing and many other devices and information sharing ranging from personal, public and exchange of picture near and distance required.

The internet, which is today the most sophisticated and modern way of interactive association has offered global access to all kinds of information documentation and sharing across the world, thus reducing the world to a global village or even global room with Social Media that allow nearly to face-to-face communication. Through the internet, one can record, access, search and retrieve information anywhere in the world in minutes (Urhegbu, 2000). The internet plays a major role in the teaching, research

and learning process in Social Studies, and other related areas considering its relative, social, political and economic influence to the man and the society.

The web enables individuals and organization to publish ideas and information in Social Studies programme to a potentially large audience on-line at greatly reduced expenses and time constraint. In this perspective, students can go on net to look for relevant information of their interest for research purposes and assignment. The teacher can equally search and load it and allow students to access it. Students equally load back on net any difficulties they have in the form of questions for teachers to make clarifications back and load it back on net. Test items and examination question can equally be loaded on net for students to search for. Students respond to the test items or examination and load their responses back on net. Responses of students are marked and results are posted on the internet and students check their results on the net. Immediately the teacher posted with little or no hitch. The whole activity is made simple in Social Studies class using internet facilities. Flurck (1996) in Bello (2006) identified five basic modes of using information and communication technology resources in the teaching and learning process generally.

- a. Support mode; to increase accuracy and enhance presentation of work through (a) Word processing packages; (b) e-mail (c) computer aided drafting and design; (d) desktop publishing
- b. Exploration and control mode: Students can explore, examine, experiment with and build situation software packages.
- c. Tutorial mode: Information is presented at an appropriate level and pace for the users, giving the students the opportunity to receive feedback on progress.

There are available packages for drill and tutorial in technical science, objective testing etc. in conventional subjects.

- a. Resource mode; the technology is used to access information and other resources, whether online through internet or offline using CD-ROM and other software's. It promotes testing and research skills.
- b. Link mode; the technology is used for communication between individual such as electronic mail (e-mail) and desktop, video or audio conferencing.

Nitbi (1998) also presented list of activities and learning options that enhance and argument against traditional options of Social Studies teaching the use of computer to include many and summarised in Bello (2006) as follows:

- a. Platform for quick exchange of ideas, learning materials and teaching strategies among Social Studies teachers and students.
- b. Enhancement of explanatory learning through the hosting of websites, concretization of Social Studies concepts through the relaying of events and processes by video otherwise not easily accessible locally,
- c. Substance and updating of knowledge using computerized devices.
- d. Discussion and seminars can be held across continental boundaries to the benefit of all particularly with some social networks.
- e. Quick access to current references and standards
- f. Access to international aids or assistance using relevant websites.
- g. Distance learning in Social Studies can be easily implemented with the internet and classroom could be organize using internet conference facilities.

The aforementioned views can help in teaching and learning Social Studies through ICT assisted and supported facilities and many educational functions could easily be made. This will increase the productivity of teaching and learning with little financial implication and could cover large number of student across the world without transportation and many other efforts.

Information and Communication Technology and Social Studies Curriculum

Using technology in the teaching and learning of Social Studies in particular and education in general is very certain, however it is interesting, challenging, expensive and to some extent frustrating. A common argument often made is, whether it is worth advocating for. Bello (2009) observed that most of the technology-based research on student achievements scores that have been conducted generally reported a moderate and positive effect on student achievement and has advance effect in their performance. Moreover, it has substantial reduction in instructional time over traditional methods of instruction. Succinctly, some of the benefits of using technology in Social Studies are as follows, but not limited to:- As suggested by Bello (2009).

It Access to Huge Sources of Information: According to Kwache (2007), ICT facilities and allow students and teachers to control, manipulate and contribute information in teaching and learning environment as books, journals are made available through the internet Teachers and Students alike who have access to ICT stand a better chance of getting very fast information as the web can offer a wider body of knowledge than what the teacher and textbooks can provide. Students would access the internet to gather information or interact with experts or other students on a subject matter. This development tends to broaden and deepen students knowledge and understanding which also helps in curriculum innovation and modification.

It increases Quality of Teaching-Learning: The use of new multi-media internet based technologies and Social Media alike and other internet services improve the quality of teaching-learning related activities. Johnson (2007) posited that the multimedia system (MMS) is the ability of the computer to combine sound, images, graphics, video and texts in single presentation. He asserted that this system creates

room for creativeness and in educators derive to new approaches to teaching and learning.

It Reduces the Burden of the Teachers: ICT help lecturers' role in the classroom it helps and shifted from being the sole giver of information to being a facilitator of learning and manager of instructional resources. ICT has replaced the traditional 'chalk and talk' methods of computer-enhanced teaching where teachers prepare and preview the sources of information, introduce the lesson, give out the guide questions and monitor the learning process. Aduwaogiegbaen (2005) assert that computers perform a lot of functions in teaching and learning, as many nations are adding computer literacy, reading and writing literacy as skills students will require for success in the technology driven world. That is why today the Nigerian curriculum is everywhere mixed up with computer learning so as to favourably match with changing world.

It enhances Data Quality: ICT has improved the quality of data available to both the lecturers and the students. Information gained from the internet can be more up to date and more current data obtained from the net can include more frequent and more accurate findings.

It Enhances Multisensory Delivery: One of the benefits of multimedia instruction is that it provides information through multiple sensory channels enhancing capacity of students various learning styles and differences to assimilate and apply knowledge. Holzeberg, 1994, wholesomely assert that research in learning styles indicates that some students learn better through specific modalities such as audio, visual, kinaesthetic. Bello (2009).

Capacity of Enhance Self-expression and Participatory Learning

New technologies of the internet and the Social Media provide stimulating environments that encourage student's active participation in the learning process,

instead of reading about characters in a book which results in passiveness, students can listen to their speeches, witness their contributions or activities, and analyze documents and situation related to their activities through multi-media, history therefore becomes more meaningful and more relevant, as expected in Social Studies learning situation.

It Encourages Critical Thinking and creativity: Both the use and the practice of technology can promote high level thinking skills and creativity (vockell and Deusen, 2010). The use of technology such as hypermedia and telecommunications also impacts the thinking skills. For instance, one of the most highly rated incentives for using telecommunications with students includes increasing student's inquiry and analytical skills in summary creativity Bello (2009).

Promotes Cooperative Learning: Introducing technology in to learning environment develop and make learning practically student-centred. For cooperative learning, and to increased teacher/student activity possible. Research supports the use of group interactions to increase instructional effectiveness and efficiency, as well as positive social interactions (Johnson, Johnson, and Stanne, 2006).

Increase Communication Skills: Communication skills can be enhanced by using technology in small group and by integrating telecommunications into the curriculum. Skills of writing and reading information and immediate response to it is made possible. Literature reviews indicate that networks can affect learning indirectly by providing unique opportunities for students to practice, demonstrate and critique communication skills (Cohen and Riel, 1989; Wright, 1991).

Boosts Student Capacity Exploring their Potentials: Technology also enables students with disabilities and hidden potential to communicate with others and to express them in writing. Technology such as voice recognition, text-to-speech synthesis, and adaptive hardware and software and charting in Social Media are providing means

for all students to reach their potentials “more and more success stories are pouring in about how technology, combined with effective, can help students with disabilities overcome barriers to success.

Education across Cultural and International Boundaries Made Possible:

Technologies and telecommunications make it possible to access knowledge beyond classroom “walls” and create a synergy between students and teachers in national and international exchanges. (Salomon, 2009) observed that “indeed, never before could teams of students, thousands of miles apart, engage in dialogue through which they jointly construct a model of their respective economics, cultural surrounding, or ecologies and then collaboratively tests its implications”. The result becomes useful to knowledge seekers and learning environment which further enhance the curriculum.

Independent and Individualized Learning:

Student’s abilities and capacities are different; consequently, they learn and develop in different ways at varying rates. It amounts to colossal deceit if educators think that all students can learn the same materials using the same amount of time. Peck and Darricott (2006) posit that technology offers students diversity and self-paced learning, allowing them to progress at an appropriate rate in a non-threatening environment. Bello (2009).

Motivates Students to Learn: Motivating students is a constant challenge in Educational system. Technology can inspire students and teachers by making learning exciting and relevant.

Advanced ICT challenges in Social Studies Education

With all the precise benefit inherent in the utilization of ICT in the teaching and learning process in Social Studies education, it appears that there are several observed challenges for the successful application of ICT in the colleges of education. These

challenges are not limited to the following observed challenges as prescribes by Olu Olubadewo (2009):-

1. **Low level of Literacy among Teachers:** Nigerian teachers, Social Studies teachers inclusive, are largely suffering from the learning syndrome of computer. Mezieobi.(2007) assert that no fewer than 3% of all teachers in the nation use computers. So, many teachers do not know how to make use of computers in the classroom, let alone adding computer activities to their curriculum or lesson plan. There has been a consistent effort in many countries to promote an ICT teachers-learners empowerment culture. Olubadewo (2008) the sole aim of such venture is to extend and make available to all teachers and learners the riches of the world intellectual cultural and scientific heritage. A serious challenge as observed by Adeniran (2001) is that the fruit of ICT revolution are so far only been enjoyed by a small elite group, this is associated with high price of the computer and raise poverty among poor nation's citizens. This confirms the truism that the majority of our teachers have little or no exposure to ICT facilities, even though this is nosed much over the media. In Nigeria, studies have shown that many Social Studies teachers are far from been literate in information and communication technology, not to talk of enjoying the benefits offered by this modern technology. Habour and peters (2007) and Akudolu (2009) equally observed the level of illiteracy of Social Studies teachers in computer education. It is obvious that such teachers will find it extremely difficult to deliver the appropriate education and training demanded by the information age of the 21st century for their students.
2. **Lack of Basic Infrastructure:** To use information and communication technology tools in the implementation of Social Studies curriculum, like electricity and other basic facilities must be put in place. As mentioned earlier that most of our teachers

lacks the basic ideas and knowledge for the application of ICT in the implementation of Social Studies. Such facilities could be grossly lacking as their availability would be un-necessary. According to the communiqué issued at the end of a conference organised by the national information technology development agency (NITDA) in 2002, as reported in the Guardian newspaper of Tuesday October, 29th 2002, it was noted that access to internet and other IT relevant tools of learning are very limited in Nigerian schools well over 90% of schools/colleges. In addition, Universities in Nigeria are without ICT tools including the internet. Besides it is not possible for teachers to provide these ICT-related facilities through improvisation in the same way as they provide some of the traditional instructional materials. This is because most ICT facilities require hand on-experience rather than mere observation. Importantly, the high cost factor has practically made accessibility to ICT facilities in and out of schools environment an exclusive preserve of few privileged individuals.

3. **Poor Quality of Telecommunication Connections:** One enormous challenge of effective utilization of ICT resources to Social Studies education is the low level of communication connection. The Telecommunication facilities in Nigeria is yet to be developed fully and this has inhibited the desired motivation needed by Social Studies to tap fully in to the demeanour of benefits offered by ICT in the implementation and learning of Social Studies Education in our institutions of learning. This in-effectiveness is as a result of what Bayero (2007), Kwache (2007), and Awe (2009) referred to as epileptic and inconsistent electric power supply, non-digitalization of telephone lines in most towns and quality of service (QOS). In the words of Awe (2009) he observed that, ‘While IT has grown, it has not been matched by quality service. That, it is not enough to have cheap lines and low band

width. That efficiency and accessibility of telecom services should be paramount. Most operators have a lot of work to do in QoS, especially in the area of congestion and support. He expressed that the national communication commission has to "weird the big stick by sanctioning poor performance" and handle it effectively if ICT is to be use effectively.

4. **Poor Funding Culture:** The issue of funding has been a perennial problem in the Nigerian educational system. In the Nigerian education context with crowded classrooms and financial anaemia for the provision of required curriculum resources, such as well structured textbook with individualized instructional slant, attempts at effective utilization of ICT materials and individualized instruction may not yield desired dividends. Very few states in Nigeria comply with the 18% of the total budget be used in education sector in Nigeria.

According to Okebukola (2005), under funding is a major problem of education in many developing countries including Nigeria. The overall education system is under-funded; the available funds are used to solve more urgent and important needs by the institutions (Debesaki, 2005). Low level of funding has resulted in the low level of provision of internet facilities and other ICT infrastructures, such as computer hardware and software among others. The cost of ICT equipment is a problem to be considered. Initial acquisition cost of computers, its accessories, software and maintenance cost will definitely determine the application of this valuable technology in the implementation of curriculum in our Colleges of Education. Other sources of cost in the use of this technology such as the air condition to keep computers in dust-free environment under ambient temperature is worthy of consideration. The current level of funding of Education in Nigeria with decreasing budgetary allocation to the Education sector as evidenced by statistics

which shows that in 1999, 11.2% of the federal budget was devoted to education, in 2001 it was 5.6%, in 2002 it came down to 5.2% and 2003. It further declined to 1.8% which are really a far cry from the education funding bench mark espoused by the United Nations Educational, Scientific and Cultural Organization.

5. **Poor ICT Technicians and the short of Personnel:** Lack of skilled manpower to manage available systems and inadequate training facilities for ICT education in the tertiary institution may be a factor to contend with in the implementation of ICT for teaching-learning process at the colleges of education in Nigeria. According to Nwite (2007), the absence of trained teachers in computer science to teach students practical aspect of computers skills and non –availability of computer and allied tools in schools all put together militate against effective utilization of ICT in the teaching-learning process.

Kwache (2007), Ajayi and Ekundayo (2009) equally submitted that most schools in the country lack computer literate teachers. Consequently, many nations have started to poach on the ICT Skill resources of other less conscious and ill-prepared ones such as the developing nations like Nigeria. As of today, Nigeria will need to educate and produce about one million cutting-edge computer scientist and engineers annually and perhaps five million computer literate ICT users to compete with the rest of the world. This is to ensure that the gap between the supply and demand of ICT human resource skills for education industry is bridged.

6. **Epileptic Power Supply:** In the Nigerian society where power supply (electricity) is a luxury, the grave erratic power supply amounts to no power supply at all, and where gas (diesel' is relatively unaffordable, the use of computers in schools will simply be a mirage. The use of ICT in tertiary institutions demands that certain facilities must be put in place, among which is power supply. Power supply all over

the country seems epileptic. However, proper and efficient functioning of ICT depends on steady power supply. There have been cases whereby expensive household worth millions of naira has been damaged by upsurge in power supply after a long period of power outage. Aduwaogiegbaen and Iyamu (2005) argued that when electricity supply is not stable and constant, it is difficult to keep high-tech equipment such as computers functioning.

7. **Resistance to Change:** These are unique culture of Nigerian; most lecturers are reluctant to change as far as utilization of ICT is concerned. However, Ajayi and Ekundayo (2009) found out that reluctance to change by some lecturers hinder effective utilization of ICT in the colleges of Education in Nigeria. Most lecturers are glued to the traditional 'chalk and talk' methods of disseminating knowledge to the students.
8. **Cost of Equipments:** Internet facilities are very costly and apart from the cost of the initial installation there period payment of service providers, which is very difficult for the Nigerian operational system of poor management culture. Internet requires periodic pay and periodic updating to meet challenging changes and improvement of system; for both the teacher and the student to access the internet that could give access, it requires a lot of fund which will be very difficult to provide by the government and other supporting agencies.

Social Studies, studies man and requires or prepares to provide information that will help the learner be aquatint with problems of society require ICT knowledge and the skills of using internet Social Media inclusive. Facilities that could facilitate knowledge will help to update the learner on culture and the global changes. It will further advance knowledge and improve performance in both class work and

participation in the societal and cultural activities, hence reducing if not solving the problem of society.

2.14 Historical Development of Social Studies in Nigeria

According to the Africa Social and Environmental Studies Programme (ASESP 1994), the purpose and content of Social Studies as school subject are viewed closely related to the African traditional citizenship education viewed from this perspective, the developmental trend of Social Studies education in Nigeria can be traced through the African traditional education, colonial, post-colonial and the integrated approach phrases. African traditional education was basically citizenship education, Nigeria, like other African nations, had a system of education that integrated the young members into the society through the inculcation of cultural practices, values and beliefs. The goal of the system of education was to make individuals functional and productive members of the society. This agrees with the primary role of Social Studies education.

However, through the colonial experience formal type of education was introduced. Although traditional education existed side by side, its value was deemphasized. Education became a tool for western imperialism as foreign cultures and values were taught in what constituted the social aspect of the curriculum. The discrete social sciences particularly History, geography and civics were taught to produce loyal and obedient British subjects to serve the interest of the colonial masters.

At the attainment of independence and subsequently after wards, Nigeria began to take a close critical look at the curriculum in the schools to redirect focus. Indeed, the 1968 Mombassa conference formally and officially adopted Social Studies to achieve this purpose. This marked a new beginning of Social Studies in Nigeria. Earlier in 1958 in the former western region, a cooperative effort of the region and the University of Ohio, USA led to the teaching of Social Studies to teachers and the subsequent production of a

Social Studies syllabus and a textbook. In 1963, at the comprehensive high school, Aiyetoro, Egbado, the joint effort between the then western region and the United States Agency for International Development (USAID) saw the appearance of Social Studies in the school curriculum.

Meanwhile, in the Northern part of Nigeria, the Northern Nigeria Teacher Education project (NNTEP) in 1964 encouraged the teaching of Social Studies and produced a textbook on Social Studies methodology for teachers. The Institute of Education Abu Zaria was very instrumental in organizing activities that promoted the teaching of the subject. It organized workshops that produced curriculum materials especially at the primary level and sponsored Social Studies in-service courses for teachers at the levels.

Major landmark in Social Studies education nationally was the 1969 national curriculum conference which sought to make education relevant to the needs of the child and the nation. Just before this conference in January, 1969 the Social Studies Association of Nigeria (SOSAN) had been launched at the Cooperative College, Ibadan to promote the effective teaching of Social Studies in Nigeria. However, with the National Curriculum Conference and Education Agency, the Nigeria Educational Research Council (NERC) was formed in 1970. The agency with the Comparative Education Study and Adaptation Center (CESAC) organized a series of seminars and workshops which led to the production of Social Studies curriculum materials for primary, junior secondary and teacher education programmes in Nigeria. With the federal government introduction of the UPE scheme in 1976 and the 6-3-3-4 system of education in 1982, Social Studies was made a core subject in primary and junior secondary schools. Curriculum materials were produced for Social Studies for these leads by NERC and (CESAC).

Although the history of Social Studies appears short, it has continued to make tremendous studies and impact in the Nigeria educational scene. Social Studies is not only taught as a core subject in the primary and junior Secondary schools, it has a pride of place in teacher education programmes in the country. At various Universities,. Social Studies can be studied from the first degree level to the Doctoral level. In keeping with its dynamic nature, Social Studies now has new theme infused into the curriculum to make it relevant to the needs and aspiration of the society, and for preparing learners to become production and functional members of the society. Social Studies has indeed come a long way but more still needs to be done to maximize its benefit to the citizens and the Nigerian nation.

2.15 Justification for Social Studies Education in Nigeria

Social Studies is largely described as a response to the needs, aspiration and problem of Nigerian society. Before and after independence in 1960, there were widespread cries about the inadequacies of the colonial system of education. The colonial system of education did not meet the needs of the Nigerian child and the society. It was an education designed to serve the subjugation and alienation of the African person from the environment. To reconstruct the system, there were several national conferences and workshop like the 1969 national curriculum conferences organized to relate education to the needs of the child in the country. The national curriculum conference analyzed, discussed and made recommendations on the objectives of all levels of education and how education could made to transform the country. Social Studies as school subject was designed to satisfy this aspiration. Also, Social Studies was a ready tool through which education would be directed at national integrations, social and economic development. Moreover, the development of the right societal value was an important issue.

Another vital reason for the justification of Social Studies in Nigeria was the harm done to the minds of the Youths through the compartmentalization of knowledge. The teaching of the discrete social science subjects did not allow learners to transfer and apply knowledge to practical daily living. This is because they did not help learners appreciate the indivisibility of knowledge and the inter-relatedness of all school subjects. Thus, Social Studies came in as an integrated area of study to prepare learners to study for life and living. The integrated approach has been proven as the best approach to learning because man lives in the environment not in pocket but in an integrated Manner. The activities that man engages in influence one and the same time by all aspects of the environment.

2.16 Review of Related Empirical Studies

Scholars conducted many studies on factors that influence students academic performance within and outside Nigeria and many conducted the studies on cultural assimilations with the evaluation of Social Media and its popular acceptance by members of society and its advance usage attract the attention of researchers, therefore many scholars conducted studies in relation to the influence of Social Media on the social aspect of human life, ranging from their business, other social interaction, and education among many other areas. The following are some of the studies conducted on Social Media that in one way or the other are related to the present determined to carry out.

Jokayimfa (2002) conducted a study titled “impact of internet services on the access to Academic information and enhancement of academic performance of under graduate students in University of Maiduguri Nigeria”. The population of the study was all the undergraduate students of the University. Five hundred and five (505) students were randomly selected from all the seven (7) faculties of the University using simple

random sampling techniques. Questionnaire was used as the instrument for data collection. Two null-hypotheses were formulated. Survey design was adopted for the study and simple percentage was used for the data analysis of all the two hypotheses were rejected at 0.05 level of significance.

Based on the findings the study recommend that internet service should be provided free in the University so as to help student access internet because of its impact on providing student free opportunity and access to academic information. The reviewed study above of Jekayimfa is related to this study in line of internet services, this is because it is only when student has access to internet can use Social Media and equally it deals with impact on academic. However, it differs with this study in term of the location even though the study was conducted in Nigeria but it is in the northern east and this study is in the northwest and college of education N.C.E. student while the other one was conducted on undergraduates. Martin (2008) carried out a research titled “A study into the effectiveness of social network in boosting student relationship and improving academic performance in colleges in Plateau state Nigeria”.

The main objective of this study was to find out how social network usage assists student in boosting their social relationship and improve their academic performance. The research raised three hypotheses and a sample 382 students were randomly selected from the 5221 students of both state and federal colleges of education in plateau state Nigeria. Correlation research design was adopted for the study and questionnaire was used as an instrument for data collection. The data collected was analyzed, using Pearson relation of 0.05 level of significance. The result of the study revealed that there is positive correlation of social network usage and student relationship, regardless of their religious and other socio economic background so also it help student in improving the academic performance.

Martin's study is related to this study in the types or status of students used for the study i.e. they are all N.C.E. student of colleges of education in Nigeria. However, they differ in environment whereas the first one are in the North-central part of Nigeria and this study will be conducted in north-western Nigeria. Another research was conducted by Okiyumka (2012) on "A survey of the types of Social Network used by undergraduate student most and purpose in Adeyemi College of Education".

The major purpose of the study was to find out which of the social network among the many available social network used most by the undergraduate students of the area under study and for what purpose. Two hypotheses were raised for the study and the population was all the undergraduate students of Adeyemi College of Education". Moreover, survey research designed was adopted for the study 250 students were randomly selected. Questionnaire was used for data collection and simple percentage was used to describe the type of social network used most by student and for what purpose from the result it is revealed that facebook and twitter was used most exchange of pictures and personal information dominates most as the purpose of social network usage among the students in the area under study. The study even though is not on Social Studies, it is related to this study on the area that it is conducted in college of education even though undergraduate not N.C.E. students were used. Moreover, it is differ with this study in the environment and time in which the study was conducted.

Another study conducted by Arakeve (2009) whose study was on "Promoting Effective Teaching and Learning Social Studies through Internet Technology". The major purpose for the study was to find out how internet promotes effective teaching and learning social studies. Although the paper was passion paper it discusses the areas where Social Studies teaching learn could be made more effective using internet facilities. The paper revealed that internet helps users to engage in enquiry by exploring

nearly unlimited resources available on the internet. Moreover, the internet provides depth and content for learning in most subject areas and make teaching more learner centred, because it allows learners to check and select relevant areas and content for themselves. This is very relevant to this study, because it explores extent to which internet enhance learning of social studies.

Uyagu (2009) also carried out a study titled “Internet usage and improving quality of teaching and students academic performance in science in senior secondary schools in Zaria, Kaduna State Nigeria”. The main objective was to find out how the internet usage helps in the improvement of teaching quality in science and equally the academic performance of senior secondary school students in Zaria, Kaduna State Nigeria. The target population was fifteen thousand four hundred and thirty (15,430) senior secondary school students from all twenty four (24) secondary schools in Zaria local government area; and the nine hundred and ninety seven (997) teachers. A sample of four hundred and seventy two (472) students and ninety three (93) teachers were randomly selected, using purposive random sampling techniques. Three null hypotheses were formulated. Quasy experimental design was used for the study and one sample t-test statistical tool was used in testing the null hypotheses at 0.05 level of significance, the findings of the study revealed that students performed better when appropriate training to use the internet in teaching and learning science was given, and it improves the quality of teacher and student taught perform better than those taught with different method.

This study is related to Uyagu’s study in the area that internet is employed as a source or a method that improves teaching in science and prove the improvements of student academic performance. Also the area of study is also related because of it is in the northwest, but they differ in time and types of student the research conducted on.

Another research was conducted by Yusuf and Afolabi (2010) titled “Effect of Bring my own devices (Byohd) into the classroom in enhancing effectiveness of learning and Academic Performance of woodwork student in Bauchi State Polytechnics”. The purpose of the study was to find out how do students perform in woodwork, if they are allowed to use their own computers while lecturers are delivery lectures in their lecture halls or in their workshop. It also aimed at comparing the difference in the performance of students that use their computer in class and those who do not. Two null-hypothesis were formulated for the study, the target population was all the eight hundred (800) students who offer woodwork at both OND and HND levels and two hundred and fifty two (252) students were randomly selected as suggested by Keirazi and Morgan. Survey designed was used to identify student that bring device into classes and those who do not and quasi experimental designed was used to determine the difference in the academic performance of the sampled students t-test was used to analyzed the data collected using researcher made test in other worlds scores of the sampled students in the research made test were analyzed using t-test and the result of the study revealed that there is significant positive relationship between bringing one’s own computer into classes and improving academic performance in woodwork. The above reviewed the study conducted by Yusuf and Afolabi is related to this study in the use of computer because computer is one of the major motivating device that facilitates internet usage and Social Media usage it differ inter of the area i.e. Bauchi North-eastern Nigeria and the student which were polytechnic while the present study is in northwest and in colleges of education.

Moses (2011) conducted a study titled “Influence of Social Media on extent friendship among sociology students of different cultural background in Bayero University Kano”. The main objective was to explore the extent to which social network usage aided

friendship among students with different cultural background in the area under study. Two hypotheses was formulated for the study. The population of the study was all the sociology students of the University however purposive random sampling was used to select three hundred and seventy two (372) sample students for the study. Correlation design was used for the study questionnaire was the instrument used for data collection and Pearson correlation was the statistical tool used for data analysis. The result revealed significant positive relationship between social network usage and extent friendship among various cultural group even though the researcher pointed out that most of those positive relationship is among the ten (10) major ethnic groups in Nigeria. The study recommend that Social Studies which is taught at lower level should emphasis group work among younger students at early stage of education this will help improve positive relationship at higher level.

Although the research was not in Social Studies but it has some degree of relationship with Social Studies because social network was seen as the variable that was examined on how it help in facilitating friendship among students from different cultural group.

In addition it is also related to this study because Bayero University is in one of the seven states of Northwest which this study will be conducted in. They differ because N.C.E. Social Studies Students will be the population of this study while undergraduate sociology students was used for the reviewed study.

Nbomo (2006) experimented the effect of Facebook on friendship and academic achievement among high school students in Uganda. The main objective of the study was to find out how Facebook helped high school student in contact with and improve academic achievement; two null hypotheses were formulated, survey and quasi experimental design was adopted for the study, the population of the study was all the high school students five hundred and twenty four (524) students were randomly

selected using simple random sampling techniques as recommended by Krejcie and Morgan; Questionnaire and Research Made test was used for data collection. The data collected was analyzed using Pearson or correlation and t-test. The findings shows significant relationship between Facebook usage and friendship and equally there is significant difference between academic performance of Facebook users and those who do not use Facebook. The above reviewed study is related to this study in the area of Facebook which is one of the social network and academic performance was also examine which this study also determine to examine the reviewed study differ with this study in term of location and culture even though all in Africa.

Similarly Richardson (2011) conducted his study in the U.S. on the influence of Social Media on cultural tolerance and academic performance of American non black in Californian University. The study is aimed at finding out the extent to which white American associate in Social Media with black non American. The study adopted descriptive survey design, Wassernet sort wear was used to selected two hundred and sixty one (261) sampled respondents and on line questionnaire and a test were sent to each of the respondent into the Social Media account. ANOVA was used to analyzed the data collected. The study result revealed significant positive influence of Social Media on cultural tolerance among white American in their relation with black non American and, equally, there was significant difference in the academic performance between the white American who associate with black non American and those who do not. This study reviewed, even though conducted in America, is related in respect of the cultural tolerance which could motivate integration and academic performance which both the former and the new study aimed to study.

Moreover Kur (2008) uses two hundred (200) sampled student conducted research on the impact of Social Media on academic information exchange among Indian students.

The study formulated three hypotheses considering the objective of the study was to find out how students use Social Media to exchange information that are related to the academic work. The study adopted three hundred and seventy two (372) to be the sample of the study from the already obtained data about students that use Social Media between 2 – 5hrs daily among students of the area under study. Survey design was used for the study and questionnaire was used for data collection simple percentage was used to analyzed the data collected for the study. The finding revealed that most of the students used exchange academic information through Social Media which indicate significant positions exchange of information among Social Media users. This reviewed study is related to this study in term of the variable examined i.e. Social Media even though subject area is not emphasis but academic information which can enhance academic performance this is also another area of relationship; however they differ in the location of i.e. the former was conducted on India and the new will be conducted in Nigeria.

Finally, considering the reviewed empirical studies reviewed above that has some degree of relation and similarities with the intended study which aimed to examine the extent to which Social Media usage has effect on cultural integration and academic performance of Social Studies students in colleges of education in North-western states of Nigeria.

Summary

The reviewed literatures, as seen in this chapter, discusses at length concepts and issues and theories that are related to the internet study. It has clearly elucidated that cognitive learning theory of Jean Piaget was reviewed for the study which emphasizes systematic study of human cognitive development for the facilitation of learning and academic performance. Lazarsfeld and Gaudet (1944) diffusion of innovation theory was also

reviewed; this theory emphasizes that new ideas or practice is communicated through certain channels over time among members of social system e.g. Social Media usage which is the new phenomenon that helps in transmission and communicating of new idea, providing diffense to members of the society.

Social Media as new way of information dissemination was also examined and defined, with particular emphasis to the intended study. Some types of Social Media that are daily used by most members of society was also discussed e.g. Facebook, twitter, 2go, whatsApp LinkedIn etc. More so some benefits and harm of social network were also discussed and equally communicated as a concepts and its classroom implication were all discussed. Culture and cultural theories and cultural integration was also discussed on this chapter. Socialization that helps culture and cultural development was discussed in all aspects. Moreover, ICT and it relation to teaching and learning Social Studies was also examine and discussed. Problem of learning was also discussed, factors affecting academic performance was also examined and discussed.

Social Studies as a concept was discussed some historical development and the objective of Social Studies in Teacher education (N.C.E.) were also discussed. The integration in Social Studies and the justification for Social Studies education were plainly examined and discussed. Moreover, that end of the chapter some empirical studies that are very much related to the intended study were explained. The discussion clearly shows that Social Media has significance influence on academic performance in the area conducted. The relevant literature paves the way for this study justify the need for a thorough research on the topic under study, so as to find out whether or not Social Media has influence on cultural integration and academic performance of Social Studies Students in Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study investigated the influence of Social Media on cultural integration and academic performance of Social Studies Students in Colleges of Education in Nigeria. Therefore, this chapter discussed the procedure through the study was conducted based on the following sub-headings:-

- ❖ Researcher Design
- ❖ Population of the study

- ❖ Sample and sampling technique
- ❖ Instrumentation
- ❖ Pilot study
- ❖ Validity and reliability of the instrument
- ❖ Procedure for data collection
- ❖ Procedure for data analysis

3.2 Research Design

This study employed one shot case design (OSCD) William (2015) submitted that in OSCD a group or a set of participant are exposed to a certain treatment or experience certain interaction with another phenomenon or experience and then post experience test is administered to them (participant) in this study the intended study subject that is Colleges of Education students already experience Social Media usage (treatment) therefore a questionnaire and researcher made test was administered (Post treatment) to determine the influence of Social Media usage on cultural integration and academic performance of Social Studies Students in Colleges of Education in Nigeria. Equally Musa (2012) acert that in one shot case design a group or a set of participant are exposed to a treatment or programme and then a post test is administered to the participant like in this study a group of Social Studies Students who used Social Media (treatment) and post treatment using questionnaire and Researcher Made test were given and determined the influence of Social Media usage on cultural integration and academic performance of Social Studies Students in Colleges of Education in Nigeria.

The design is sketched as follows:-

X \longrightarrow 0

X – Social Media usage

0 – Questionnaire and Researcher Made Test (RMT)

3.3 Population of the Study

The population of this study was all the thirteen thousand eight hundred and ninety (13,890) Social Studies Students of the 12 institutions that undertake Social Studies in N.C.E. programme as shown in table 3 below:

**Table 3:
Population of the Study showing Institutional, Gender and level of the Student**

Institution	Male NCE II	Female NCE II	Male NCE III	Female NCEIII	Total
Jigawa State College of Education, Gumel	441	206	180	225	1,052
School for Islamic and Legal Studies Ringim	153	124	211	104	592
Federal College of Education, Zaria	331	293	320	150	1,094
Kaduna State College of	316	187	342	198	1,043

Education Gidanwaya						
Federal College of Education, Kano	568	413	418	213		1612
Aminu College of Islamic and Legal Studies, Kano	275	314	513	203		1305
Sa'adatu Rimi College Of Education Kumbotso	769	581	494	264		2108
Federal College of Education, Katsina	391	235	254	347		1227
Isa Kaita College of Education Dutsimma	311	166	321	163		961
Adamu Augle College of Education Argungu, Kebbi	145	109	335	249		838
Shehu Shagari College of Education, Sokoto	361	275	416	225		1277
Zamfara State College of Education Maru	134	151	261	135		781
Total	4,295	3,054	4,065	2,476		13,890

Sources: Heads of Departments of Social Studies of various institutions

3.4 Sample and Sampling Techniques

This study adopted purposive sampling techniques in selection of the institution due to the fact that some Colleges of Education in the Northwest zone do not offer Social Studies courses in their N.C.E. programme due to the nature of the institution e.g. Federal College of Education Technical Bichi and Female Federal College of Education Technical Gusau. And some institution operate N.C.E. Social Studies as approved by NCCE but in their nature they are not College of Education e.g. Aminu Kano College of

Islamic and Legal Studies and School of Islam legal studies Ringim. Therefore, this study purposively selected 12 institutions for the study.

Moreover, proportionate random sampling was adopted in selecting the population sample of the study, this is in line with the submission of Martin (2005) that when schools or institutions that the researcher should drawn his sample vary in their population, proportionate sampling will be appropriate. The fact that the population of the 12 institutions selected for the study vary in term of size proportionate random sampling techniques was used to select the sample to take care of the population size difference as shown in table 4.

Therefore, proportionate random sampling techniques was used to select four hundred Social Studies Students (400) sampled for the study determine using Sloven formula and which was further validated using modified WASSANET (2010) Research adviser which suggested that for a population of thirteen thousand eight hundred and ninety (13,890) a sample of four hundred (400) will be appropriate for the study at 0.05 level of significance. Therefore, the samples used for this study proportionate to each institution are as follows as shown in table 4 below:-

**Table 4:
Sample of the study showing institutional level and gender of the proportionate sampled student**

Institution	Male NCE II	Female NCE II	Male NCE III	Female NCEIII	Total
Jigawa State College of Education, Gumel	12	6	5	7	30
School for Islamic and Legal Studies Ringim	4	4	6	4	18

Federal College of Education, Zaria	9	9	9	5	32
Kaduna State College of Education Gidanwaya	9	5	10	6	30
Federal College of Education, Kano	11	12	12	7	42
Aminu College of Islamic and Legal Studies, Kano	8	9	14	6	37
Sa'adatu Rimi College Of Education Kumbotso	22	16	15	7	60
Federal College of Education, Katsina	11	7	7	10	35
Isa Kaita College of Education Dutsimma	9	5	9	6	29
Adamu Augle College of Education Argungu, Kebbi	4	4	10	7	25
Shehu Shagari College of Education, Sokoto	10	8	12	6	36
Zamfara State College of Education Maru	6	5	7	4	22
<hr/> Total	<hr/> 115	<hr/> 92	<hr/> 116	<hr/> 77	<hr/> 400

3.5 Instrumentation

This study employed two instruments for data collection that is the student Social Media usage and cultural integration questionnaire (SSMACIQ) and the Researcher Made Test (RMT) questionnaire is a research instrument that consist of some sets of questions on a specific subject under investigation which participant (sample) respondents in the study are expected to respond Sambo (2005). Moreover, according to Abiola (2007) questionnaire is a carefully designed instrument for collecting data in accordance with

the specification of the research questions and or hypotheses. It consist of set of questions to which subject responds in writing, put simple a questionnaire is a form consisting of interrelated questions prepared by the researcher about the research problem under investigation based on the objectives of the study.

Questionnaire that was designed for this study consisted of some set of fifty (50) questions about extent to which Social Media usage influence cultural integration or otherwise of Social Studies Students in Colleges of Education in Nigeria in which sampled respondent responded to. Those responses were used and tested some of the study hypotheses. However, question 1 – 10 had three levels of responses i.e. use frequently, use rarely, not use at all and question 11 – 50 are in four point modified Likard Scale of continuum i- strongly Agree (SA) Agree (A) Disagree (D) and strongly Disagree (SD). That allowed each of the respondent to choose which were appropriate to his/her interest or opinion.

Researcher Made Test (RMT) was designed and obtained scores of students which was used to compare and find out difference in the academic performance of Social Studies Students who use Social Media which was further used to test some hypotheses formulated for the study as indicated in Chapter Four, however out of the four hundred (400) questionnaires and researcher made test administers only 365 (91%) of each was successfully filled and returned.

3.5.1 Validity of the Instrument

The instruments that were designed for the study i.e. the questionnaire and Researcher Made Test were given to experts in Social Studies Education and statistian in Ahmadu Bello University Zaria and National Educational Research and Development Council Kano Zonal Office so as to ascertain the content validity of the instruments as recommended by Martin (2005) that for an instrument to be valid for a particular study

it requires the expert check to ensure content validity. This will give the instrument the quality it requires for it to be valid for a study that may be for some benefit to education. ASCA (2012). Instrument Student Social Media usage and cultural integration questionnaire and the Researcher Made Test designed for this study after validation by the expert was pilot tested in Azare College of Education.

3.5.2 Reliability of the Instrument

To ascertain the reliability of the instrument designed for this study after validation by the expert and pilot tested in the similar institution the responses of the respondents were analyzed appropriately so as to find coefficient of the instrument as suggested by Lewin (2008) that an instrument could be considered reliable for a study in education if its coefficient is in range of 0.05-1 and it is more reliable if it is more closer to one. The designed instrument was pilot tested using fifty (50) students of Social Studies Department of Azare College of Education Bauchi state Nigeria. The Researcher and Research Assistant distributed the instrument to the student 2hrs was used to allow them responded to the instrument and answer the questions in the Researcher Made Test (RMT) respectively. Spearman rank order correlation was used to calculate the reliability coefficient of the instrument (Questionnaire. A coefficient of 0.73 was obtained which according to Lewin is high and could be use for study.

3.6 Data Collection Procedure

The determine sampled of this study that is the four hundred (400) respondents were used for the study. Therefore, the questionnaire and Researcher Made Test designed for the study were administered to each of the respondents in their own institution considering the distance one day was used for each institution for distribution and collection of the instruments that is both the Researcher Made Test and the Questionnaire therefore 12 days used for the administration and collection of the

instrument in all, the 12 institutions, a research assistant was employed to assist in both distribution and collection of the instrument in each of the institution. Moreover, the research assistants were staff of Social Studies Department of the respective institutions as suggested by Kolo (2003) that for administration of research instrument to be easier and hitch free a research assistance should be employed and adequate time should be set for the instrument administration. Each institutions was given a complete day for both administration and collection.

3.7 Procedure for Data Analysis

Broadly two statistics were used for data analysis in this study that is Descriptive Statistics and Inferential Statistics respectively. Frequencies and percentages was used to answer research question one and two and Mean and Standard Deviations was used to answer research question 2 – 9 and t-test independent sample was used to test all the null hypotheses and determine the difference in the use of Social Media among Social Studies Students and access to friends which facilitate culture integration and equally t-test was used to determine difference in the academic performance between Gender levels and Federal and States Colleges of Education Students; as suggested by Maiwada (2005) that to find out difference between two suspects t-test is most appropriate.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter present and analyzed the data collected for the study, the analysis was done in two ways the first was answering the research questions where descriptive statistics was used and the second was where the null hypotheses were analyzed using inferential statistics of independent sample t-test.

4.2 Data presentation

Frequencies and percentages was used to answer research question one (1) mean and standard deviations was used to answer research question 2 – 9 respectively as shown in table 5 to 18.

Social Media Use

Based on the data gathered from the respondent’s responses in the questionnaire statements, the following were the frequencies and percentages of Social Media that Social Studies Students used most often and purposes.

Statement No. 1: I use Facebook most compared to all other Social Media because of its relative social and academic advantages. Frequency counts and percentages of the responses ranging from use frequently, use rarely to not use at all were analysed.

Table 5: Students’ use Facebook as Social Media

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	171	46.8	46.8	46.8
Use rarely	92	25.2	25.2	72.1
Use frequently	102	27.9	27.9	100.0
Total	365	99.9	99.9	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix XI

Table 5 presents results of Social Studies Students data resorting responses on the statement of how often they use Facebook as a Social Media for social and academic advantages. A total of 365 respondents filled the options, 171 (46.8%) said they do not use Facebook at all, 92(25.2%) said they use Facebook rarely, and 102(27.9%) said they use Facebook as a Social Media frequently. That is to say nearly half of the Social Studies Students in Colleges of Education do not use Facebook as a Social Media.

Statement No. 2: I use WhatsApp social network site compared to all other Social Media for its social and educational advantages. Frequency counts and percentages of the responses ranging from use frequently, use rarely to not use at all were analysed.

Table 6: Students' use of WhatsApp as Social Media

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	48	13.2	13.2	13.2
Use rarely	91	24.9	24.9	38.1
Use frequently	226	61.9	61.9	100.0
Total	365	100.1	100.1	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix XI

Table 6 presents results of Social Studies Students data base on responses to the statement of how often they use WhatsApp as a Social Media for social and academic advantages. A total of 365 respondents filled the options, 48 (13.2%) said they do not use WhatsApp at all, 91(24.9%) said they use WhatsApp rarely, and 226(61.9%) said they use WhatsApp as a Social Media frequently. That is to say more than half (61.9%) of the Social Studies Students in Colleges of Education do use WhatsApp as a Social Media.

Statement No. 3: I use 2go most as Social Media academic advantages. Frequency counts and percentages of the responses ranging from use frequently, use rarely to not use at all were analysed.

Table 7: Students' use of 2go as Social Media

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	213	58.4	58.4	58.4
Use rarely	90	24.7	24.7	83.0
Use frequently	62	17.0	17.0	100.0

Total	365	100.0	100.0
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Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix XI

Table 7 presents results of Social Studies Students data based on their response to the statement of how often they use 2go as a Social Media for social and academic advantages. A total of 365 respondents filled the options, 213 (58.4%) said they do not use 2go at all, 90(24.7%) said they use 2go rarely, and 62(17.0%) said they use 2go as a Social Media frequently. That is to say more than half (58%) of the Social Studies Students in Colleges of Education do not use 2go as a Social Media.

Statement No. 8: I use Twitter compared to all other social network because of educational ethical and academic advantages. Frequency counts and percentages of the responses ranging from use frequently, use rarely to not use at all were analysed.

Table 8: Students' use of Twitter as Social Media

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	261	71.5	71.5	71.5
Use rarely	71	19.5	19.5	91.0
Use frequently	33	9.0	9.0	100.0
Total	365	100.0	100.0	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix XI

Table 8 presents results of Social Studies Students data based on responses to the statement of how often they use Twitter as a Social Media for social and academic advantages. A total of 365 respondents filled the options, 261(71.5%) said they do not use Twitter at all, 71(19.5%) said they use Twitter rarely, and only 33(9%) said they use Twitter as a Social Media frequently. That is to say more than half (71.5%) of the Social Studies Students in Colleges of Education do not use Twitter as a Social Media at all.

Statement No. 5: I use YouTube compared to all other social network because of its academic and social advantages. Frequency counts and percentages of the responses ranging from use frequently, use rarely to not use at all were analysed.

Table 9: Students' use of YouTube as Social Media

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	239	65.5	65.5	65.5
Use rarely	92	25.2	25.2	90.7
Use frequently	34	9.3	9.3	100.0
Total	365	100.0	100.0	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix XI

Table 9 presents results of Social Studies Students response to the statement of how often they use YouTube as a Social Media for social and academic advantages. A total of 365 respondents filled the options, 239(65.5%) said they do not use YouTube at all, 92(25.2%) said they use YouTube rarely, and 34(9.3%) said they use YouTube as a Social Media frequently. That is to say more than half (65.5%) of the Social Studies Students in Colleges of Education do not use YouTube as a Social Media at all.

Statement No. 6: I use Blackberry messenger because of its security of information and educational and social advantages compared to other Social Media. Frequency counts and percentages of the responses ranging from use frequently, use rarely to not use at all were analysed.

Table 10: Students' use of Blackberry as Social Media

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	233	63.8	63.8	63.8
Use rarely	103	28.2	28.2	92.1
Use frequently	29	7.9	7.9	100.0

Total	365	100.0	100.0
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Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix XI

Table 10 presents results of Social Studies Students response to the statement of how often they use Blackberry as a Social Media for social and academic advantages. A total of 365 respondents filled the options, 233(63.8%) said they do not use Blackberry at all, 103(28.2%) said they use Blackberry rarely, and 29(7.9%) said they use Blackberry as a Social Media frequently. That is to say more than half (63.8%) of the Social Studies Students in Colleges of Education do not use Blackberry as a Social Media at all.

Statement No. 7: I use Myspace.com compared to other social network because of its social and academic advantages compared to others.

Frequency counts and percentages of the responses ranging from use frequently, use rarely to not use at all were analysed.

Table 11: Students' use of Myspace.com as Social Media

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	243	66.6	66.6	66.6
Use rarely	100	27.4	27.4	94.0
Use frequently	22	6.0	6.0	100.0
Total	365	100.0	100.0	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix XI

Table 11 presents results of Social Studies Students response to the statement of how often they use Myspace.com as a Social Media for social and academic advantages. A total of 365 respondents filled the options, 243(66.6%) said they do not use Myspace.com at all, 100(27.4%) said they use Myspace.com rarely, and 22(6.0%) said they use Myspace.com as a Social Media frequently. That is to say more than

half (66.6%) of the Social Studies Students in Colleges of Education do not use Myspace.com as a Social Media at all.

Statement No. 8: I use Friendstars.com most compared to other Social Media because of its social and academic advantages compared to others. Frequency counts and percentages of the responses ranging from use frequently, use rarely to not use at all were analysed.

Table 12: Students' use of Friendstars.com as Social Media

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	261	71.5	71.5	71.5
Use rarely	77	21.1	21.1	92.6
Use frequently	27	7.4	7.4	100.0
Total	365	100.0	100.0	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix XI

Table 12 presents results of Social Studies Students response to the statement of how often they use Friendstars.com as a Social Media for social and academic advantages. A total of 365 respondents filled the options, 261(71.5%) said they do not use Friendstars.com at all, 77(21.1%) said they use Friendstars.com rarely, and 27(7.4%) said they use Friendstars.com as a Social Media frequently. That is to say more than half (71.5%) of the Social Studies Students in Colleges of Education do not use Friendstars.com as a Social Media at all.

Statement No. 9: I use Google+ because of its educative and social advantage compared to other Social Media. Frequency counts and percentages of the responses ranging from use frequently, use rarely to not use at all were analysed.

Table 13: Students' use of Google+ as Social Media

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	234	64.1	64.1	64.1
Use rarely	68	18.6	18.6	82.7
Use frequently	63	17.3	17.3	100.0
Total	365	100.0	100.0	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix XI

Table 13 presents results of Social Studies Students response to the statement of how often they use Google+ as a Social Media for social and academic advantages. A total of 365 respondents filled the options, 234(64.1%) said they do not use Google+ at all, 68(18.6%) said they use Google+ rarely, and 63(17.3%) said they use Google+ as a Social Media frequently. That is to say more than half (64.1%) of the Social Studies Students in Colleges of Education do not use Google+ as a Social Media at all.

Statement No. 10: I use Sixdegree.com most compared to all other Social Media for its friendship and group advantage that increase education and social relations among users. Frequency counts and percentages of the responses ranging from use frequently, use rarely to not use at all were analysed.

Table 14: Students' use of Sixdegree.com as Social Media

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all	274	75.1	75.1	75.1
Use rarely	73	20.0	20.0	95.1
Use frequently	18	4.9	4.9	100.0
Total	365	100.0	100.0	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix XI

Table 14 presents results of Social Studies Students response to the statement of how often they use Sixdegree.com as a Social Media for social and academic advantages. A total of 365 respondents filled the options, 274(75.1%) said they do not use Sixdegree.com at all, 73(20.0%) said they use Sixdegree.com rarely, and 18(4.9%) said they use Sixdegree.com as a Social Media frequently. That is to say more than half (75.1%) of the Social Studies Students in Colleges of Education do not use Sixdegree.com as a Social Media at all.

Generally, the results in Appendix X revealed that only 17% of the Social Studies Students in Colleges of Education use Social Media frequently, 23% rarely used Social Media, while 60% do not use Social Media at all. Out of the 10 selected Social Media for the study, WhatsApp is the most frequently used Social Media for social and academic advantages 226(62%), while Sixdegree.com 18(5%) was the least used Social Media in Colleges of Education in Nigeria.

Students Social Economic Background and the Access to Social Media

Table 15: Mean and Standard Deviations socio-economic background influence to access to Social Media of Federal and State

College Type	N	Mean	Std. Deviation	Mean Difference
Federal	208	30.41	3.907	0.566
State	157	29.85	3.944	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix III

Result indicated in Table 15 showed that the Mean socio-economic background score of federal college of education was 30.41 and that of state colleges of education students was 29.85 with standard deviations 3.907 and 3.944 respectively. The difference in the mean socio-economic background scores of Federal and State NCE Social Studies Students' access to Social Media was 0.566 in favour of the Federal. This showed that there was weak difference in the mean socio-economic background scores of Federal

and State Colleges of Education NCE Social Studies Students' access to Social Media in Nigeria.

Students Socio Economic Background and Purpose of Social Media Usage

Table 16: Mean and Standard Deviations purpose of Social Media Usage

College Type	N	Mean	Std. Deviation	Mean Difference
Federal	113	36.35	6.437	11.681
State	252	24.67	4.232	

Source: Statistical Package for the Social Scientist (SPSS) output as contained in Appendix IV.

Result indicated in table 16 showed that the mean Socio Economic background scores of Federal College of Education was 36.35 and that of State Colleges of Education Students was 24.67 respectively. The difference in the Mean Socio-Economic background scores of Federal and State NCE Social Studies Students purpose of Social Media usage was 11.681 in favour of the federal. This indicated that there is significant difference in the mean socio economic background purpose of Federal and State Colleges of Education NCE Social Studies Students purpose of Social Media usage in Colleges of Education in Nigeria.

Gender Influence on Social Media Usage

Table 17: Mean and Standard Deviations of gender influence Social Media usage of NCE Social Studies Students

Gender	N	Mean	Std. Deviation	Mean Difference
Male	198	29.97	3.564	0.079
Female	167	29.89	4.068	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix V

Result indicated in Table 17 showed that the mean influence on the types and purpose of Social Media usage scores of male was 29.97 and that of female was 29.89 with standard deviations 3.564 and 4.068 respectively. The difference in the mean influence on the types and purpose of Social Media usage scores of males and females NCE Social Studies Students' was 0.079 in favour of the males. This showed that there was weak difference in the mean influence on the types and purpose of Social Media usage scores of male and female NCE Social Studies Students' in Colleges of Education.

Students Level and purpose of Social Media Usage

Table 18: Mean and Standard Deviations on NCE Social Studies Students Level influence on purpose of Social Media usage

Level	N	Mean	Std. Deviation	Mean Difference
NCE II	159	29.48	4.069	-.813
NCE III	206	30.29	3.518	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix VI

Result indicated in Table 18 showed that the mean influence on the purpose of Social Media usage scores of NCE II was 29.48 and that of NCE III was 30.29 with standard deviations 4.069 and 3.518 respectively. The difference in the mean influence on the purpose of Social Media usage scores of NCE II and NCEE III Social Studies Students' was -0.813 in favour of NCE III. This showed that there was a difference in the mean influence on the purpose of Social Media usage scores of NCE II and NCE III Social Studies Students' in Colleges of Education.

College Types and Students Access to Friends through Social Media

Table 19: Mean and Standard Deviations of College Social Media use and access to friends of different ethnic/cultural background

College Type	N	Mean	Std. Deviation	Mean Difference
Federal	113	30.59	3.002	0.510
State	252	30.08	3.894	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix VII

Result indicated in Table 19 showed that the mean influence of access to friends of different ethnic/cultural background through Social Media usage scores of Federal was 30.59 and that of State was 30.08 with standard deviations 3.002 and 3.894 respectively. The difference in the mean influence on the types and purpose of Social Media usage scores of Federal and State Colleges of Education Social Studies Students' was 0.510 in favour of Federal Colleges. This showed that there was a difference in the mean influence scores of access to friends of different ethnic/cultural background through Social Media usage of Federal and State College of Education Social Studies Students'.

Gender and Academic Performance of Social Media Users

Table 20: Mean and Standard Deviations of test scores of male and female NCE who use Social Media in Colleges of Education

Gender	N	Mean	Std. Deviation	Mean Difference
Male	198	56.95	7.908	-13.199
Female	167	70.15	9.577	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in AppendixVIII

Result indicated in Table 20 showed that the mean academic performance scores of males was 56.95 and that of Females was 70.15 with standard deviations 7.908 and 9.577 respectively. The difference in the mean academic performance scores of male and female Social Studies Students' was -13.199. This showed that there was a difference in the mean academic performance scores of male and female Social Studies Students' who use Social Media in Colleges of Education.

Students Level and Academic Performance

Table 21: Shows Students level and scores in test of Academic Performance

Level	N	Mean	Std. Deviation	Mean Difference
NCE II	159	61.71	10.916	-1.619
NCE III	206	63.33	10.769	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix IX

Result indicated in Table 21 showed that the mean academic performance scores of NCE II was 61.71 and that of NCE III was 63.33 with standard deviations 10.916 and 10.769 respectively. The difference in the mean academic performance scores of NCE II and NCE III Social Studies Students' was -1.619 in favour of NCE III. This showed that there was a difference in the mean academic performance scores of NCE III and NCE III Social Studies Students' who use Social Media in Colleges of Education.

College Types and Academic Performance

Table 22: Mean and Standard Deviations Test scores of Federal and State College of Education Social Studies Students

College Type	N	Mean	Std. Deviation	Mean Difference
Federal	113	30.59	3.002	0.41
State	252	30.08	3.894	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix X

Result indicated in Table 22 showed that the mean academic performance scores of Federal Colleges was 30.59 and that of State Colleges was 30.08 with standard deviations 3.002 and 3.894 respectively. The difference in the mean academic performance scores of Federal and State College of Education Social Studies Students' was 4.453 in favour of Federal Colleges. This showed that there was a difference in the mean academic performance scores of Federal and State College of Education Social Studies Students' who use Social Media in Colleges of Education.

4.3 Testing Null Hypotheses

Null Hypothesis 1: There is no significant difference in the mean scores access to Social Media between Federal and State Colleges of Education Social Studies Students of different Socio economic background. To test whether there is a statistically significant difference in the mean scores Social Media access of Federal and State

College of Education Social Studies Students of different socio-economic background in Nigeria, independent samples t-test analysis was carried out and Table 23 presented the results.

Table 23: Summary of t-test on socio-economic background influence access to Social Media Federal and State Colleges of Education Social Studies Students'

College Type	N	Mean	Std. Deviation	t	df	p-value	Remark
Federal	113	30.41	3.907	1.365	363	.173	Not significant
State	252	29.85	3.944				

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix III

Results presented in Table 23 showed that there was not a statistically significant difference in the mean scores Social Media access of Federal and State Colleges of Education Social Studies Students' of different socio-economic background in Federal Colleges of Education students of different socio-economic background had more access to Social Media (\bar{X} =30.41, SD=3.907) than state (\bar{X} =29.85, SD=3.944) as supported by $t_{cal}=1.365$ at $df=363$, $p=0.173 > 0.05$ (two tailed). The result indicated that there was not a statistically significant difference in the mean Social Media access for Federal and State Colleges of Education Social Studies Students' of different socio-economic background; hence the null hypothesis which says no difference is retained.

Null Hypothesis 2: There is no significant difference in the mean scores purpose of Social Media usage between Federal and State Colleges of Education Social Studies Students based on socio-economic background. To test whether there is statistically significant difference in the mean scores between Federal and State Colleges of Education Social Studies Students purpose of Social Media usage in Colleges of Education in Nigeria, independent t-test analysis was carried out and table 24 presented the results.

Table 24: Summary of t-test analysis of Students Socio-Economic Background and purpose of Social Media usage

College Type	N	Mean	Std. Deviation	t	df	p-value	Remark
Federal	113	36.35	6.437	9.73	363	.000	significant
State	252	24.67	4.232				

Source: Statistical Package for the Social Scientist (SPSS) output as contained in Appendix IV

Results presented in table 24 showed that there was a statistically significant difference in the mean scores purpose of Social Media usage of Federal and State Colleges of Education Social Studies Students based on Socio-Economic background as indicated that the mean scores purpose of Federal College of Education Students (\bar{X} =36.35, SD = 6.437) is more than that of state (\bar{X} = 24.65, SD = 4.232) as supported by $t_{cal} = 9.73$ at $df = 363$, $P = .000 < 0.05$ (two tailed). Therefore, the result indicated that there was a statistically significant difference in the mean Social Media purpose of usage between Federal and State Colleges of Education Social Studies Students of different Socio-Economic background; hence the null hypothesis which says no difference is rejected.

Null Hypothesis 3: There is no significant difference in the mean scores purpose of using Social Media between male and female Social Studies Students in Colleges of Education in Nigeria. To test whether there is statistically significant difference in the mean scores purpose of Social Media usage between male and female Social Studies Students in Colleges of Education, independent samples t-test analysis was carried out and Table 24 presented the results.

Table 25: Summary of t-test analysis of purpose of Social Media used by male and female Social Studies Students'

Gender	N	Mean	Std. Deviation	t	df	p-value	Remark
Male	198	29.97	3.564	.198	363	.843	Not significant
Female	167	29.89	4.068				

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix V

Results presented in Table 25 showed that there was not a statistically significant difference in the mean score purpose of Social Media usage between male and female NCE Social Studies Students in Colleges of Education. Male scores means Social Media purpose of use as indicated in table (\bar{X} =29.97, SD=3.564) than female (\bar{X} =29.89, SD=4.068) there is weak difference as supported by $t_{cal}=0.198$ at $df=363$, $p=0.843>0.05$ (two tailed). The result indicated that there was not a statistically significant difference in the mean scores of Social Media purpose of use between male and female NCE Social Studies Students in Colleges of Education; hence the null hypothesis which says no difference is retained.

Null Hypothesis 4: There is no significant difference in the mean scores purpose of using Social Media between NCE II and NCE III Social Studies Students in Colleges of Education in Nigeria. To test whether there is a statistically significant difference in the mean scores of purpose of using Social Media between NCE II and NCE III Social Studies Students in Colleges of Education, independent samples t-test analysis was carried out and Table 25 presented the results.

Table 26: Summary of t-test on purpose for which NCE II and NCE III Students use Social Media

Level	N	Mean	Std. Deviation	t	df	p-value	Remark
NCE II	159	29.48	4.069	-2.045	363	.042	Not significant
NCE III	206	30.29	3.518				

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix VI

Results presented in Table 26 showed that there was a statistically significant difference in the mean scores of purpose for which NCE II and NCE III Social Studies Students use Social Media in Colleges of Education. NCE III uses Social Media for different purposes more even though weak (\bar{X} =30.29, SD=3.518) than NCE II (\bar{X} =29.48, SD=4.069) as supported by $t_{cal}=-2.045$ at $df=363$, $p=0.042<0.05$ (two tailed). The result indicated that there was a statistically weak difference in the mean scores for purpose

for NCE II and NCE III Social Studies Students use Social Media in Colleges of Education; hence the null hypothesis which says no difference is retained.

Null Hypothesis 5: There is no significant difference in the mean scores accessibility to friends of different ethnic/cultural background between Federal and State Colleges of Education Social Studies Students through Social Media usage in Colleges of Education in Nigeria. To test whether there is a statistically significant difference in the mean scores accessibility to friends of different ethnic/cultural background of Social Studies Students of Federal and State Colleges of Education through Social Media, independent samples t-test analysis was carried out and Table 27 presented the results.

Table 27: Summary of t-test analysis of access to friends of different ethnic/culture through Social Media

College Type	N	Mean	Std. Deviation	t	df	p-value	Remark
Federal	113	30.59	3.002	1.236	363	.217	Not significant
State	252	30.08	3.894				

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix VII

Results presented in Table 27 showed that there was not a statistically significant difference in the mean accessibility to friends of different ethnic/cultural background through Social Media scores for Federal and State Colleges of Education Social Studies Students'. Federal Colleges of Education had more access to friends of different ethnic/cultural background through Social Media but weak (\bar{X} =30.59, SD=3.002) than State Colleges of Education (\bar{X} =30.08, SD=3.894) as supported by t_{cal} =1.236 at df =363, p =0.217>0.05 (two tailed). The result indicated that there was not a statistically significant difference in the mean accessibility to friends of different ethnic/cultural background through Social Media scores for Federal and State Colleges of Education Social Studies Students'; hence the null hypothesis which says no difference is retained.

Null Hypothesis 6: There is no significant difference in the mean scores academic performance between male and female NCE Social Studies Students who uses Social Media in Colleges of Education in Nigeria. To test whether there is a statistically significant difference in the mean scores of academic performance between male and female NCE Social Studies Students who uses Social Media, independent samples t-test analysis was carried out and Table 28 presented the results.

Table 28: Summary of t-test of mean scores academic performance of male and female Social Studies Students' who use Social Media

Gender	N	Mean	Std. Deviation	t	Df	p-value	Remark
Male	198	56.95	7.908	-14.409	363	.000	Significant
Female	167	70.15	9.577				

Source: Statistical Package for the Social Sciences (SPSS) output as contained in AppendixVIII

Results presented in Table 28 showed that there was a statistically significant difference in the mean scores academic performance between male and female NCE Social Studies Students who uses Social Media in Colleges of Education. Females who uses Social Media performed better ($\bar{X}=70.15$, $SD=9.577$) than males ($\bar{X}=56.95$, $SD=7.908$) as supported by $t_{cal}=-14.409$ at $df=363$, $p=0.001<0.05$ (two tailed). The result indicated that there was a statistically significant difference in the mean academic performance scores for male and female NCE Social Studies Students who uses Social Media in Colleges of Education; hence the null hypothesis which says no difference is rejected.

Null Hypothesis 7: There is no significant difference in the mean scores academic performance between NCE II and NCE III Social Studies Students' who uses Social Media in Colleges of Education in Nigeria. To test whether there is a significant difference in the mean scores academic performance between NCE II and NCE III Social Studies Students who uses Social Media, independent samples t-test analysis was carried out and Table 29 presented the results.

Table 29: Summary of t-test of academic performance scores for NCE II and NCE

III Social Studies Students'

Level	N	Mean	Std. Deviation	t	Df	p-value	Remark
NCE II	159	61.71	10.916	-1.416	363	.158	Not significant
NCE III	206	63.33	10.769				

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix IX

Results presented in Table 29 showed that there was not a statistically significant difference in the mean academic performance scores for NCE II and NCE III Social Studies Students who uses Social Media in Colleges of Education. NCE III who uses Social Media performed better ($\bar{X}=63.33$, $SD=10.769$) than NCE II ($\bar{X}=61.71$, $SD=10.916$) as supported by $t_{cal}=-1.416$ at $df=363$, $p=0.158>0.05$ (two tailed). The result indicated that there was not a statistically significant difference in the mean academic performance scores for NCE II and NCE III Social Studies Students who uses Social Media in Colleges of Education; hence the null hypothesis which says no difference is retained.

Null Hypothesis 8: There is no significant difference in the mean scores academic performance between Federal and State Colleges of Education NCE Social Studies Students who uses Social Media in Colleges of Education in Nigeria. To test whether there is a statistically significant difference in the mean scores academic performance between Federal and State Colleges of Education NCE Social Studies Students who uses Social Media, independent samples t-test analysis was carried out and Table 30 presented the results.

Table 30: Summary of t-test analysis of academic performance of Federal and State Colleges of Education Social Studies Students' who use Social Media

College Type	N	Mean	Std. Deviation	t	Df	p-value	Remark
Federal	113	35.59	3.602	3.688	363	.000	Significant

State 252 26.08 2.894

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix X

Results presented in Table 29 showed that there was a statistically significant difference in the mean academic performance scores for Federal and State College of Education Social Studies Students who uses Social Media in Colleges of Education. Students from Federal College of Education who uses Social Media performed better (\bar{X} =36.59, SD=3.603) than State students from state Colleges (\bar{X} =26.08, SD=2.894) as supported by t_{cal} =3.688 at df =363, p =0.001<0.05 (two tailed). The result indicated that there was a statistically significant difference in the mean academic performance scores for Federal and State College of Education Social Studies Students who uses Social Media in Colleges of Education; hence the null hypothesis which says no difference is rejected.

4.4 Summary of Major Finding

Based on the analysis of the data collected using questionnaire and the scores of the respondents in the Researcher Made Test (RMT). The following were the major findings of the study.

1. Must Social Studies Students use Social Media and use WhatsApp most often among the ten 10 Social Media use for the study for social and academic advantages and used sixdegre.com least
2. Socio Economic background of Social Studies Students of Federal and State Colleges of education has no significant influence in access to Social Media, but has influence on purpose for Social Media usage.
3. Gender difference has no influence on the purpose and types of Social Media used by Social Studies Students in colleges of education in Nigeria.
4. Social Studies Students level has a great influence on the types and purpose for which they used Social Media in colleges of education in Nigeria.

5. Social Media usage has no significant influence on Social Studies Student's accessibility to friends of different ethnic/cultural background in Federal and State colleges of education in Nigeria.
6. Social Media usage has influence on difference in academic performance based on gender difference in colleges of education in Nigeria.
7. Social Media usage has no influence on NCEII and NCE III Social Studies student's academic performance.
8. The result also indicated that there is difference on academic performance of federal and state Colleges of education among Social Studies students who use Social Media in Nigeria.

4.5 Discussion of Result

The main objective of this study was to examine the influence of Social Media usage on cultural integration and academic performance in colleges of education in Nigeria. Eight (8) hypotheses were tested. Two instruments were used to collect data. Based on the data collected in the questionnaire it is revealed that most of the Social Studies students use Social Media. However, 226 (62%) used WhatsApp among the ten Social Media used for the study this is in line with the research findings of Kur (2012) which revealed that most colleges and Universities students in Indonesia use WhatsApp and linkedin Social Media because of relative confidentialities and nearly academic advantages.

Moreover, the student use sixdegree.com frequently least because only 18 (5%) of the respondents use the Social Media for social and academic advantages this also is in line with statement made by the Muktar (2013) and Director of search in the internet usage in Azhar university Cairo (2014) that students in University (Azhar) neglect sixdegrees.com because of lack of direct access and limited or control number of information could be shared.

Hypothesis 1: Is based on the analysis in table 23 which indicated that the mean obtained by the federal 30.4 and that of state colleges of education Social Studies student 29:8 indicated no different in the socio-economic background and access to Social Media this is in agreement with the report of Yahaya (2013) that access to internet and all other services that rely on internet service social networks inclusive depend to a large extend on location whenever a user is in the area where accessibility to internet is available access to internet is cheaper in recent years provided all other variables ranging from handset type, financial constraints, background either demography or economic background contribute very weak in accessibility to internet and Social Network.

Hypothesis 2: That stated no significant difference in the purpose for which male and female uses Social Media was retained, Social Media among other globalized societal materials provided by the technological advancement world over had help greatly in reducing the cultural and ethnic influence on gender specific activities as viewed by Michael (2015) the present study also confirm this because mean obtained by male 29.9 and that of female 29.8 shown in table 24 indicated that there is no significant differences on the purpose and types of Social Media used by Social Studies student in colleges of education in Nigeria.

Hypothesis 4: Which indicated no significant difference on level of Social Studies student and purpose of Social Media use by students in colleges of education was rejected, which indicated that level of student has significant influence of the purpose for which Social Studies student use Social Media as indicated in table 25 this is in agreement with Tofiq (2011) submissions that students utilize internet sets for knowledge and other social relations at lower level them at higher level.

Hypothesis 5: which says no significant difference in Social Media usage and access to friend of different ethnic/cultural background between federal and state colleges of education Social Studies Student was retained considering P value $0.217 > 0.05$. This is in line with the submission of Abbas (2008), that regardless of other factor accommodate school environment and usually be anxious to adopt what is most done by most member of the school community in recent years most student in colleges and universities uses cell phone which result in internet and Social Media usage among them.. Considering the aimed of Social Studies curriculum also that intends to train students that will adapt to the changing environment and adopt to the changes this may also influence this result.

Hypothesis 6: revealed significant difference in the academic performance of male and female Social Studies student that uses Social Media this is indicated in table 28 where the Pvalue $0.217 > 0.05$ which was also supported by t cal 1.236. This result is supported by Ruqayya's (2010) submission that when education is given to both sex in the same environment female has greater advantage and could perform better because parents usually kept girls more at home thereby having more time to search for knowledge than male counter.

Hypotheses 7: indicated no significant difference in the academic performance based Social Studies Students level as indicated in table 29 of NCEII and NCEIII who uses Social Media in college of education in Nigeria earn 63.3 and 61.7 respectively which indicated no significant difference. This is in line with the submission of Adeloje (2009) whenever school provide all what is needed for student to learn all students regardless of their level will perform excellently well. Today most school provide wireless internet access which allow students to brose internet and relates in Social Media with student with and out the countries of both users this help student to update

the knowledge with most recent finding which will allow the Social Media users to perform well without much difference.

Hypotheses 8: indicated significant difference in the academic performance of Social Studies Students who uses Social Media in federal and state colleges of education, as indicated in table 30 t-value cal 3.688 and P value 0.001 is less than 0.05 which indicated significant difference. This was supported by Emus (2008) that school location and some countries where education is run by different authorities and organizations students tend to perform better than others, if educational opportunities is to be equal education should be run by same institutions and authorities it is further supported that funding help greatly in access to internet in institution therefore schools that are funded better provide free access to internet which help access to Social Media.

4.6 Summary

The results of the analyzed data collected discussion of the major findings were presented. The study mostly revealed that, most Social Studies uses Social Media for academic and little for social purposes which cultural integration included. This is clear in the responses of the respondents analyzed on issues related to the Social Media usage and accessibility to friends of different ethnics/cultural background, very few respondents also attend ceremonies of friends of different cultural and ethnic groups. Hypotheses that related to gender were mostly retained this is as a result of the influence of culture and the Nigeria nature.

However, hypotheses that related to Social Media and academic performance were also rejected in terms of gender and federal and state considering that Social Media influence performance. However the hypotheses that concern with level of Social Media and academic performance was retained that indicated no significant difference.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents general summary of the study, conclusion emerging from the major finding was also discussed, recommendations was also drawn from the findings and recommendations for further studies was also suggested at the end of the chapter.

5.2 Summary

This study examined the influence of Social Media on cultural integration and academic performance of Social Studies Students in colleges of Education in Nigeria. This study adopted one shot case design for the study this is due to the fact that student had experience of Social Media usage, this post experience was used to find out whether it has influence on cultural integration and academic performance. The population of the study was all the N.C.E. Social Studies Students of Colleges of Education in northwest zone of Nigeria. A sample of four hundred (400) respondents was randomly selected using purposive sampling techniques in selecting institutions used for the study and proportionate random sampling was adopted to select the population sample used for the study. Two research instruments were used. The student Social Media usage and cultural integration questionnaire (SMACIQ) and the Researcher Made Test (RMT) the questionnaires contained 50 items and equally the research Made Test contains fifty (50) items. The statistical tools used for answering research questions and testing the null hypotheses were frequencies and percentages was used to answer research question one and mean and standard deviation was used to answer research questions two – Nine and t-test independent sample was employed to test hypotheses one – Eight respectively. The findings revealed that Social Studies Students uses WhatsApp social network most among all the ten Social Media used for the study and uses sixdegree.com least. The study further finds out that no significant influence of Social Media to accessibility of Social Studies Students to friends outside cultural/ethnic group that could facilitate cultural integration and sharing cultural experiences.

Moreover, the study revealed significant influence of Social Media usage on academic performance which constitutes difference in the academic performance based on federal and state colleges of education student male and female. But no significant influence of Social Media usage on difference in academic performance of NCEII and NCE III respectively as revealed from the findings

5.3 Conclusion

The study investigated the influence of Social Media usage on cultural integration and academic performance in colleges of education in Nigeria. Nine (9) research questions were answered for the study and Eight (8) null hypotheses were tested. Based on the Data analyzed the study revealed that Social Studies Students regardless of gender cultural background institutions attended used Social Media, it is further revealed that Social Media has weak influence on students academic performance particularly with regard to gender and institutions attended, however, no influence on student level on academic performance as revealed from the result of the study.

5.4 Contributions to Knowledge

Based on the data collected, Analysed and the result drawn from the findings the following are the contribution of this study to knowledge.

1. The study established that all Social Studies student use Social Media and WhatsApp Social Network was found to be more used compared to other social networks.
2. The study also established that there is no limitation in access to social Media because, Social Studies student socio economic background has no influence on access to social Media in Federal and State colleges of Education in Nigeria.

3. The study also found that Social Media has no influence on Social Studies student access to friend of different ethnic/cultural background in College of Education in Nigeria.
4. The study also established that Social Media has no significant influence on academic performance between Social Studies students of different levels.
5. The study further established that there is significant difference between the academic performance of Federal and State Colleges of Education Social Studies student who use Social Media.

5.5 Recommendation

Based on the findings, the following recommendations are made:-

1. There is need for in depth study on Social Media generally particularly the WhatsApp which most student used compared to other Social Medias used for the study
2. Parents should check the activities of their wards regarding Social Media usage because socio-economic background has no influence on Social Media usage in federal and state colleges of Education there in which students has access to Social Media therefore, need for guiding them for proper utilization.
3. Government, school administrators and parents has to employ a collaborative effort in helping student on how to use Social Media properly as gender difference has no influence on purpose of Social Media usage.
4. Social Studies student at all level should be made aware that Social Media could be utilized properly since level of student has no significant influence on purpose of Social Media used by Social Studies student in Nigeria.
5. Social Media could be considered as one means by which national unity could be preached. However in Nigeria as revealed from this study students has little concern

to having friends of different cultural background government and other concern individual should find ways of attitudinal change in this regard.

6. Male Social Studies Students should be encourage to utilize Social Media to improve their performance, this is because female Social Studies perform significantly better than male counterpart who use Social Media.
7. Social Studies lectures should collaborate with all level of students to find ways in using Social Media to boost their knowledge because it is expected the more we use Social Media the more we access knowledge but this study revealed no significant difference in level and academic performance of Social Studies Students who uses Social Media.
8. State colleges of education in Nigeria should find out ways in employing and improving internet facilities and should also encourage students through workshop and symposium so as to improve their usage of Social Media to enhance their academic performance.

5.6 Suggestions for further studies

The following suggestions are made for further studies:-

1. This study uses NCE Social Studies Students in colleges of education in north western part of Nigeria. It is suggested that B Ed Social Studies of colleges of education and Universities should be studied or compared with regard to Social Media usage.
2. The study found that influence of Social Media on cultural integration and academic performance. Further study should compare NCE and B Ed student and demographic difference should be made basis of comparism.
3. There is need also to replicate this study on other subject area and need to involve lecturers and school administrators in the further study.

4. Social Studies as a problems solving discipline need to study problems of utilizing Social Media on culture and academic performance among other variables on students.
5. Parents, counsellors and other like minded members of the society who has concern on educational practice should be used for further studies on positive or negative tendencies of Social Media usage.
6. Further study should be made on time spent using Social Media and its advance effect on student cultural tolerance, academic performance and academic achievement.

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Appendix I

STUDENTS' SOCIAL MEDIA USAGE AND CULTURAL INTEGRATION QUESTIONNAIRE (SSMCIQ)

Dear Respondent,

The main aim of this study is to “investigate the influence of Social Media usage on the cultural integration and academic performance of Social Studies Students in Colleges of Education in Nigeria” The information you provide will be treated with utmost confidentiality. All the responses will be used for research purpose only not any other purpose. Tick as appropriate please.

SECTION A: Respondents Bio-Data

Please tick () as appropriate.

Sex: Male [] Female []
 Level of Study: NCE II [] NCE III []
 College Type: Federal [] State []

Item	Statement	Use frequently	Use rarely	Not at all
	SECTION B: Types and Purpose of Social Media used by Social Studies Student Most often			
1	I use Facebook most compared to all other Social Media because of its relative social and academic advantages.			
2	I use WhatsApp social network site compared to all other Social Media for its social and educational advantages.			
3	I use 2go most compared to all other social networks for its social and academic advantages.			
4	I use Twitter compared to all other social network because of educational ethical and academic advantages.			
5	I use YouTube compared to all other social network because of its academic and social advantages.			
6	I use Blackberry messenger because of its security of information and educational and social advantages compared to other Social Media.			
7	I use Myspace.com compared to other social network because of its social and academic advantages compared to others.			
8	I use Friendstars.com most compared to other Social Media because of its social and academic advantages compared to others.			
9	I use Google+ because of its educative and social advantage compared to other Social Medias.			
10	I use Sixdegree.com most compared to all other Social Media for its friendship and group advantage that increase education and social relations among users.			

Item	Statement	SA	A	D	SD
	SECTION C: Socio-Economic Background and Social Media Usage				
11	My access to Social Media was as a result of encouragement given by my parents because they have high educational background and financial possible.				
12	I am encouraged by my parents to use their own computers and				

	phones to access my friends on Social Media because of their social awareness.				
13	My socio-economic background simplifies learning usage of Social Media and my elders, brothers and sisters get me through.				
14	We maintained family and friends groups charting using Social Media that ease our daily contact and bridges distance.				
15	All members of my family purses social network account and utilize it on daily bases.				
16	Most of my friends that I associate with in Social Media are of different ethnic and cultural background with me.				
17	Share cultural experiences with people of different cultural groups within Nigeria than those outside Nigeria on Social Media.				
18	I associate with people of different ethnic groups on Social Media who are mostly Nigerians than foreigners.				
19	As a result of contact through Social Media I visited many state in Nigeria for the purpose of attending traditional wedding and many other cultural ceremonies of many different ethnic groups.				
20	Most Social Studies Students including myself associate and share information with people of different cultural groups as a result of Social Media usage.				
	SECTION D: Gender Differences in Social Media Types and Purpose of Usage				
21	Most female compared to male uses of Social Media use Facebook and Whatsapp compared to another types of Social Networks.				
22	I uses 2go and Blackberry messenger because most friend I have use the compared to other Social Networks.				
23	Most friends I have uses Twitter and YouTube compared to other Social Networks				
24	Female users of Social network patronize Myspace.com and Freindstars.com because of secrecy of information compared to male.				
25	Male uses Google and Sixdegree.com compared to female because it aids education and access to to female friends				
26	I use Social Media for pleasure and increase international outlook				
27	I am exposed to more friend of different sex, this motivate me using Social Media.				
28	I uses Social Media to access Academic information to boast my knowledge				
29	I use Social Media for the accessing friends within and outside my country from the opposite sex.				
30	I use Social Media to improve my cultural outlook and have more information outside my country.				
	SECTION E: NCE Social Studies Students Level and Purpose of Social Media Usage				
31	I use Social Media more when I am in NCE II compared to when in NCE I.				
32	NCE II and NCE III students use Social Media more than NCE I Social Studies Students.				
33	I use Social Media because my lecturers motivate using it.				
34	Most assignment given in Social Studies can easily be accessed				

	using Social Media this motivate using it.				
35	Social Studies Education is enquiring motivated course this motivated me using Social Media.				
36	Cultural interactional is improve while learning Social Studies this motivated most NCE II and III Social Studies student using compared to NCE I.				
37	Current issue discussion motivate my Social Media use while I am in NCE II.				
38	Current issue related to the academic information increase my Social Media Usage at NCE III.				
39	My level of studies determine my usage of Social Media both in time and concentration.				
40	Level of studies has no any influence in my usage of Social Media and the type I uses.				
	SECTION F: Social Media Usage and Access to Friends of Different Cultural/Ethnic Background				
41	Social Media usage assisted in the increase of the number of friends I have outside my cultural groups.				
42	Most of friends I associate with on Social Media are people of different ethnics groups within and outside Nigeria.				
43	Exchange of information in general flat form pages of social sites like Facebook and alike enhance my exposure to friends outside my cultural group.				
44	Some of friends I have in Social Media connect me with other friends outside my cultural groups.				
45	All Social Studies Students accepted the advent of Social Media and their engagement and usage helped in no small amount in increasing the number of friends they have outside their cultural groups.				
46	Most of my contacts on Social Media are those of different sex with me.				
47	My exposure to friends outside my sex has increased through Social Media flat form contacts.				
48	Sex difference relationship syndrome has reduce with the evaluation of Social Media and its frequent utilization among most Social Studies Students including myself.				
49	I have large number information regarding marriage that emerges as a result of contact through Social Media.				
50	I am one of those that attended wedding ceremony of couples from different cultural groups that take place as a result of contact through Social Media.				

Appendix II

RESEARCHER MADE TEST (RMT)

Sex Male [] Female []
Level of Study: NCE [] NCEII [] NCEIII []

Marital Status: Single [] Married []

Combination:.....

1. The philosophy of social education forms in integral part of
 - a) Man's environment b) Physical social environment
 - c) Philosophy of Nigerian Education d) Nigerian society
 - e) Human society generally
2. One of the philosophy of Nigerian education is building
 - a) A democratic society b) Good citizen
 - c) A just and egalitarian society d) Federalism culture
 - e) Strong nation
3. One of the general objectives of Social Studies is
 - a) Producing nationally conscious and effective citizens
 - b) Citizens who are particular with their environment
 - c) Knowledgeable of Nigerian society
 - d) Culturally federalism e) Socially better up
4. The inculcation of permanent literacy and numeracy and ability to communicate effectively is one of the objectives of Social Studies in
 - a) Secondary school b) NCE level
 - c) Primary and secondary education
 - d) Tertiary education e) University education
5. Social Studies is define as
 - a) The study of man's environment
 - b) The study of how environment influence man's activity
 - c) The study of how man influence and in turn influenced by his environment
 - d) A combination of social science subjects
 - e) A school and societal activities
6. Social Studies drawn its contents from
 - a) All social sciences
 - b) History, geography, sociology and political science
 - c) Humanities, arts and science
 - d) Philosophy e) humanities only
7. Social Studies was first taught in
 - a) Britain b) America c) Kenya d) Nigeria e) Gabon
8. America Social Studies become important school subject after

- a) Graduating some numbers of students b) after the world war
c) 1939-1940 d) during British era e) after colonial era
9. The nature of Social Studies in Nigeria and Africa is aimed at
a) Producing good African citizen b) educational decolonization
c) Lean all social science in single subject
d) Protecting of African nationalization
e) Protecting African education
10. The scope of Social Studies covers
a) All social sciences and humanities
b) Science and humanities
c) The study of man in his totality using integrated approach
d) Man's relation with nature e) man's relation with neighbour
11. Social Studies were first taught in Nigeria at
a) Yoruba land b) by western ministry of education
c) Ayetoro comprehensive school
d) in Hausa land e) in Onitsha
12. The Mombasa Conference was held in the year
a) 1966 b) 1968 c) 1969 d) 1961 e) 1970
13. SOSAN help in spreading Social Studies in Nigeria through
a) SOSAN election campaign
b) Seminars, conferences and workshops
c) SOSAN annual general meeting d) excursion
e) Political only
14. The concept of integration in Social Studies emphasizes
a) The relationship between man and his environment
b) Relationship between all aspects of life and learning
c) Learning traditional subjects in single subject
d) Education in totality e) Social approach to education
15. Nigeria attend independence in
a) 1960 b) 1963 c) 1st October 1960
d) 1965 e) 1961
16. The first Nigerian Prime Minister was
a) Alhaji Shehu Shagari b) Dr. Nmandi Azikiwe
c) Alh. Ahmadu Bello d) Dr. Joseph Tarka

- e) Mr. Alvan Ikoku
17. The first elected President of Nigeria was
- a) Dr. Nmandi Azikiwe b) Alhaji Shehu Aliyu Shagari
 c) Alh. Ahmadu Bello d) Alh. Abubakar Tafawa Balewa
 e) Chief Olusegun Obasanjo
18. The first military coup in Nigeria took place in
- a) 1963 b) 1966 c) 1993 d) 1986 e) 1957
19. The recent Nigerian democracy is.....years old
- a) 12 years b) 13 years c) 12½ years
 d) 14 years e) 15 years
20. Nigeria depend on.....before the exploration of petroleum
- a) Agriculture b) Cocoa and cotton
 c) groundnut only d) grains e) hides and skin
21. One could be a citizen of Nigeria
- a) By migration b) by registration only c) by birth only
 d) as provided in the constitution of Nigeria e) by confirmation
22. One of the following is the Nigerian Central Bank Governor
- a) Alhaji Abdulkadir Ahmad b) Chalse Soludo
 c) Sanusi Chiroma Kano d) Ngozi Iwala e) Sanusi Lamido Sanusi
23. Socialization is a process of internalizing.....into culture of society
- a) Child b) parents c) neighbour
 d) member e) brothers and sisters
24. One of the following is an agent of socialization
- a) School b) family c) rice and millet
 d) peer group e) religious institutions
25. One of the following is not a man's physical environment
- a) Mountain b) water c) atmosphere
 d) highland e) lowland
26. Weather is.....of a particular area
- a) Day to day life b) day to day condition c) day to day activities
 d) long term condition e) observed man activities
27. Family is the smallest unit social organization, it is made up of
- a) People of same interest b) people of different age group
 c) people with different opinion d) people related by blood

- e) living the same compound
28. Nigeria is a member to
 a) EEC b) EUC c) OOC d) ECOWAS e) NATO
29. Nigeria export one of the following
 a) Rice b) tomato c) palm oil d) crude oil e) salt
30. The colour of Nigerian flag is.....
 a) Green white b) Green white and red
 c) Green white green d) Green white and yellow e) White green
31. The Nigerian population is 150 million people as at
 a) 1991 census b) 1979 census c) 2006 census
 d) 1999 census e) none of the above
32. One of the following is an organ of UNO
 a) Security assembly b) general assembly
 c) economic council d) social council e) justice council
33. IMF means
 a) International monetary finance b) International mortgage fund
 c) International monetary fund d) International management fund
 e) Interim management finance
34. One of the following is a oil producing state in Nigeria
 a) Lagos b) Abuja c) Adamawa d) Kwara e) Bayelsa
35. Age grade is important in pre-colonial
 a) Hausa Fulani b) Yoruba c) Igbo d) Ijaw e) Kanuri
36. Emir is the traditional chief in Hausa Fulani as.....in Yoruba
 a) Oba b) Eze c) Olafun d) Mashud e) Obi
37. Totality of man's life means
 a) Behaviour b) Culture c) attitude d) attribute e) social
38. The present Nigerian national anthem was adopted in.....
 a) 1960 b) 1978 c) 1963 d) 1987 e) 1966
39. First Nigerian currency was issued in.....
 a) 1952 b) 1962 c) 1959 d) 1960 e) 1987
40. Pound was replace.....as Nigerian currency
 a) Dollar b) Naira c) naira and kobo d) yan e) coins
41. One of the following is not a national symbol

- a) Taxi driver b) the national pledge c) the national flag
d) national anthem e) Nigerian currency
42. Taiwo Akinkunmu designed.....for Nigeria
- a) National pledge b) national anthem c) national plag
d) national currency e) nation anthem
43. Green colour in the national flag stands for
- a) Peace b) unity c) different wealth
d) farmland and forest e)diversity
44. Nigerians coat of arm as adopted in.....
- a) 1971 b) 1963 c) 1966 d) 1960 e) 1978
45. Before the creation of states in Nigeria, we operate under.....
- a) Local government b) capitals c) regions
d) localities e) ethnic
46. The set of government was in.....before Abuja
- a) Kaduna b) Port Harcourt c) Lagos d) Kano e) Ibadan
47. Nigeria is operating.....part system
- a) Single party system b) majority party system
c) Multiparty system d) many party system e) strong party system
48. NRC implies
- a) National Reconstruction Council b) National Regional Council
c) National Republican Convention d) National Railway Corporation
e) Nigerian Resource Council
49. President Jonathan held from
- a) Abia b) Anambra c) Enugu d) Bayelsa e) Abonyi
50. Sir, Ahmadu Bello was the Premier of
- a) Sokoto b) Kaduna c) North d) North-West e) Kano

APPENDIX III

t-test analysis of socio economic background and access to social media

GET

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T-Test

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Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total Socio Economic Background	1 male	208	30.41	3.907	.271
	2 female	157	29.85	3.944	.315

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total Socio Economic Background	Equal variances assumed	.067	.796	1.365	363	.173	.566	.415	-249	1.382
	Equal variances not assumed			1.364	334.446	.174	.566	.415	-251	1.383

APPENDIX IV

t-test analysis of socio economic background and purpose of social media usage

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Group Statistics

	College type	N	Mean	Std. Deviation	Std. Error Mean
Total Socio Economic Background	1 Federal	113	36.35	6.437	.293
	2 State	252	24.67	2.232	.181

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Total Socio Economic Background	11.221	.0000	-14.401	363	-.217	.681	-.412	-301	1.330	
			-12.013	274.911	-.174	.510	-.374	-221	1.146	

APPENDIX V

t-test analysis of gender difference and purpose of social media usage

T-TEST GROUPS=Sex(1 2)
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T-Test

[DataSet1] C:\Users\umar\Desktop\Zulyadaini's Dissertation\Zulyadaini's Corrected Data.sav

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total gender difference on Social Media	1 male	208	29.97	3.564	.247
	2 female	157	29.89	4.068	.325

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Total gender difference on Social Media	3.046	.082	.198	363	.843	.079	.401	- .708	.867	
			.195	310.599	.846	.079	.408	- .723	.882	

APPENDIX VI

t-test analysis on NCE level and purpose of social media usage

T-TEST GROUPS=Level(1 2)
 /MISSING=ANALYSIS

/VARIABLES=Tgdonsm
/CRITERIA=CI(.95).

T-Test

[DataSet1] C:\Users\umar\Desktop\Zulyadaini's Dissertation\Zulyadaini's Corrected Data.sav

Group Statistics

	Level of Education	N	Mean	Std. Deviation	Std. Error Mean
Total gender difference on Social Media	1 NCE II	159	29.48	4.069	.323
	2 NCE III	206	30.29	3.518	.245

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Total gender difference on Social Media	5.419	.020	-2.045	363	.042	-.813	.398	-1.595	-.031	
			-2.007	312.677	.046	-.813	.405	-1.611	-.016	

APPENDIX VII

t-test analysis of access to friends of different ethnic/cultural background through social media

T-TEST GROUPS=Collegetype(1 2)
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T-Test

[DataSet1] C:\Users\umar\Desktop\Zulyadaini's Dissertation\Zulyadaini's Corrected Data.sav

Group Statistics

	College type	N	Mean	Std. Deviation	Std. Error Mean
Total Social Media and access to friends	1 Federal	113	30.59	3.002	.282
	2 State	252	30.08	3.894	.245

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Total Social Media and access to friends	Equal variances assumed	6.999	.009	1.236	363	.217	.510	.412	-.301	1.320
	Equal variances not assumed			1.362	274.911	.174	.510	.374	-.227	1.246

APPENDIX VIII

t-test analysis of male and female academic performance scores

T-TEST GROUPS=Sex(1 2)

/MISSING=ANALYSIS
/VARIABLES=T_Scores
/CRITERIA=CI(.95).

T-Test

[DataSet1] C:\Users\umar\Desktop\Zulyadaini's Dissertation\Zulyadaini's Corrected Data.sav

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total Academic Performance	1 male	208	56.95	7.908	.548
	2 female	157	70.15	9.577	.764

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Total Academic Performance	12.554	.000	-14.409	363	.000	-13.199	.916	-15.001	-11.398	
ce			-14.032	298.337	.000	-13.199	.941	-15.051	-11.348	

APPENDIX IX

t-test analysis of Social Studies Students level on academic performance

T-TEST GROUPS=Level(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=T_Scores
 /CRITERIA=CI(.95).

T-Test

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Group Statistics

	Level of Education	N	Mean	Std. Deviation	Std. Error Mean
Total Academic Performance	1 NCE II	159	61.71	10.916	.866
	2 NCE III	206	63.33	10.769	.750

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Total Academic Performance	.172	.678	-1.416	363	.158	-1.619	1.144	-3.868	.630
			-1.414	337.673	.158	-1.619	1.146	-3.873	.634

APPENDIX X

t-test analysis of Federal and State Colleges of Education Social Studies Students

academic performance

T-TEST GROUPS=Collegetype(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=T_Scores
 /CRITERIA=CI(.95).

T-Test

[DataSet1] C:\Users\umar\Desktop\Zulyadaini's Dissertation\Zulyadaini's Corrected Data.sav

Group Statistics

	College type	N	Mean	Std. Deviation	Std. Error Mean
Total Academic Performance	1 Federal	113	35.59	3.602	1.084
	2 State	252	26.08	2.894	.646

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total Academic Performance	Equal variances assumed	5.597	.019	3.688	363	.000	4.453	1.208	2.078	6.828
	Equal variances not assumed			3.528	194.709	.001	4.453	1.262	1.964	6.943

APPENDIX XI

Summary of Frequencies and Percentages of Social Media used most often by Social Studies Students in Colleges of Education in Nigeria

S/No	Social Media	Use Frequently		Use Rarely		Not at all		Total
		Counts	%	Counts	%	Counts	%	
1	Facebook	102	27.94	92	25.20	171	46.84	365
2	WhatsApp	226	61.91	91	24.93	48	13.15	365
3	2go	62	16.98	90	24.65	213	58.35	365
4	Twitter	33	9.04	71	19.45	261	71.50	365
5	YouTube	34	9.31	92	25.20	239	65.47	365
6	Blackberry	29	7.94	103	28.21	233	63.83	365
7	Myspace.com	22	6.02	100	27.39	243	66.57	365
8	Friendstars.com	27	7.39	77	21.09	261	71.50	365
9	Google+	63	17.26	68	18.63	234	64.10	365
10	Sixdegree.com	18	4.93	73	20	274	75.06	365
	Total	616	168.76	857	234.79	2177	596.43	3650
	Total Usage	17%		23%		60%		100%

Appendix XII

**Required
Sample
Size +
Research Advisors**

Confidence = 95.0%

confidence = 99.0%

Population

Size	Curacy/Margin of Error			Degree of Accuracy/Margin of Error				
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	58	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
198	131	158	175	194	153	173	184	196
264	157	198	225	257	189	221	240	260
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,900	350	653	1102	2774	567	1005	1580	3158
5,100	357	680	1181	3331	587	1070	1746	3901
5,532	365	710	1275	4211	610	1147	1960	5165
5,908	400	710	1275	4211	610	1147	1960	5165
7,500	400	710	1275	4211	610	1147	1960	5165
10,894	400	727	1332	4899	622	1193	2098	6239
25,000	400	760	1448	6939	646	1285	2399	9972
50,000	400	772	1491	8056	655	1318	2520	12455
75,000	400	776	1506	8514	658	1330	2563	13583
100,000	400	778	1513	8762	659	1336	2585	14227
250,000	400	782	1527	9248	662	1347	2626	15555
500,000	400	783	1532	9423	663	1350	2640	16055
1,000,000	400	783	1534	9512	663	1352	2651	16478
2,500,000	400	784	1536	9567	663	1353	2651	16478
10,000,000	400	784	1536	9594	663	1354	2653	16560
100,000,000	400	784	1537	9603	663	1354	2654	16584
264,000,000	400	784	1537	9603	663	1354	2654	16584

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The recommended sample size for a given population size, level of confidence, and margin of error appears in the body of the table

For example, the recommended sample size for a population of 1,000, a confidence level of 99% and a margin of error (degree of accuracy) of 3.5% would be 575.

Change these values to select different levels of confidence

Change these values to select different maximum margins of error.

Change these values to select different (e.g., more precise) population sizes)