

**IMPACT OF SOCIAL STUDIES IN WARDING OFF ANXIETY AND SOCIAL
DISORDER AMONG STUDENTS IN COLLEGES OF EDUCATION IN KADUNA
STATE, NIGERIA**

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DECLARATION

I **BARDE Daniel Luka** hereby declare that this Dissertation Entitled “**Impact of Social Studies in warding off Anxiety and Social Disorder among students in Colleges of Education Kaduna State, Nigeria**” Was carried out and submitted by me to school of Post-Graduate Studies Ahmadu Bello University, Zaria. All sources of information derived from literature are duly acknowledged by means of references, and that the work had not been presented in any previous application or in any higher institution. All errors found in the work are my short coming

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CERTIFICATION

This Dissertation Titled: “**Impact of Social Studies in warding off Anxiety and Social Disorder among Students in Colleges of Education, Kaduna State Nigeria**” by **BARDE Daniel Luka** meets the requirement for the award of Master Degree in Social Studies Education of the Department of Arts and Social Science Education, Faculty of Education, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This Dissertation is dedicated to my beloved parent Mr. and Mrs. Luka Barde, My dear wife Lois Daniel Barde, my lovely children Emmanuella Gyasmen Daniel, Edmond Gyaenom Daniel and my late brother Mathew Monday Luka.

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In everything there is a season; a time to start and time to end; I wish to give glory, honor and adoration to God the father, son and the Holy Spirit. Whose love, mercy and kindness gave me an opportunity to start this program and now made another step in my academic pursuit.

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ABSTRACT

This study determined the impact of social studies in warding off anxiety and social disorder among students in colleges of education in Kaduna state Nigeria. To achieve the main objective of this study, three research questions and three null hypotheses were formulated in line with the following objectives: to determine the views of male and female students on the impact of social studies in warding off anxiety and social disorder amongst students; to find out the views of NCE II and NCE III students on the extent their mastery of the subject enabled them to overcome anxiety and social disorder amongst students; and to investigate the level of the mastery of social studies education helps the students overcome consequences of anxiety and social disorder amongst the students of FCEZ and KSCOE Gidan waya. A descriptive survey method was used to obtain data from respondents who gave consent to the study, the population for the study consisted of 2160 students out of which 341 students were sampled by the used of simple random sampling and structured questionnaire which were distributed to the sampled group of respondents. Pearson product moment correlation (PPMC) was used to calculate the reliability estimate of 0.78 for the instrument. The hypotheses were tested at $p \leq 0.05$ level of significance. Independent T-test was the main statistical instrument used for testing the hypotheses. Data obtained was analyzed using Statistical Package for social Sciences (SPSS). And the Result indicated that Both male and female students were of the view that social studies has a positive impact in warding off anxiety and social disorder, it was also revealed that mastery of social studies has enable students to ward off anxiety and social disorder in colleges of education in kaduna state,it also shows that both students from FCEZ and KSCOE Gidan waya were of the view that the consequences of anxiety and social disorder amongst students could be the breakdown of law and order in the society. The findings also revealed that there was no significant difference between the opinion score of male and female students of FCE zaria and COE gidan waya regarding the overcoming the consequences of anxiety and social disorder And also concluded that with the effective teaching of Social Studies education, students could be more responsible and useful members of the society. The need for adapting innovative teaching methods rather than traditional teaching methods was therefore emphasized.

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LIST OF ABBREVIATIONS

ASSP	African Social Studies Program
COE	Colleges of education
SD	Standard Deviation
SE	Standard Error
FR	Frequency
DF	Degree of freedom
KSCOE	Kaduna State College of Education
FCE	Federal College of Education
NCE	Nigeria Certificate in Education
SAD	social anxiety disorder
PPMC	Pearson's Product Moment Co-Efficient Correlation
SPSS	Statistical Package for Social Sciences
SOSAN	Social Studies Association of Nigeria

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Anxiety and social disorder are common phenomenon of everyday's life, they play a very crucial role in man's life and due to dynamic nature and happenings in human society everyone is a victim of anxiety and social disorder in different ways. Social Studies through its teachings have become an increasingly important means for institutions of learning to educate the students on the need to imbibe good values and remain orderly in order to curb the menace of anxiety and social disorder in the society. Generally the school system is viewed as an avenue for the socio-transformation of people's lives and imparting of knowledge, skills, values and attitudes that would enable the recipients to be a useful and responsible member of a society. Education is placed in high esteem and is regarded as a tool to help society channel its resources to address the ugly situation. No doubt, education is regarded as an instrument "par excellence" for affecting national development (FGN, 2014).

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

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

Social disorder is a behavioral disorder that is classified as an act of delinquency. Just like, lying, stealing and playing truant or running away from home. It often causes a lot of mental, emotional, intellectual and psychological damage to the victim or properties around homes, schools and the society in general. A socially disordered student is an uncontrollable student and can do just about any damage when he or she does not get whatever he or she wants. Social disorder does not restrict itself to education alone; Research studies have shown that social disorder seems to be worse with children of big, heavy; powerful and seemingly religious parents. It is disappointingly normal to see students engaging in social vices freely nowadays within and outside the school environment. There is little or no respect for teachers anymore, in our school system: Indecent dressing, cultism, students' unrest, prostitution, drug abuse among many other social vices, has become the order of the day. On a general note, it connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system and gradually leads to chaos and anarchy in the society.

According to Ego (2008) in Nigerian colleges of education youths constitute 99% of the total population; he emphasizes that youths are the pillars and precious elements of any society. Youths are the agents of social change and nation building; hence, many revolutions in history were initiated by them. In other words youths are strategically perceived as the engine house of the development of every nation. Hence, any society that wants to advance in all her facets of life puts the youths at the forefront. Many countries of the world in their quest to ameliorate social problems map out different programs, strategies and policies to better the lives of the people. Consequently, Social Studies Education, which helps to address man's problems emerged and is being utilized by various countries' educational systems particularly in Nigeria Colleges of Education, to help re-channel and correct citizens' negative behaviors and inculcate in them worthwhile attitudes and values to enable them become effective and functional citizens. Hence, Social Studies education serves as a corrective measure in shaping

attitudes and conditions for national development (Chikwelu, 2001:7). Nigeria in her bid to better the lives of its citizenry extended the teaching of Social Studies Education to tertiary institutions where youths are basically nurtured.

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

1.2 Statement of the Research Problem

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

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

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

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

Anxiety and social disorder is a threat to nations building, Youths in their desires to contribute immensely to the development of their country cannot effectively do so, due to the helpless situations they are into.

Therefore, social studies which is seen as a corrective measure is used as an instrument in Nigeria colleges of education through its teachings and learning to ameliorate these problems.

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

1.3 Objectives of the Study

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

- i. Determine the views of male and female students on the impact of social studies in warding off anxiety and social disorder amongst students in colleges of education in Kaduna state.
- ii. Find out the views of NCE II and NCE III Social Studies students on the extent their mastery of the subject has enabled them overcome anxiety and social disorder amongst students at the colleges of education in Kaduna state.
- iii. Investigate the level of mastery of social studies education amongst students in overcoming the consequences of anxiety and social disorder at FCEZ and KSCOE Gidan waya.

1.4 Research Questions

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

- i. What is the difference in the mean opinion score of male and female students' in determining the impact of Social Studies in warding off anxiety and social disorder amongst students in colleges of education in Kaduna state?
- ii. What is the difference in the mean opinion score of NCE II and NCE III Social Studies student on the extent their mastery of the subject has enabled them overcome anxiety and social disorder at colleges of education in Kaduna state?
- iii. What is the extent of the differences in the mean opinion score of social studies students of FCEZ and KSCOE Gidan waya regarding a mastery of the subject in overcoming anxiety and social disorder?

1.5 Null Hypotheses

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

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

1.6 Significance of the Study

The study will be charged to shedding more light on the impact of social studies in warding off anxiety and social disorder among students in colleges of education in Kaduna State, Nigeria.

The result of the study will be of great benefit to the lecturers and students of social studies as it will equip the lecturers with the necessary skills that will assist them in proffering possible solutions to the problem of student anxiety in various academic institutions:

It will also help the students through social studies education to be fully aware of the various forms of anxiety and its cause implications, and thereby work hard to cope with it.

Government will use the findings of this work and provide adequate support to curriculum change process to accommodate the teaching of social vices, social anxiety and its implication to the academic performance of the learners.

The study will be a source for further empirical study as it will encourage the students and other researchers from the field of social studies.

The study will also equip Social Studies teachers with the knowledge and skills to deliver the contents which will co-opt the learners to transfer their experience, skills to their new life situation to improve and mould their negative mind.

The policy and law makers will use the recommendations of this study as an input to initiate policies affecting the society and educational system aimed at reducing the rate of school mishaps' and other related social vices.

Ministry for youth and social development will also used the recommendations of this piece of work to initiate youth empowerment programmes that will help in keeping the youth busy while in school.

Colleges of education and other higher institutions of learning will also benefit in this piece of work as it will help the management of such institution to have a clearer picture of existing social vices that could cause panic within the school and the possible ways of curbing such vices.

The study will also assist the police and other related law enforcement agencies to have wider scope of existing crimes in our society and thereby employ good methods and strategies of talking such crimes.

The parents' and the communities will benefits in such areas as working as partners with the educational system to plan its programmes and policies as well as to reach an agreement on a common front to tackle anxiety and social disorder among the youths.

Social studies scholars will also use this work as a reference point to improve in their future career.

The study will be of benefit to curriculum planners, national commission for colleges of education (NCCE), national board for technical education (NBTE) and other Stake holders

which formulate what entrench the curriculum to enrich social studies education content on how to cope with anxiety and social disorder in our academic institution.

1.7 Scope of the Study

This study covers NCE II and NCE III students offering social studies in the department of social studies FCE Zaria and COE Gidan Waya Kafanchan, in Kaduna State. This study is delimited to them because there is large concentration of youths who are vulnerable and the study had been able to identify them as target groups directly or indirectly exposed to the menace of anxiety and social disorder.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 introductions

This chapter highlights related literatures that have direct bearing on the research topic. “Impact of social studies in warding off anxiety and social disorder among students in colleges of education in Kaduna state”

This chapter is presented in the following sub-headings:

- ❖ Theoretical Framework.
- ❖ Concept of social studies.
- ❖ History and justifications for the introduction of social studies in Nigeria.
- ❖ Nature and scope of social studies.
- ❖ Aims and objectives of Social Studies Education at Tertiary level of Education in Nigeria.
- ❖ Social studies in Nigerian colleges of education.
- ❖ Concept of Anxiety.
- ❖ Levels of anxiety.
- ❖ Types of anxiety.
- ❖ Causes of anxiety.
- ❖ Symptoms of anxiety.
- ❖ Copping with anxiety.
- ❖ Concept of social disorder.
- ❖ Types, causes and effects of social disorder.
- ❖ Review of Related Empirical Studies
- ❖ summary

2.2 Theoretical frameworks

Although there are several theories for explaining facts generated in research endeavors, but for the purpose of this study, the bloom's taxonomy of educational theory was adopted.

Bloom's Taxonomy is a classification system used to define and distinguish different levels of human cognition i.e., thinking, learning, and understanding. Educators have typically used Bloom's taxonomy to inform or guide the development of assessments and other evaluations of student learning), curriculum (units, lessons, projects, and other learning activities) and instructional methods such as questioning strategies.

Bloom's taxonomy was originally published in 1956 by a team of cognitive psychologists at the University of Chicago. It is named after the committee's chairman, Benjamin Bloom (1913–1999). The original taxonomy was organized into three domains: Cognitive, Affective, and Psychomotor. Educators have primarily focused on the Cognitive model, which includes six different classification levels: *Knowledge*, *Comprehension*, *Application*, *Analysis*, *Synthesis*, and *Evaluation*. The group sought to design a logical framework for teaching and learning goals that would help researchers and educators understand the fundamental ways in which people acquire and develop new knowledge, skills, and understandings. Their initial intention was to help academics avoid duplicative or redundant efforts in developing different tests to measure the same educational objectives. The system was originally published under the title *Taxonomy of Educational Objectives*: Some users of the taxonomy place more emphasis on the hierarchical nature of the framework, asserting that the first three elements—*Knowledge*, *Comprehension*, and *Application*—represent lower levels of cognition and learning, while *Analysis*, *Synthesis*, and *Evaluation* are considered higher-order skills. For this reason, the taxonomy is often graphically represented as a pyramid with higher-order cognition at the top.

While Bloom's taxonomy initially received little fanfare, it gradually grew in popularity and attracted further study. The system remains widely taught in undergraduate and graduate education programs throughout the United States, and it has also been translated into multiple languages and used around the world.

Critics of the original taxonomy have questioned whether human cognition can be divided into distinct categories, particularly sequential or hierarchical categories. Others embrace the utility of the classification system, while still recognizing that it does not and cannot represent human thought or learning in all their complexity and sophistication. Most criticism is focused less on the system itself and more on the ways in which educators interpret and use the taxonomy. For example, teachers may view the system as linear prescription, believing that students must first begin with remembering, move on to understanding, and proceed through the levels to creating. Other educators may place too much emphasis on the importance higher-order thinking at the expense of lower-order skills despite the fact that acquiring a strong foundation of knowledge, information, and facts is essential in the application of higher-level thinking skills. Some educators have even proposed an alternative formulation, suggesting that the taxonomy should be reversed because higher-level thinking skills require that students both remember and understand underlying concepts first. Others suggest that the taxonomy should be interpreted as a non-hierarchical continuum in which no one form of cognition is more or less important.

While still widely used, Bloom's taxonomy is gradually being supplemented and may perhaps even supplanted one day by new insights into the workings of human thought and learning made possible by advances in brain imaging and cognitive science. Still, it is likely, given its logical simplicity and utility that Bloom's taxonomy will continue to be widely used by educators. Therefore, blooms theory is relevant to the study because it lays emphasis on learning behaviors and in this context anxiety and social disorder is termed having negative

impacts in the behaviors of learners. Social studies is been used as a tool to address the situation which is the major focus of this work.

2.3 Concept of Social Studies

Social Studies education is a course that is being studied at all levels of education with the exception of senior secondary school. The course deals on societal problems which vary from country to country and people to people. Thus, there is no basic consensus as to a particular definition of the concept. Akilanye (2003) however sees Social Studies education as the study of man in his environment. That is to say that Social Studies education deals on man's cultural, social, religious, physical and economic environments. Iyamu and Edozie (2006) posited that Social Studies is a dynamic, systematic and integrated discipline for generating knowledge, attitudes and skills necessary for dealing with contemporary life issues. In addition, Social Studies embrace all social sciences and positively re-channel people's attitudes for a better society. Similarly, Odogbor (2010:199) views Social Studies education as "an integrated field of study that attempts to study man in dept within the ramification of his dynamic environments, as well as equipping him with positive knowledge, attitudes, values and adaptive interactive skills for the purpose of producing a socio-civically competent, humane and effective citizenry who can contribute positively to the good of the society". In the same vein, Chikwelu (2001:5) agrees that Social Studies is an integrated area of study designed to inculcate in the individual (man) desirable knowledge, attitudes, values and skills as regards his environment in totality for production of effective citizenry capable of making rational decision. In other words Social Studies tries to put man and his environment at the centre and makes man a functional and effective being in his environment capable of adjusting to the dynamic of the international society.

2.3.1 History and Justification for the Introduction of Social Studies in Nigeria

Researchers have uncovered that the expression “social studies” was first used in the academic circles of American during the last two decades of the 19 century and gained official recognition by the American government in 1916 (Ololobou, 2007) in Tikumah (2009) sees social studies as an educational answer to emerging social problem soon travelled to Europe in the wake of the emergence to solve their abnormal social values in European countries after the first world war to solve the societal problems after the war. In Africa, social study was first introduced in Nigeria. The Northern Nigeria teacher Education Project (1964-1969), introduced social studies as a formal school subject as well as at the teacher training level. Social studies eventually reached Nigeria in 1958. Social studies came to Nigeria through what is now known as “the Ohio Project”, which was a programme of educational partnership between the Government of the then Western region of Nigeria and the University of Ohio in the United State of America (Makinde, 1979). The “Ohio Project” led to the development of the first Nigerian social studies curriculum at Ayetoro in Ogun State in August 1963. As it happened in other parts of the world, social studies came to Nigeria through a series of curriculum innovation exercises, locally and internationally. Nigeria was one of the eleven African countries that attended the 1968 conference on social studies in Mombasa. This conference resolved on the need to inculcate African values and Morales in the African child through the teaching of social studies.

Following the Mombasa conference in 1968, Nigeria accelerated her March towards entrenching social studies in her educational system. In January 1969, the Social Studies Association of Nigeria (SOSAN) was inaugurated at Ibadan for the purpose of developing the course of social studies in Nigeria. The deliberations and recommendations of conferences, workshops, and seminar were culminated in the Federal Government’s National Policy on Education in 1977, which recognized and stipulated the imperative of instilling national

values and attitudes in the Nigerian child through the teaching of social studies. Today, social studies is a compulsory subject for all pupils at the primary and junior secondary levels of education in Nigeria, and teachers are being trained in Colleges of Education throughout the country to enable them teach the subject professionally. Graduate courses, right from the first degree up to Ph.D level, are also being offered in many universities in Nigeria today. The following passage by Okam (2002) summarizes the respect and paramount importance Nigerian educational thinkers and policy makers have come to attach to social studies education in the country.

A major development associated with the Nigeria National policy on Education (1981:p4) is the pride of place it has given to the social studies curriculum. The policy regards this curriculum package as a compulsory core subject area which all students in the secondary schools cannot dispense with in their learning activities. Very importantly, the policy endorses that the learning of social studies curriculum in our secondary schools must be seen as one of those avenues of establishing strong bases for the production of effective citizens and of forging a cohesive society that will support a notion of nation-building.

Consequently, the educational reforms that led to the establishment of social studies in Nigeria are the following underlying motives (Akinlaye, 2003):

- ❖ The need to make education more relevant to the needs of the individual and the society;
- ❖ The need to sue education for national integration and social and economic development;
- ❖ The need to develop the right societal values;
- ❖ The need to make an individual responsive to the society in which he lives.

Social studies came to Nigeria, as Balyejusa termed it, as a “corrective study” i.e. to remedy the colonial past and properly address the present and future needs of Nigerians. Its

purpose was to make Nigerian education truly Nigerian, both in form and in content, for the purpose of actualizing individual and collective aspirations of Nigerians. Obviously, the definition of social studies is not static as it depends on the aspiration and environment of the society concerned. Kisoock in Hajarat (2012) conceptualized social studies as “a programme of study which a society uses to instill in student the knowledge, skills, attitude and action, it considers important concerning the relationships human beings have with each other, their world and themselves. NERC (2000) show light on social studies as those common learning of man’s interaction with his social and physical environment. It is not only a study but a way of life of how man influence and is influenced by his physical, social, political, economic and external environment”.

In learning social studies, therefore, the learners are expected to transfer their recollection of facts and skills to new situation to improve and mould their way of life. It is the reason why the teaching and learning of social studies focuses on the acquisition and use of knowledge, development and change of attitude, use of skills all of which influence the actions and behaviours of learners. In order to acquire knowledge and develop skills and a positive attitude towards day to day life experiences, social studies makes use of many approaches to teaching about social, economic, political issues and problems. Social study is the integrated study of the social science and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, religion, economics, geography, history, law, philosophy, political science, psychology, mathematics and natural science. It is multi disciplinary and interdisciplinary. Aina, in Adedoyin (2002) view social studies in a wholistic approach to be “the study of man in his totality. This draws from a variety of sources, to relate the individual to his social environment developing the right attitudes, values and abilities to help him grow to become a responsible citizen capable of performing his civic and national obligations, in Ololobou (2007) perspective, social studies is “an organized integrated study of

man and his environment both physical and social empathizing on cognition, functional skills (psycho-motor) and desirable (affective) and action for the purpose of producing an effective citizenry. In this view the learner are expose to the three dimensions of educational domains (cognitive, affective and psycho-motor).

2.3.2 Nature and Scope of Social Studies

Social studies programmes in several nations of the world are essentially introduced to meet specific needs and aspiration. In Nigeria social studies can be described as a solution to the nation's problems of integration. It serves as a handy tool to equip learners with values, attitudes, problem-solving skills to prepare them for active and responsible living in society. It became a mechanism for reconstruction, rehabilitation and more importantly an emphasis on the tenets of unit and inter-dependence among the diverse people of the nation after the civil war. Social studies was readily available to inculcate the values that bound the different ethnic groups together. In addition, the teaching of the separate social science subjects did not adequately prepare the child for life in society.

Thus, a subject that would interpret the various experiment of man as a whole and show the interrelatedness among the various subjects. In summary, social studies focus on man as he lives in society. It emphasizes on the needs, goals and aspirations of the society so that learners can be well-integrated into society.

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

- i. Historical issues where learners are exposed to the accumulated knowledge of the past, arranged in chronological order to gain understanding of the present to “cut out” a general course for the future.
- ii. Socio-cultural issues where man’s life in society in relation to cherished norms, beliefs, values and practices are focused so that they can be transmitted from one generation to the other.
- iii. Economic issues as it pertains the ability to man to adjust his unlimited wants to this limited resources; the mobilization of resources for production and distribution of goods and services are focused to prepare and equip learners with adult economic roles.
- iv. Geographical issues as it touches the influence of the physical environment on the action of man, characteristics of places on the earth, roles of transportation and communication system in moving goods, services, people and messages are brought to the attention of learner.
- v. Political issues which concern the fundamental institutions of public administration and government, international relations, political institutions and processes, the exercise of power and authority are addressed for learners to be abreast with ideas of governance, law, democracy, justice and equality.
- vi. Scientific and technological issues are explored to help learners understand cause and effect relationships and the systematic application of scientific knowledge to solve practical problems of living.
- vii. Citizenship education intended to prepare learners to assume the shared right and obligations as their world of knowledge and experience expands is emphasized.
- viii. Contemporary public issues that affect the well being of man are also of concern, so as to help learners develop survival skills and participate and contribute to the upliftment of society. An understanding and appreciation of the value of peace, human rights, HIV/AIDS education, drug education, issues in population and family life education in

relation to individual and national development processes are highlighted to prepare learners for life in society.

Kisock (1981) in Kadiri (2007) state that judging from the analysis above social studies draws from all forms of relevant human activities and experiences to help learners understand themselves, the people they relate with and the world in which they live.

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

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

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

- i. Acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.
- ii. The acquisition, development and inculcation of proper value orientation for the survival of the individual and society.
- iii. The development of the individuals' capacities to understand and appreciate their environments.
- iv. The acquisition of an objective view of the local and external environments.

These objectives are derived from the national goals of education and thus reflect the societal needs.

According to Ololobou (2007). In keeping with this philosophy, four national education goals have been outlined. They include:

- i. The inculcation of national consciousness and national unity.
- ii. The inculcation of the right type of value, and attitudes for the Survival of the individual and the Nigerian society.
- iii. The training of the mind in the understating of the world around; and
- iv. The acquisition of appropriate skills and the development of mental, physical and social abilities and competences as requirement for the individual to live in and contribute to the development of his society. For these goals to be achieved effectively the government prescribe curricular activities with the focus on inculcating social norms and values of the society through social studies education at all levels in Nigeria.

The central purpose of social studies according to Ololobou is citizenship education which is also one of the main thrust of the national education goals. The general aims of social studies according to Aina et al in Hajarat (2012) are:

- i. The development of an understanding of the environment of the children
- ii. The developments of certain skills and abilities which will enable children deal with and manage the forces of the world around them.
- iii. To inculcate in children the desire for harmonious living through an understanding of the social and cultural diversities in the society.

Ololobou (2004) opined that typical social studies programme must encompass four cardinal objectives which include the, environment, the various skills, values skills and invited issues.

2.3.4 Social Studies Education in Nigerian Colleges of Education

Social Studies education lays emphasis on affective learning domain (Mezieobi, 2010:35).the teaching of Social Studies education at tertiary institutions pave way for the students to be trained to appreciate the need for unity in diversity, develop the spirit of togetherness and interdependence of members of both local and national communities. In

addition, the objective of Social Studies at the tertiary level is the acquisition of both physical and intellectual skills that will enable individuals to develop into useful members of the community. Thus, Social Studies education is known to inculcate into the learners the abilities and skills that will make them become effective and functional members of the society and by that help them to master their environment, explore and harness the available resources in their environment for solving societal needs and bettering the lives of the people.

Social Studies provides training ground for studies in the tertiary institutions in inquiry, decision-making skills, critical thinking, problem-solving and rational social actions which are paramount for the progress and development of both the individual and the society at large. Besides, the acquisition, development and inculcation of the proper values orientation for survival of the individual and the society are another objective of Social Studies education at tertiary level. Furthermore, social studies education at tertiary level helps to impart into the students the desirable habits and attitudes cherished by the society to enable them live useful and worthy lives in the society. The inculcation of appropriate values of honesty, integrity, hard work, fairness and justice at work are the contributions of Social Studies education (Ukadike, 2010:159).

The study of Social Studies education does not limit the students to mastery of their local and national communities rather it exposes them to knowledge of the wider world, that is, the international communities, thus give them the opportunity of adapting and appreciating other people's cultures. To sum it up, Social Studies education at the tertiary level prepares the students for positive relationship in the environment, the world of work and understanding of everyday living problems they will face as adults in their communities.

2.4 Concept of Anxiety

Anxiety is a feeling of dread, fear, or apprehension, often with no clear justification. Anxiety is distinguished from fear because the latter arises in response to a clear and actual

danger, such as one affecting a person's physical safety. Anxiety is a psychological and physiological state characterized by physical, emotional, cognitive, and behavioral components. Anxiety means trouble; in either presence or absence of psychological stress, anxiety can create a feeling of fear, worry, uneasiness, and dread Bouras N, Holt G, [2007]. It is considered to be a normal response to stress. It may help an individual to cope with the demands of life but in excess it may be considered as anxiety disorder [National Institution of Mental Health. 2008]. [robin h, 2009] reported that anxiety is a global problem affecting mainly children and adolescents Anxiety, by contrast, arises in response to apparently innocuous situations or is the product of subjective, internal emotional conflicts the causes of which may not be apparent to the person himself. Some anxiety inevitably arises in the course of daily life and is considered normal. But persistent, intense, chronic, or recurring anxiety not justified in response to real-life stresses is usually regarded as a sign of an emotional disorder. When such an anxiety is unreasonably evoked by a specific situation or object, it is known as a phobia. A diffuse or persistent anxiety associated with no particular cause or mental concern is called general, or free-floating, anxiety.

Austrian neurologist Sigmund Freud viewed anxiety as the symptomatic expression of the inner emotional conflict caused when a person suppresses (from conscious awareness) experiences, feelings, or impulses that are too threatening or disturbing to live with. Anxiety is also viewed as arising from threats to an individual's ego or self-esteem, as in the case of inadequate sexual or job performance. Behavioral psychologists view anxiety as a learned response to frightening events in real life; the anxiety produced becomes attached to the surrounding circumstances associated with that event, so that those circumstances come to trigger anxiety in the person independently of any frightening event. Personality and social psychologists have noted that the mere act of evaluating stimuli as threatening or dangerous can produce or maintain anxiety.

An anxiety disorder may develop where anxiety is insufficiently managed, characterized by a continuing or periodic state of anxiety or diffuse fear that is not restricted to definite situations or objects. The tension is frequently expressed in the form of insomnia, outbursts of irritability, agitation, palpitations of the heart, and fears of death or insanity. Fatigue is often experienced as a result of excessive effort expended in managing the distressing fear. Occasionally the anxiety is expressed in a more acute form and results in physiological symptoms such as nausea, diarrhea, urinary frequency, suffocating sensations, dilated pupils, perspiration, or rapid breathing. Similar indications occur in several physiological disorders and in normal situations of stress or fear, but they may be considered neurotic when they occur in the absence of any organic defect or pathology and in situations that most people handle with ease. People with Social Anxiety Disorder (SAD) have an irrational fear of being watched, judged or evaluated, or of embarrassing or humiliating themselves. The anxiety and discomfort becomes so extreme that it interferes with daily functioning. SAD is one of the most common mental disorders with up to 13% of the general population experiencing symptoms at some point in their life. Social anxiety disorder, also called social phobia, is an anxiety disorder in which a person has an excessive and unreasonable fear of social situations. Anxiety (intense nervousness) and self-consciousness arise from a fear of being closely watched, judged, and criticized by others. A person with social anxiety disorder is afraid that he or she will make mistakes, look bad, and be embarrassed or humiliated in front of others. The fear may be made worse by a lack of social skills or experience in social situations. The anxiety can build into a panic attack. As a result of the fear, the person endures certain social situations in extreme distress or may avoid them altogether. In addition, people with social anxiety disorder often suffer "anticipatory" anxiety, the fear of a situation before it even happens for days or weeks before the event. In many cases, the person is aware that the fear is unreasonable, yet is unable to overcome it. People with social anxiety disorder suffer from distorted thinking, including false beliefs about social

situations and the negative opinions of others. Without treatment, social anxiety disorder can negatively interfere with the person's normal daily routine, including school, work, social activities, and relationships. People with social anxiety disorder may be afraid of a specific situation, such as speaking in public. However, most people with social anxiety disorder fear more than one social situation. People with SAD know that their fear is out of proportion to the actual situation, but are still unable to control their anxiety. The anxiety may be specific to one type of social or performance situation (known as specific SAD) or it may be in all situations (generalized SAD). Some of the situations that are common triggers include interacting with strangers, making eye contact, and initiating conversations.

2.4.1 Levels of Anxiety

According to Erica (2010) anxiety is ranked into four places:

1. Mild level of anxiety is healthy, at this level, perceptual field is heighten, pupils dilate to accommodate much light, hearing and smelling intensified, and sense of touch is highly sensitive. The individual is highly alert and attentive and learning and cognition is in its best state. This stage improves academic performance.
2. Moderate level of anxiety on the other hand is unhealthy, the perceptual field of a person at this level is narrowed; individuals experiencing this level of anxiety have selective inattention. They have decreased focus and automatism can be observed as repetitive purposeless movements such as shaking of the hands and feet, twirling of hair and, tapping of fingers.
3. Severe level of anxiety is characterized by reduced perceptual field and a difficulty in communication. Gross motor movements, such as pacing are characteristic of people at this stage. Academic performance at this stage depends on the educator's ability to recognize such individuals and provide a safe environment for them. Communication should be kept short and simple since communication is altered. Performance at this

stage is reduced since most educators may not be able to provide such environment for the student.

4. Panic level of anxiety is the worst and most severe form of anxiety. Total disruption of perceptual field is present. It is also characterized by loss of ability to communicate, loss of rational thought and total loss of conscious thinking. Academic performance at this level is very poor since the student will be unable to remember exactly what he/she is supposed to do.

2.4.2 Types of Anxiety

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

Generalized Anxiety Disorder: Individuals that suffer this condition live each day in a state of high tension, feeling uneasy and tends to overreact even in mild stresses. The individual finds it difficult to concentrate instead worry about potential problems. Data from the Early Developmental Stages of Psychopathology (EDSP) study revealed a cumulative incidence for GAD as 4.3% at age 35 years with relatively few onsets observed in childhood, and the core incidence period being in adolescence and young adulthood.

Panic Disorder: This is characterized by episodes of acute and overwhelming apprehension to terror; it begins abruptly and reaches a peak within 10 minutes with such symptoms as perspiration, muscle tremors, faintness and shortness of breath. Eventually this fear intensifies and interferes with every day school activities thus disrupting concentration, classes, reading, assignments and decision – making resulting to poor academic performance.

Agoraphobia: Involves intense fear and anxiety of any place or situation where escape might be difficult, leading to avoidance of the situation such as being alone outside the home, travelling in a car, bus, airplane, writing an examination or being in a crowded place.

Phobias: It is a persistent fear of specific object or situation. The fear occurs when the phobic individual is brought in contact with the object or situation. This reason is why some students perform badly in certain courses.

Obsessive-Compulsive Disorders: Individuals with this condition feel compelled to think about, things they would rather not think about or perform acts they do not wish to carry out. Obsessions are persist irresistible urges to carry out certain acts or ritual. Obsessive thoughts may be linked with compulsive acts, example thoughts of brushing your teeth many times before attending a class. People with this disorder are preoccupied by these irrelevant thoughts that they cannot control and their academics suffer negative consequences.

Post Traumatic Stress Disorder: It is a type of anxiety that occurs after a frightening event or situation. This affect academic performance because, some students continue to dwell in their past failure and are unable to face the new challengers before them. These students often perform poorly academically since they fail to concentrate on the new challenges.

2.4.3 Symptoms of Social Anxiety Disorders

Symptoms of social anxiety disorder can include Emotional and physical symptoms:

Emotional Symptom

Examples of emotional symptoms include:

- a. Intense anxiety in social situations.
- b. Avoidance of social situations.
- c. Including confusion.
- d. Pounding heart, intense fear of situations where you don't know other people.
- e. Fear of situations where you will be judged.

- f. Anxiety about being embarrassed or humiliated.
- g. Fear that others will notice your anxiety.
- h. Fear and dread of upcoming events weeks in advance.

Physical Symptoms

Examples of physical symptoms include:

- a. Sweating
- b. Blushing
- c. Profuse sweating
- d. Trembling hands
- e. Muscle tension
- f. Racing heart
- g. Shaking
- h. Muscle tension
- i. upset stomach,

Children with this disorder may express their anxiety by crying, clinging to a parent, or throwing a tantrum.

2.4.4 Causes of SAD

The disorder usually begins in the teenage years although it may start in childhood. It is believed that SAD is the result of a combination of factors, both genetic and environmental.

Genetics, Biochemistry and Brain Structure: Researchers are working to determine whether specific genes are linked to anxiety and fearfulness. Because SAD tends to run in families, it is likely that part of the underlying cause of the disorder is genetic.

Imbalances in brain chemistry have been linked to SAD. For example, an imbalance in the neurotransmitter serotonin, a brain chemical that regulates mood and emotions, may play a role in the development of SAD. The use of medication in treating SAD is based on the notion that chemicals in the brain need to be regulated.

A structure in the brain called the amygdale has been linked to the fear response. It is believed that people with SAD may be predisposed to an exaggerated fear response, and in turn increased anxiety, because of an overactive amygdale.

Environmental Risk Factors: Several environmental factors may increase your risk of developing SAD. These include but are not limited to:

- i. Having an overly critical, controlling or protective parent
- ii. Being bullied or teased as a child
- iii. Family conflict or sexual abuse a shy, timid or withdrawn temperament as a child.

Social anxiety disorder may be linked to other mental illnesses, such as panic disorder, obsessive compulsive disorder, and depression. In fact, many people with social anxiety disorder initially see the doctor with complaints related to these disorders, not because of social anxiety symptoms.

2.4.5 Coping with SAD

In addition to receiving professional treatment, one can do a number of things to help cope with SAD. Some of these include practicing relaxation exercises, getting enough sleep, and eating a well-balanced diet. It is important not to avoid the situations that make you anxious. Although in the short term, avoidance may reduce your anxiety, in the long term it will make things worse. If one find himself feeling anxious it may help to remind oneself that one can get through the situation, that one's anxiety is usually short-lived, and that one worst fears are not likely to come true. It is important to remember that feeling anxious and nervous

is not a sign of weakness or inferiority. SAD is a real medical condition that requires attention. If left untreated, it can lead to other health problems such as substance abuse or risk of depression or suicide. However, with proper treatment and ongoing care, one's quality of life can be much improved.

2.5 Concept of Social Disorder

Social disorder is often confused with social anxiety. Social disorders are conditions of society which cause other disorderly and immoral things to occur. These include things like negative peer pressure, traumatic experiences, social prejudices and propaganda. Axiomatic, (2009). Social disorders function for a society much like a disease does to the body deteriorating from within. The Webster's dictionary (1994) sees social vices as evil practice; it is a habitual disposition to choose evil. Hurlock (1978), states that social disorder is misbehavior, or when a child's problem behavior deviates either above or below the norms for his age and set group. Such vices can be seen in form of lying, cheating, stealing, truancy, disobedience, vandalism, immorality, delinquency, drug abuse, illicit sexual acts etc. in identifying the forms of social disorder in our educational institutions, Olotade(1990), outlines them to include: sexual harassment, sexual abuse, rudeness, lateness, examination malpractice, fighting, arson, cultism, alcoholism, smoking, assassination etc. the Webster's English language (1992), defines social disorder as those actions, attitude, activities or tendencies of people that are detrimental to societal progress. These could include; immorality, pervasiveness, stealing, killing, unfaithfulness, cheating etc.

Social order (moral) is a giving guidance on how to behave decently and honestly. It can also be seen as relating to issues of right and wrong and to how individuals should behave. It can be seen as something ethical, good, right, proper, honorable, just, principled, etc.

Disorder means a state of confusion or disturbance; unruly or riotous behavior. It means a process of decline or decay in a society especially in its morals. It's also a state of immorality, corruption, debauchery, dissolution, self indulgence, profligacy, excess, etc.

Social disorder is decline, decay and profligate in the moral values of individuals and society at large. It is the decay in the ethical values and norms that govern an individual and the society at large. A society where there is decline in moral values, what is wrong becomes right, what society should abhor becomes what they uphold.

Therefore relating this to social studies education in Nigeria, our colleges of education have been beclouded with immoral acts (social disorder). What is said to be ivory tower or the noble profession, where societal role models and problem solvers are produced, has been turned in to a breeding ground for hoodlums, rapist, prostitute, cultist, homosexuals etc. The social studies education in Nigeria is losing its moral and social values. The big question is who is responsible for all these immorality? What is the root cause of these social disorders? How can social studies be used as a tool to curb this ugly menace in our colleges of education? All these and more will be deliberated in this piece.

2.5.1 Types of Social Disorder

Cultism; Examination Malpractices; Indecent dressing; Prostitution; Sexual harassment; Students unrest, drug abuse etc. I will briefly discuss on the causes of some of aforementioned.

2.5.2 Cultism/Secret Cult

In ordinary parlance, cultism is a system of religious belief and practice or an ideology. Technically speaking, secret cult can be defined as a group of people who share and propagate peculiar secret beliefs divulge only to members. In addition their initiation

procedures often involves secret rituals like swearing by deity, human blood and other procedures which send shivers down the spines of most people.

Secret cult could be traced back in 1953 in Nigeria tertiary institution-University college, Ibadan now known as University of Ibadan (UI). It was formed by Nigeria's only Nobel laureate, Prof. Wole Soyinka. Their main objectives include: To abolish conventions; To revive the age chivalry; To end tribalism and elitism.

Their ideas were both patriotic and altruistic as it was not imagined as a secret cult, but simply known as the Pyrite confraternity or the National Association of sea dogs.

There are about 45 secret cults in Nigeria institutions of learning, and all are equipped with an elaborate hierarchy, insignia and distinct attire. Some of the most notable of these secret cults group include: Sea Dogs, Supreme Eiyeye Confraternity (SEC), Black Axe (Aiye), vickings (Norse Men), Daughters of Jezebel, Amazons, White Angels, Black Brassiers, Buccaneers and Morphite, etc.

Causes of cultism/secret cult among the youths/students. Cultism is mostly caused in our various institution of learning do to the following reasons:

- ❖ To gain recognition and popularity
- ❖ Lack of proper upbringing by their parents
- ❖ Bad association or company
- ❖ Poverty
- ❖ Fear of the Unknown-To fail examinations
- ❖ Not being intimated by others
- ❖ Lovers' rejection
- ❖ Broken Home Etc

Cultism in our institutions of learning have a negative effects on students, teachers and parents, the following are some of the effects of cultism:

- ❖ It leads to rustication or expulsion of both innocent and guilty students.
- ❖ It leads to outburst of violence on campus which leaves many students wounded, maimed or killed as the case may be.
- ❖ It leads to loss and lack of confidence to the affected students or group.
- ❖ The affected live a life of regrets and pains.
- ❖ Relationship with students, loved ones, parents become bitter, unfriendly or soiled, etc.

Curbing cultism in our institutions: the roles of social studies. Since we have identified the origin, causes and effects of cultism in Nigeria colleges of education, how can this menace be curb through the involvement of social studies? Some of the workable solutions are as follows:

- ❖ The social studies students should be properly counselled on peer group relationship.
- ❖ There should be improved facilities and living conditions on campuses.
- ❖ School authority should disassociate themselves from sponsoring cultist in order to achieve their selfish aims or desires like being the provost, Head of Department, Dean, etc.
- ❖ The study of guidance and counseling should be imperative in the colleges of education curriculum.
- ❖ Social studies students should be engaged in extracurricular activities; this will help to keep them busy and makes them become useful.
- ❖ Social studies students should develop moral courage to say NO when such offer comes
- ❖ Since cultism has no positive moral upbringing, benefits or development, let's shun cultism in all totality.

2.5.3 Drug Abuse

A drug is a substance of biological or chemical origin when applied to a living tissue produces an effect. Drugs include what are commonly called medicine.

Therefore drug abuse refers to the use, especially by self –administration of any drug in a manner that deviates from an approved medical or social pattern within a given culture. It is the abnormal use of drugs. Some of the noted illicit substances as drug abuse are: opioids, heroine, marijuana (Indian hemp), phenol barbitone, valium, cocaine, alcohol, etc.

Drugs abuses are of different forms, the following are the different forms of drugs abuse:

- ❖ Drug abuse through ignorance.
- ❖ Deliberate drug abuse.
- ❖ Drug abuse for pleasure.
- ❖ Drug abuse from curiosity.
- ❖ Incorrect drug dosage.

The following points have been identified by experts as the major causes of drug abuse:

- ❖ Social factor e.g. peer groups influence.
- ❖ Parental factor e.g. lack of parental guidance, monitoring and control. Improper upbringing, broken home.
- ❖ Economic Factor e.g. poverty, unemployment and underemployment.
- ❖ Psychological factor e.g. recognition, to belong and cheap popularity.
- ❖ Genetic factor e.g. families that are into drug abuse tend to influence others.

Drugs have been identified by experts as having negative effects in the life of individuals when used wrongly, and some of the effects are as follows:

- ❖ Leads to madness in most cases if not properly handled
- ❖ Loss of sensory perception
- ❖ Loss of appetite
- ❖ Low retentive memory

- ❖ Leads to criminal acts e.g. stealing, murdering, robbery etc
- ❖ The person academics/ education suffer, etc.

2.5.4 Indecent Dressing

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

From the above description of indecent dressing, what then is indecent dressing? From Africa perspective, I believe every culture has its dress code. Though the dress code might vary from one culture to another but each culture Indecent dressing is act of dressing contrarily or indecently to a normal dressing code. Has a standard and acceptable dressing code. So any deviation from such dressing code could be term as indecent dressing. Experts have identified the following as types of indecent dressing in our society: Mini and Micro mini skirt, Handless Tops, Breast exposure Tops, Pants exposure Trousers and Navel exposure tops, etc.

The following points are some of the causes of indecent dressing among students:

- ❖ Bad association or company
- ❖ Wrong use of internet
- ❖ Parents
- ❖ Want to be recognized and be popular.
- ❖ To seduce the opposite sex either in school or outside the school.
- ❖ Lack of basic knowledge on dressing code.

In our institution of learning and the society at large indecent dressing has a negative effects on people and bellow are some of such effects:

- ❖ Fall a victim of sexual harassment.
- ❖ Fall a victim of rituals
- ❖ Lack of concentration in their studies.
- ❖ Might lead the person to steal
- ❖ Develop the habit of telling lies
- ❖ Have soiled relationship with God and other decent relations.

2.5.5 Sexual Promiscuity/Prostitution

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

Students who for the first time gained some social freedom from their parents' watchful eyes and guidance easily fall prey to the temptation of eating the "forbidden fruit". Some of them become so wild on the illicit love making that they give most of their time and attention to it to the detriment of their studies. They become so much engaged in NOCTURNAL activities that they sleep throughout the daytime in hostels or during lectures for those who want to register their presence in classes. Some other one's will completely abandon their lectures to keep appointment with their boyfriends or "sugar daddies". Experts have identified the following points as some of the causes of sexual promiscuity and prostitution in our society:

- ❖ Economic factor e.g. poverty, unemployment, underemployment, high cost of living, etc.

- ❖ Parental Factor e.g. most parents encourage their wards to involve in such illicit act.
- ❖ Lack of parental care, counseling and control.
- ❖ Social factor e.g. bad company, decadence in the social values of the society.
- ❖ Lack of sex education at home and in schools.
- ❖ Intimidation by lecturers/teachers and fellow students.
- ❖ Students in quest of higher grade or to pass an examination, etc.

The following points are some of the effects of sexual promiscuity and prostitution in our society:

- ❖ Loss of social values among peers.
- ❖ Leads to unwanted pregnancy.
- ❖ Leads to pre mature death-incase of aborting the baby.
- ❖ Become prone to ritual.
- ❖ Poor performance in class.
- ❖ Can lead to barrenness as a result of chains of abortion.
- ❖ Become a reproach to the society. etc.

2.5.6 Examination Malpractices

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

The problem of examination malpractices in Nigeria seems to be as old as the introduction of formal system of education. The first major Examination Malpractice was in 1914, when the senior Cambridge local examination leaked. This scenario took an

unprecedented surge in 1963 when two public examinations of 1967, 1977, 1981 and 1987 leaked. These leakages then attracted the attention of the federal government, which led to the promulgation of decree 27 of 1973, and miscellaneous decree 20 of 1984 to curb examination malpractices and the latter decree prescribed 21 years jail term for offenders.

Experts have identified the following as the causes of examination malpractices:

- ❖ Inadequate qualified teachers.
- ❖ Inadequate teaching and learning facilities.
- ❖ Parental contribution.
- ❖ Over population of students in a school.
- ❖ Non completion of syllabus before examination.
- ❖ Immorality in wider society.
- ❖ Inadequate supervision of teachers by inspectors.
- ❖ Absence of guidance and counselling services in school.
- ❖ Constant closure of schools e.g. incessant COEASU strike or student demonstration.
- ❖ Non provision of extra curricula activities.
- ❖ Emphasis on paper qualification or certificate.
- ❖ Students' involvement in cultism, drug abuse, sexual promiscuity and truancy.

The effects of examination malpractices are so enormous. Some of these are as follows:

- ❖ It destroys the zeal to read.
- ❖ Leads to churning out of half-baked teachers cum graduates.
- ❖ Makes the examination bodies not to be the true test of knowledge.
- ❖ Makes it difficult for our students to study abroad, reason being that the western countries have lost confidence in our educational system.
- ❖ Loss of confidence in the affected students.

2.5.7 Students Unrest

Student's unionism and unrest in higher institution has been recognized as one of the most visible perennial problems of significance, when compared with other social vices like campus cult activities, cases of examination malpractice, drug abuse and addiction. In Nigerian history, no group has established itself more than that of students when it comes to violent incidents, intensity and frequent of unrest. Nigerian educational institutions are established with the aim of giving students who enroll a very sound and qualitative education to be able to function effectively in any environment in which they find themselves. This enables the graduates to meet the needs of the modern complex society, so as to become more productive, self fulfilling and attains self actualization. it is however believed that students unrest have been on the decline because of the incessant incidents of lecturers strikes which have had disrupting effects on the academic calendar which usually elongated than to embark on riots that will end up increasing their period of stay on campus.

In Nigeria, a case of student's unrest was reported far back as 1945 and ever since then there has been serials cases of student unrest in various Nigerian institutions of learning. Caption from the Nigerian news paper, (Punch, 2002) reveals, that in federal college of education Zaria there was cases of unrest due to student union election which resulted to claims of several lives and properties, in 2003 many Nigerian universities experience cases of unrest due to increase in the prices of petroleum products and recently in 2007, students of Ahmadu Bello University Zaria went on protest due to increment in school fees and that lead to the closure of the school for some months (Punch, 2007).

It is believed that there are underlying factors that causes students unrest in Nigerian institutions of learning among which are the following:

- ❖ Maladministration
- ❖ Misuse of power
- ❖ Instigation

- ❖ Break in communication
- ❖ Unfavorable government policies
- ❖ Lack of student's involvement in decision making
- ❖ Police factor
- ❖ Indecision

2.6.1 Causes of Social Disorder in the Society

a) Influence of Parents, Family and the Environment on Students Disorder

The family has a great influence on the behavior manifestation of the child. The influence of the child can either be negative or positive, depending on the training and the type of environment the student is brought up. The family is said to be the first socializing agent for the students and where they get the foundation of behavior pattern. Once the parents set a wrong behavior pattern, the students are likely to be delinquent. Thus, youths are to be taught morals, and parents should serve as models. Parents' personality' reflecting in a child does not mean that a parent's personal qualities operate in a mystic way on the child. Whatever the personality of the parent might be it is expressed or communicated through what parent is and what he or she does emphasizes. This is so because the concept of personality does not offer a simple formula. Personality has very complex dimension with many factors. Even though some traits could be very durable, no personality is completely fixed or unchanging. Parental influence, ways of interaction and activities reflect qualities in his makeup and this opens the way for a large and more meaningful view of the parents and the child. The neglect of this attention allows the child to his own world and subsequent defeat in life and this can result in academic failure. This means that the detailed examination of child up-bringing such as paying attention to what the children does and with whom he interacts are vital phenomena in the inculcation of sound moral conduct, a lot of deviations show in the separate practices for indenting personal characteristics of parents, which might reflect (patience or impatience, cheerfulness or dull, decisive or vacillating, responsive to the child

wishes or unresponsive) in the childcare and control. Parental supervision thus can be seen to be very vital in a children's development. The child who is brought up without affection might face hard life. A child growing counts on others for protection and help. If the child is left on his own, i.e. not cared for by his parents, such as being left for long period hungry, uncared for, uncomfortable, angry, frightened, friendless, unsupervised and alone, it makes him defenseless. Sometimes he resorts to crying as a weapon of defense and when he does this in anger, gripe of fear, it evokes complains, instead of compassion. On the other hand, over supervision can make the child loose his sense of direction and quest for creativity.

The child who is constantly directed and has no freedom becomes dependent on whatever task he is faced with. Children who are overprotected experience consequent psychological disequilibria. New-comer (1980) associates overprotective, over seditious parent with over anxious reaction in their children. He explains that such parent teaches the child that he is inadequate by restricting all activities not assigning any responsibilities. And emphasizing the difficulties and dangers that are connected with life, he identified the over anxious from such children to over sensitive, unrealistic fears, (including fear of school) shyness and timidity. The researcher is of the opinion that those children that are deprived parental care develop psycho-social problems, for example they may break rules and regulations in school, fighting, stealing, lying and bullying. Another issues of parental supervision is that of the polygamous home. This type of home is characterized by large members of the family i.e. the wives and the children. Every mother controls her child, as the father cannot give them equal attention, since he has more than one wife. Traditionally, the Nigerian norm sees the father as the 'centre' of the entire family and whatever directives he gives are not questioned. Because of the large size of the family, his functions are taken over by the mothers of these children. This type of training affects the control of the children; and therefore, different children from different mothers learn what their mothers' desire.

Sometimes, the different mothers instigate their children against the others. When there is a fight it is sometime children from one mother against the children of the other.

This trend could be seen as an agent for maladjustment amongst children, which could also affect their behaviour in school. Cubberly and Simon in Hajarat (2012) blames the parents, saying that they are everywhere less strict than they used to be and the attitude of many communities today as expressed in their life styles and failure to enforce this is really opposed to good behaviour. This statement by Cubberly was written in 1909, and today, the significance of the statement can still not be overstressed, for instance, the way and manner some parents neglects their grownups and leave them to live in their own ways even among educated ones both in urban and rural areas of Kaduna state, is disturbing. This may be associated with carefree attitude of some of the parents. Jerslid in Hajarat (2012) using the research works of Champney and Baldwin and associates reports on how means of recording interaction between parents and children at home was devised. They notice syndromes or clusters of behaviour in the way in which parents deal with their children. Some parents are strict, others ignoring, others demanding strict compliance and punishment, while others give too much care and protection. Sears and associates (1975) in a similar research obtain information on the way parents deal with aspect of child-care, such as cleanliness, aggressiveness, sex behaviour, care of property and noisiness; their findings reveal that mothers tend to express attitudes that are similar in dealing with various aspects of child-care. Mothers who report a permissive attitude toward aggression for example are also more likely to express a permissive rather than a severe approach to such matters as sex, cleanliness, care of property, noisiness and use of physical punishment as a means of discipline. The correlation shown in various aspects of child-care are not high but most of them are positive. An example of this occurred in attitudes toward quarreling and other forms of aggression directed against the mother herself. There is virtually no correlation between permissiveness and aggressive toward mothers and towards other Siblings or children.

Against this background, Denga in Hajarat (2012) asserted that there is a higher incidence of juvenile delinquency in polygamous families than in monogamous families in Nigeria. He maintains that since the father in a polygamous family removes himself socially from the several mother-child units in the interest of impartiality and to avoid co-wife dissension, his affection for his many children becomes dissipated. The child thus becomes dependent on his mother emotionally and economically. It is also worth remarking that since the wives compete for access of rewards from this husband, it could be postulated that the co-wives would want their children to attend good school. Wives of polygamous men are invested with both instrumental and expressive roles in their relation with their children. This assertion could go down well with educated parents since illiterate parents lack strong exposure to western norms and practices. They may also lack the control over the behaviour of their children. Since there could be no central control from the father over these children, the mothers of these children are charged with the responsibilities of emotional and school adjustment of their children. It could be then hypothesized that in the competitive home; a lot of things will still be inadequate to stimulate the child toward schooling. Most of the things in the house will have to be stretch thinly with more favor to the most junior wife and her children. Denga in Hajarat (2012) concludes that since the children are starved of love, affection, education, and basic needs of life, they become delinquent. This is to say that children from such homes could be cited for truancy, avert going to school, anxiety/worry, lying, disrespect for authority, aggressiveness, bullying, vandalism, stealing, fighting and so on. On the other hand if the child from this type of home has good models, there is a good chance for him to model after his older ones and this could enhance his behaviour in school. The younger child in this set up because he has to share things with his stepbrothers,

Learns to tolerate and co-operate but this is very minimal as there is always confusion than the good aspect. One of the legacies that parents strive to bequeath to their children is sound and functional education. This is not surprising. Education is the key to development. It

prepares and equips the child with requisite knowledge and skills necessary for a useful life in the society (Fafunwa, 2003). It would seem to be in pursuance of this statutory role that parents must ensure that their wards attend school regularly so as to benefit maximally from the teaching/learning processes that take place in the school. Ignorance of education that exposes youths to the hazard of street trading. However, in spite of the deliberate efforts made by most parents to send their children to school, they are faced by a myriad of behavioural problems some of which could be traced to the family and the school environment. It is in this connection that Mitchell in Hajarat (2012), Galloway et al. (1982) have maintained that truants and children with phobia for school were more likely to originate from families with an above average number of children and where parents were not interested in their children's progress at school. Other sources were one-parent family or families on low income and those living in poor and old rented houses. Mortan and Alhassan in Hajarat (2012) reported that children who spend less time with their parents at home as it is common in modern times are likely to experience social and psychological problems in aspects of health and suicidal tendency. Similarly, bad behaviours such as drug abuse, alcoholism, childhood stealing and other psychosocial problems are common among children who have been denied biological parenting at the very early age. They maintained that a "child who suffers rejection from parents may have adjustment problem because he is most likely to feel inferior". This in turn can be a barrier to his striving willpower and achieving higher goals even in academics.

Speaking in support of the view, Mouly and Lovell in Mohammed (2001) asserted that children who are rejected by their parents and are brutally abandoned with starvation and beating from parents grow to become hostile such children may vent their grievances through retaliation against people and their property. As indicated earlier on, lower class families are generally larger than nuclear families. As a result, the degree of individual attention to each child is lacking. The implication of the state of affairs is that high density families in which there are many children or poor spacing between births would be more likely to face

behavioral problem as they grow and develop to adulthood. Harping on the influence of the home front, Festus in Hajarat (2012) stated that the home condition of any individual has gross influence on his personality. Ignorance of importance of education and community socialization expose many youths to the hazards of street trading, some parents do not see anything wrong in street hawking while the schools are in session/such is evidence in Sabon Gari and Zaria local government areas of Kaduna state. In fact the inability to finance the education of their children by some parents closes the eyes of some parents to the control and hazards there in, girls use the opportunity to engage in sexual immorality, some keep their homes from the proceed they make from their act, robbery, smoking, killing, emanate from this. To speaker, a deprivation of psychological as well as social needs of the child has strict influence on his character.

Therefore, when a family breaks due to death or divorce or when children leave their parental care at an early age for a deferent place, the child is deprived of the much needed affection, feelings of security, social opportunities and physical necessities. Some parents don't feed children, expose them to early sex for money and even ignore. Some convince their daughter or help break virginity (Sunday Vanguard, July 3rd 1988 p. 1).Corroborating this position, Alhassan in Hajarat(2012) reported that parental illiteracy, low level parental interest in the child's education, poor and peer relationships, pupils perceived irrelevance of school curriculum and peer group among others were noted to be strongly associated with truancy and other behaviour problems of school children. Besides, the harsh economic situation in the country has forced some children to abandon their school career in order to engage in the sale of pure water, General System Mobile telecommunication (GSM) cards, second-hand goods, and petrol in the black market, push truck or operate the popular "okada" motorcycles. This they do to get extra money either to meet their financial needs or supplement the family's income or both. Mass media phonographic films watched in homes and hotels do promote murderer.

b) Influence of Socio-Economic Factors on Students' Social Disorder

The family is the first agent of socialization and this has strong influence over the life of the child even when the child is an actor in other important fields of civilization. In the words of Dubey in Okam(2003), "the family remains the most significant group to which one is attached throughout the life of vast majority of Nigerians". However, families differ significantly in terms of their social order. Some have more experience and ability of operation within a given context and social environment than others. This is to say that some parents have wider scope in the various walks in life than others. With those variations, therefore, it becomes natural to expect different modes of caring in terms of schooling and moral development. Bank in Hajarat (2012) notes that poverty might also make it difficult for parents to provide their children with the essentials of life.

The child living in conditions of poverty with its restrictions will become frustrated and have difficulties in adjustment. Bourgue in Hajarat(2012) points out that socio-economic factor expose youths to social disorder. He says the migration of the youths from villages to towns tends to weaken the norms of conduct, which are used to control people's behaviour. Bourgue explains further that the law enforcement agents in towns at times find it difficult to control the people because they lack the necessary facilities. Bank in Hajarat (2012) opines that poverty can also make it difficult for parents to provide their wards with the essentials of life. One would say, for instance, that a student who is not cared for, providing him/her with what he/she requires in school may become frustrated and have difficulties in adjustment. In order to substantiate this, Jeslid in Hajarat (2012) argues that poverty among other factors is responsible for children's disorderliness in schools. Poverty here means bad housing conditions and lack of suitable and adequate nutrition, low standard of hygiene in the home and also strain and stress in the family. These are as a result of the family's inability to earn enough money to maintain the proper standard of living. It makes it difficult for parents to provide their wards with the essentials of life and this leads to frustration on the part of child

and the inability to adjust to life. In the opinion of the researcher, it cannot be conclusively said that all children from poor homes behave anti socially. This is not always true because there are some children from poor homes who are disciplined. This is to say that since survival has become so difficult, both parents' i.e. mother and father are most of the time preoccupied with how to provide the basic demands of their children. Some parents hardly see their children because they leave so early to work and return so late. The result of these subject children to self-management and control, usually the older ones supervise the younger ones.

Children left under this kind of training might be chaotic since fighting, quarrelling insults, carefree attitude towards school and lack of concern, endanger greatly the emotional development of the child (Okusan, 1999). Edge (1976) points out that poverty create a sense of inferiority complex in a child. This attitude may lead to stealing. The relevance of this to the present research is that living condition in the home can have great influence on child's morality. A child that comes from a poor family may look dejected when he or she is in the midst of children of wealthy family background. This inferiority complex in the child may result to stealing and other vices. While it is the wish of the parents to send their wards to school regularly, certain economic constraints have made the attainment of this goal a mirage. For the children to benefit from the teaching/learning processes, parents must of necessity provide their wards with all the necessary learning materials including of course good meals. However, in view of the prevailing circumstances, most parents cannot meet this basic requirement for their wards. Without these learning materials the children may not compete favorably with their more privileged mates. Besides, the fear of being punished and ridiculed at school by peer for lack of learning materials or school uniform may push the children towards truancy and other undesirably behaviours. In this connection, Rutter et al (1979) have indicated that children from families of low occupational status were most likely to have poor records of attendance and were not likely to do well in their academic work. This position is

also corroborated by Mill man and his associates who asserted that the “truant child who does poorly in school, tends to dislike school and may Well spend his time away from home when cutting school without their parents Knowledge” (p.24).

c) Influence of Peer Group in Promoting Social Disorder

According to Uche in Hajarat (2012) peer group is the child’s own friends and equals. They have their own form of behaviour and value, and are made up of the playgroups, schoolmates, the clique and many gangs. They are formally organized.

Jacobson in Hajarat (2012) points out that peer group has a great influence on the child’s socialization and this can either be negative or positive. According to Jacobson, peer group social interaction is necessary to reduce social isolation. He further stresses that peer interaction influences the behaviour of individuals. Through peer influence, the child learns attitudes values, information unobtainable from adults. Johnson cited the investigation done by Johnson and Medinus in Hajarat (2012) on the influence of peer interaction provide correlation evidence that adolescents in the use of illegal drugs is highly related to the perception of their friend as engaging in and of approving of such behaviour. Ezenwa in Hajarat (2012) opines that friends and peers usually introduce an individual to drugs. The use of drugs and subsequent abuse provide a temporary escape for the user from harsh realities of the life and other related personnel problems. He further notes that among the teenagers, the use of addictive drugs is part of an exploratory behaviour associated with growing up. Also Okon in Hajarat (2012) holds a similar view arguing that a great many teenagers use drugs in and outside schools and the schools are reaping the natural consequences of drug addiction, gross lack of respect for authority. It can be seen from the foregoing that drugs depended by the youths today shows the extent of indiscipline and moral decadence existing in schools. Olayinka in Hajarat (2012) contended that so many teenagers today are involved in drugs and alcohol as a result of the influence from their peers. The teenagers get involved as a way of

satisfying their curiosity. After a careful observation of the peer group, Shure in Hajarat (2012) confirms, many children who get into trouble are influence by other children of the same age. Children of adolescent years are often strongly influence by the actions of their peer group. He therefore concludes that if a young person is involved in crime he may do it in order to be accepted by members of his peer group.

d) Influence of Mass Media on Social Disorder

The mass media is considered as one of the most important external influence on the society. The mass media includes cinema, television, radio and video, internet. There is also the print media and these include novels, magazines and Comic literature these are said to have powerful influences on life style of individuals (Ottaway in Hajarat 2012). The negative effects of mass media upon the minds of adolescents within the Nigerian society need to be checked. Printed materials, cinema and television all leave their impact on the lives of Nigerian adolescents. The introduction of video films has made mockery of the whole idea of censorship.

Many parents are no longer in control of what their children watch on television and children imitate the acts of aggression of their models, especially if the models are prestigious, powerful and leads his model. It is observed that violence demonstrated on television and pornography seems to teach an acceptance of aggressive behaviour to both adults and children. Ottaway in Hajarat (2012), indicates that mass media has both negative and positive influences on the adolescents. He explains that children behaviour is influenced through imitation. They copy their mannerisms, dress, hairstyle, attitudes and methods of speech. In support of Ottaway, Medinus and Johnson in Hajarat (2012) argue that the mass media is a strong force in shaping behaviour. According to them, it is clear, from books, which individuals read, and from which they acquire sets of belief, values and behaviour, which may impact to positive or negative. In this view therefore, the researcher is of the opinion that even

television viewing, particularly movies affects moral standard. The consequence of these actions is that many of the youths are engaged in sexual immorality, theft, vandalism and other forms of crime. Adeniran in Hajarat (2012) argues that parents are to blame for exposing their children to indecent films. This practice has taken the centre stage in the society. According to him many parents today are in the habit of buying or hiring films, which portray nothing but voodooist and raw sex. In view of this prevailing situation in the society, Nigerians have insistently called for government censorship of the mass media. Religious and moral educators are aware of the difficulties that an uncensored mass media can create in the society. They therefore continue to call on government to keep the mass media in check, imitation, selfishness, adolescent problems lack of self control, the desire to assert, arrogance, covetousness and lack of power adaptability or adjustment. Children lured into armed robbery and cultism. Indiscipline in colleges is a reflection of problems in the society and the school itself. Institutional Indiscipline, the government and mass media, desire to be a millionaire in a day and to take chieftaincy title. The primary function of the media (print and electronic) is to educate, inform and entertain. With the sophistication in technology, the media are rather brain washing the youths into accepting all they see or read as correct. Students stay awake to watch immoral films (sometimes unknown to their parents) while some others sneak out of school to watch recorded cassette on the television. The consequences are obvious – armed robbery, violence, intimidation, sexual promiscuity, rape etc.

e) Influence of Politics and Economy on Social Disorder

Several acts of disorder in schools are influenced by the politicians who equivocate and are slippery, selfish and greedy. Students are made agents of politicians during campaigns and during voting in elections. They have easy access to guns and other dangerous weapons. Should we be surprised if students unleash violence with attendant destruction of lives and properties within the school? Policy on education is on paper only and poorly implemented.

Also, the poor state of the economy, this will continue to give Nigerians some concern. Standard of living is abysmally low. Government talks only about deregulation. Transportation is very problematic and the take home pay of workers does not reach home any more. Consequently, students are Affected and when parents cannot provide all their needs they go the extra mile (negatively though) to augment. If they don't steal, boarders give false reasons to go out to friends for money. However, politicians park money in "Ghana must go".

2.6.2 Negative Effect of Social Disorder in Nigeria

Social disorder have a lots of negative effects on the Nigerian society, some of these effects are:

- i. Destruction in our social values, there is lawlessness in our society, moral decadence, drug abuse, indiscipline, decline in productivity and systematic destruction of family values.
- ii. Our homes and hospitals have become centers for nursing patients or victims of robbery, religious conflicts, inter-ethnic wars, accidents victims resulting from the influence of drug abuse and HIV/AIDS patients. There are cases of female and male students who have to drop out of school either because of unwanted pregnancies or drug addiction; political vices have often led to the loss of lives through thurgery and political assassinations (killing of political opponents) and other forms of malpractice.
- iii. Corruption and misappropriation of resources have led to the utter neglect of the poor, social disorder has brought outright damage to the image of Nigeria before the international community. In some parts of the world in Europe, Nigerians are treated with suspicion, fear, distrust because Nigerians are seen as embodiment of corruption and insincerity.

2.7 Exploring the ideals of the curriculum design rooted in Social Studies Education in Warding off Anxiety and Social Disorder among Students

Social Studies, for long has been regarded as an amalgam of all the social science subjects including humanities. The subject has become unwieldy to teach effectively, particularly in view of the government position that a new civic education curriculum be disarticulated from the subject. Therefore, social studies curriculum has been realigned to take cognizance of these challenges facing the subject as a core subject at basic education level. Effort has been made to redress the observed inadequacy by teaching the subject as a discipline that brings the reality of everyday societal living to students with the desire to making them acquire the knowledge, attitude, values and skills required to be responsible and discipline members of their society.

The nature and objectives of Social Studies in Nigerian schools emphasize students' familiarity with their physical and social environment; improved social relationships and interactions; skills and ability to think reflectively, critically, creatively and independently. All these objectives are required in life- problem solving. As a totality of man's experiences in the society and a problem – approach discipline, it becomes imperative to emphasize students' active participation in the learning process (Akintola, 2000). Social Studies could be seen as a programme of study in our schools which is used to inculcate in the learners the knowledge, skills, attitude and actions considered important in human relationship in the society CESAC (1993). The basic education curriculum in social studies, apart from taking into consideration societal needs, has incorporated many of the contemporary issues of local and global concern such as youth unemployment and youth restiveness, environmental issues, drug abuse, family live education, security, peace and conflict issues as they aimed at warding off anxiety and social disorder both in our academic institutions and society at large. Social Studies is society bound. This requires that, its curriculum reflects the problems, yearning and aspiration of a

given society. It is observed that, the nature of the problems and aspiration of the society as always determined the nature of social studies curriculum and of course, determines the purpose which the curriculum is out to serve. Probably, that is why Awoyemi (1994) opined that when we plan a social studies curriculum for any society, it must take the problem of that society into consideration. He stated further that, Nigeria for instance, has her problems which are not necessarily identical with the problems of other societies. It is essential therefore, that the social studies curriculum of Nigeria should take into consideration the peculiar problems of Nigeria among which is the problem of anxiety and social disorder amongst students in our institution of learning which has become an issue of national concern irrespective of cultural background.

Social studies programmes in several nations of the world are essentially introduced to meet specific needs and aspiration. In Nigeria social studies can be described as a solution to the nation's problems of integration. It serves as a handy tool to equip learners with values, attitudes, problem-solving skills to prepare them for active and responsible living in society. It became a mechanism for reconstruction, rehabilitation and more importantly an emphasis on the tenets of unit and inter-dependence among the diverse people of the nation after the civil war. Social studies were readily available to inculcate the values that bound the different ethnic groups together. In addition, the teaching of the separate social science subjects did not adequately prepare the child for life in society. Thus, a subject that would interpret the various experiment of man as a whole and show the interrelatedness among the various subjects. In summary, social studies focus on man as he lives in society. It emphasizes on the needs, goals and aspirations of the society so that learners can be well-integrated into society.

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

2.8 Review of Related Empirical Studies

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

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

Ekoja (2003). Carried out a research on the sexual harassment, as a corrupt practice in Benue State University, Makurdi. The researcher adopted a survey design. The method of data collection was questionnaire and data were analyzed using chi-square. The result of the study states that despite the efforts made to curtail the problem of sexual harassment remains a re-occurring incidence on our campuses. This is because the victims of this act both students and

staff finds it very difficult to exhibit the courage and willingness to take the risk to confront the harasser. The research work is related to the present study because it is trying to address the problem of social disorder in the society but also differs in areas of focus while the present work focus on anxiety and social disorder the other one focus on the sexual harassment. Also the scope of both studies differs while the present work covers Kaduna colleges of education the other one covers Benue State university their locations varies from each other.

Adenoyi (2005). Wrote on the “Impact of Social Studies Education in Curbing Indiscipline among Juniors Secondary School Students in Zaria and Sabon-Gari Local Government Areas, Kaduna State. The research was conducted to investigate the existing indiscipline acts amongst junior secondary schools students and how social studies education could be used as veritable tool in curbing the act. Descriptive survey design was adopted using structure questionnaire design by the researcher for 400 groups of respondents for collection of information for data analysis. T-test was the main instrument used for testing the hypotheses. The study is guided with three research questions, four objectives were set out to achieve and three hypotheses were also formulated to guide the study tested at 0.05 level. The findings of the study reveals that there is direct relationship between indiscipline and societal norms and that with the effective teaching of social studies education students could be more disciplined and resourceful and social studies education has the power of making students more responsible citizens. They are related in the sense that both are talking on issues of disorderliness in the society but also differs in scope. While this research focuses on tertiary institutions, the work specifically emphasizes on junior secondary schools.

Aihieose (2009) based his work on the effective school discipline; Counseling is a viable alternative to punishment. The design of the research was descriptive research. The method of data collection was unstructured questionnaire; the target population was the entire school student at secondary levels. The method of data analysis was ANOVA. The study reveals that factors responsible for discipline problems are found in the children, the home, the school and the society. She further

said that punishment is reactive and focuses on behavior in fractious rather than the underlying causes of behavior. And therefore, counseling measures should be adapted to amidst students in understanding and competences that will assist the exploration of decisions that facilitate transition from school to the world of work and provides activities, and experiences that help to develop their competencies. Though the work is relevant but the researcher failed to indicate the level of significance at which the formulated hypotheses were tested. The area of coverage was too wide hence covering all students. The location also was based in Benin and the sample population was not indicated.

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

Afolayan (2013) carried out a research on: “the relationship between anxiety and academic performance of nursing students in delta state university”. The research was carried out to find out the relationship between anxiety and the students’ performance in the

university. A descriptive design was used to obtain data from representative who gave consent to the study. The target population was the entire nursing students of delta state university. The method of data collection was unstructured questionnaire; Data obtained was analysis using SPSS. And t-test statistics were employed in testing the three hypotheses at 0.05 level of significance. The study reveals that, there is significance difference in the view of teachers and students on the issue of anxiety and academic performance of nursing students. They are related to the present study in the sense that both focus on the issue of anxiety but also different in scope and population of the study.

Mohammed (1997) based his research work on the disciplinary problems in secondary schools in Sokoto State. The study's focus on the entire secondary students. He adopted a descriptive designed, the method of data collection was questionnaire and the stratified random sampling method was used to sample the target population. The method of data analysis percentages and tabulations while co-relational studies, chi-square, one way Analysis of Variance (ANOVA) and t-test statistics were employed in testing the six hypotheses at 0.05 level of significance. The research finds out that, there is significance difference in the view of teachers and students on the issue of school discipline. This could be due to the fact that teacher experiences and exposures very often differ from those of students. Also the study has shown that there is a close relation in the views of teachers and students on disciplinary problems in secondary schools. Even though the study is relevant to the present study only that, the location of the research areas and the institutions vary, the present study is based on the assessment of impact of social studies on anxiety and social disorder among Nigeria students in colleges of education. Four research questions and hypotheses are formulated and used in the present work against three questions and three hypotheses done in the review research work.

Summary

This chapter attempt to review some facts that are related to the present study to gain an insight on issue of assessment of impact of social studies on anxiety and social disorder among students in Nigeria colleges of education. The review was presented from two perspectives: the conceptual and previous studies respectively. Some of the issues that were treated at the literature review are:

The introduction, theoretical frame work using the blooms theory of educational taxonomy, which is the theory use by most of the researchers and educators to assess the educational objectives. The related literatures and the past work of other people similar to the work were reviewed; the work specifically reviewed six (6) related literatures to the study which deal with the issues of anxiety and social disorder in Nigerian institutions of learning.

The history and justification for the introduction of social studies in Nigeria was logically presented to highlight the aims and the objective of social studies and thereby gives the literatures of anxiety and social disorder, the various types of social disorder in the society such as: Cultism; Examination Malpractices; Indecent dressing; Student Prostitution; drug abuse, students unrest were highlighted. While the conceptual meanings of social studies, social disorder and their causes both within and outside the school: Such as influence of society, peer-grouping, socio-economic, mass media, political and politicians in the society among others. The concept, scope, nature, aims and objectives of social studies were all summarized to give the work a professional touch.

However, from the previous studied the current research observed that no study on assessment of impact of social studies on anxiety and social disorder has been carried out there by creating a vacuum that necessitated the present studies. The study will provide relevant data for further empirical study with the aim of general improvement on teaching and learning of social studies education in Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the design and methodology that were adopted for this study under the following sub-headings:

- ❖ Research Design,
- ❖ Population of the Study
- ❖ Sample and Sampling Techniques
- ❖ Research Instrument
- ❖ Validity of the Instrument
- ❖ Reliability of the Instrument
- ❖ Procedure for Data Collection
- ❖ Procedure for Data Analysis.

3.2 Research Design

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

3.3 Population of the Study

The population for this study was made up of social studies students in Nigeria colleges of education, Kaduna state. The selections of respondents were drawn from: F.C.E,

Zaria and K.S.C.O.E, Gidan waya. With the population of two thousand one hundred and sixty (2,160), students. The detail of the population for the study is shown in the table 1:

Table 1: Population of the Study by gender and level

Name of School	NCE I		NCE II		NCE III		TOTAL
	Male	Female	Male	Female	Male	Female	
FCEZ	232	196	231	265	202	184	1310
KSCOEGW	169	200	79	91	145	166	850
TOTAL	401	396	310	356	347	350	2160

Source: Department of SOS FCEZ and KSCOEGW Gidan waya, 2016

3.4 Sample and Sampling Technique

A sample size of three Hundred and forty one (341) respondents making 25% of the total population were selected from the total population of students offering Social Studies in the two colleges of education. These were both comprised of male and female students of NCE II and NCE III using a hat and drawn method in picking the respondents. A simple random sampling technique was adopted for this study because the researcher selected his sample in such a way that each member of the population has equal chance of being included in the sample representation (Alam and Olukosi, 2009). The breaking down of the sample size for the study is given in Table 2.

Table 2: Sample Size for the Study by gender and level

Name of School	NCE II		NCE III		TOTAL
	Male	Female	Male	Female	
FCEZ	59	38	30	19	146
KSCOEGW	85	43	43	24	195
TOTAL	144	81	73	43	341

3.5 Instrumentation

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

3.5.1. Validity of the Instrument

The instrument that was used for this study was self-designed by the researcher; the instrument was validated by the expert's opinions comprising social studies professional, researchers' supervisors, statisticians and other experts in the field of English Language, Ahmadu Bello University, Zaria. Who carefully scrutinized the instruments, checked the errors and made necessary corrections, out of the 30 items originally constructed, few were amended by the supervisors due to errors of commission and omission but none was weeded out completely. This is to ascertain that the fact, construct and content validity of the instrument corresponds with the objectives and hypotheses of the study. Their corrections and comments improved the items structure and format of the thirty (30) questionnaire items that were used for the study.

3.5.2 Reliability of the Instrument

The reliability of the instrument was determined by the statistical analysis of the data collected from the pilot study, some questions were amended due to typographical errors of omission and commission but none was weeded out. After necessary corrections and validation of the instrument, a pilot test was conducted at Federal College of Education Pankshin with thirty one (31) students to ensure the reliability of the instrument that was used. Federal College of Education Pankshin is not part of the population for the study, but its choice was influenced by the location and because of similar characteristics the college shares with the study areas. The Pearson product moment correlation (PPMC) was used to calculate the reliability estimate of 0.78 for the instrument. This reliability coefficient was positive and high, hence the instrument was adjudged reliable and stable based on Nwargo (2006), recommendation who stated that a reliability estimate of 0.60 to 0.80 is high and the instrument for which is calculated is reliable and stable.

3.6 Procedures for Data Collection

The researcher obtained a letter of introduction from the HOD Department of Arts and social Sciences education to the respective formations. This enabled him, carried out the research work bearing in mind, the need to get the approval of the college headship of Kaduna State College of Education Gidan Waya and Federal College of Education, Zaria. The study was carried out involving the administration of four Hundred (400) copies of questionnaire on the respondents and at the completion of the field work, three hundred and forty one (341) questionnaires were duly filled and returned successfully. The use of research assistants quickens the distributions and collection of filled questionnaire. The researcher before the time trained the research assistants on the modality of carrying out the exercise.

3.7 Statistical Analysis Procedures

The information obtained through the questionnaire was analyzed using simple percentage and mean. The mean for each item was calculated based on the 4-points rating interval used in the study. The null hypotheses were tested using independent t-test to bring out the significant difference between the mean responses of the students of different levels in the two colleges of education.

The null hypotheses were tested at $p \leq 0.05$ level of significance. In the analysis strongly agreed and agreed were taken as “agreed” while disagreed and strongly disagreed as “disagreed”.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1. Introduction

This chapter presents and discusses on the data collected, tabulated and interpreted. The data is presented under; demographic data, answering the research questions, testing the null hypotheses, major findings and discussions.

4.2. Demographic Data

This section provides demographic information on the participants that were used in this study. The elements that were considered in collecting the data are; students gender, level and College status. There were 341 respondents who participated in this study.

4.2.1 Distribution of Participants based on Gender

The number of participants used in this study comprises male and female students from the Colleges of Education in Kaduna state. The number and percent of the participants based on gender is shown in Table 4.1.

Table 3: Number and Percent of Participants based on Gender

Gender	N	Percent
Male	217	63.64%
Female	124	36.36%
Total	341	100%

Table 4.1 showed the number of respondents who participated in the study according to gender. There were 217 (63.64%) male and 124 (36.36%) female out of 341 respondents. This showed that there were more male than female who participated in the study.

4.2.2 Distribution of Participants based on Level

The number of participants used in this study comprises NCE II and NCE III students from the Colleges of Education in Kaduna state. The number and percent of the participants based on level is shown in Table 4.2.

Table 4: Number and Percent of Participants based on Level

Level	N	Percent
NCE II	226	66.28%
NCE III	115	33.72%
Total	341	100%

Table 4.2 showed the number of respondents who participated in the study according to level. There were 226 (66.28%) students in NCE II and 115 (33.72%) in NCE III out of 341 respondents. This showed that there were more respondents in NCE II than in NCE III who participated in the study.

4.2.3 Distribution of Participants based on College Status

The number of participants used in this study comprises students from FCE Zaria and COE Gidan Waya. The number and percent of the participants based on College Status is shown in Table 4.3.

Table 5 Number and Percent of Participants based on College Status

Institution	N	Percent
FCE Zaria	146	42.82%
COE Gidan Waya	195	57.18%
Total	341	100%

Table 4.3 showed the number of respondents who participated in the study according to college status. There were 146 (42.82%) students in FCE Zaria and 195 (57.18%) in COE Gidan Waya out of 341 respondents. This showed that there were more respondents in COE Gidan Waya than in FCE Zaria who participated in the study.

4.3 Answering the Research Questions

The following research questions were formulated and answered. Means and standard deviations were used to answer the research questions. The elements of gender, level and College status were used to source the data for analysis.

Research Question one: What is the difference between the mean opinion score in warding off anxiety and social disorder among male and female Social Studies students in FCEZ and

KSCOE Gidan waya? This research question was answered using means and standard deviations. The result of the computation is displayed in Table 4.4.

Table 6 Means and standard deviations of male and female respondents

Gender	N	Mean	SD	Std. Error Mean	Mean Difference
Male	217	69.51	3.59	.24363	
Female	124	69.02	3.75	.33698	.495
Total	341	138.53			

In Table 4.4 the result showed that there was a difference in the mean opinion score of male and female respondents. The mean and standard deviation of male respondents was (M=69.51, SD=3.59) and that of female was (M=69.02, SD=3.75). There was difference of 0.495 in favor of male respondents. This showed that the mean opinion score of male respondents is high than that of female.

Research Question two: What is the difference between the mean opinion score on causes of anxiety and social disorder among NCE II and NCE III Social Studies students on the extent their mastery of the subject has enabled them overcome anxiety and social disorder at the colleges of education in Kaduna state? This research question was answered using means and standard deviations. The result of the computation is displayed in Table 4.5.

Table 7 Means and standard deviations of NCE II and NCE III respondents

Level	N	Mean	SD	Std. Error Mean	Mean Difference
NCE II	226	69.33	3.62	.24086	
NCE III	115	69.33	3.73	.34754	.00
Total	341	138.66			

In Table 4.5 the result showed that there was no difference in the mean opinion score of NCE II and NCE III respondents. The mean and standard deviation of NCE II respondents was (M=69.33, SD=3.62) and that of NCE III was (M=69.33, SD=3.73). There was no difference between NCE II and NCE III respondents. This showed that the mean opinion score of NCE II respondents is the same with that of NCE III.

Research Question three: What is the extent of the difference in the mean opinion score of social studies students of FCEZ and KSCOE Gidan waya regarding a mastery of the subject in

overcoming anxiety and social disorder? This research question was answered using means and standard deviations. The result of the computation is displayed in Table 4.6.

Table 8 Means and standard deviations of respondents from FCE Zaria and COE Gidan Waya

Institution	N	Mean	SD	Std. Error Mean	Mean Difference
FCE Zaria	146	69.34	3.74	.30942	
COE Gidan Waya	195	69.32	3.60	.25741	.02
Total	341	138.66			

In Table 4.6 the result showed that there was a difference in the mean opinion score of FCE Zaria students and that of students from COE Gidan Waya. The mean and standard deviation of FCE Zaria respondents was (M=69.34, SD=3.74) and that of COE Gidan Waya was (M=69.32, SD=3.60). There was a difference of 0.02 between the opinion of respondents from FCE Zaria and COE Gidan Waya. This showed that the mean opinion score of respondents from FCE Zaria is slightly high than that of COE Gidan Waya.

4.4 Testing the Null Hypotheses

The following null-hypotheses were formulated and tested at $p \leq .05$.

Null Hypothesis one: There is no significant difference between the mean opinion score on anxiety and social disorder among male and female students on the impact of social studies in warding off anxiety and social disorder in colleges of education in Kaduna state. This null hypothesis was tested using independent t-test statistic. The result of the computation is displayed in Table 4.7.

Table 9 Independent t-test statistic of male and female respondents

Gender	N	Mean	SD	T	Df	p-value	Mean Diff.	SE Diff.	95% CI	
									lower	Upper
Male	217	69.51	3.59	1.206	339	.229	.49	.41080	-.313	1.303
Female	124	69.02	3.75							
Total	341	138.53								

In Table 4.7 the result showed that there was no significant difference in the mean opinion score of male and female respondents. The mean and standard deviation of male respondents

was (M=69.51, SD=3.59) and that of female was (M=69.02, SD=3.75). There was difference of 0.49 in favor of male respondents. This is supported with $t(339)=1.206$, $p=0.229>0.05$. Therefore, the null hypothesis that stated no significant difference is retained. This showed that the mean opinion score of male and female respondents does not differ significantly.

Null Hypothesis two: There is no significant difference in the mean opinion score of NCE II and NCE III Social Studies students on the extent their mastery of the subject has enabled them overcome anxiety and social disorder at colleges of education in Kaduna state. This null hypothesis was tested using independent t-test statistic. The result of the computation is displayed in Table 4.8.

Table 10 Independent t-test statistic of NCE II and NCE III respondents

Level	N	Mean	SD	T	Df	p-value	Mean Diff.	SE Diff.	95% CI	
									lower	Upper
NCE II	226	69.33	3.62	.003	339	.997	.00	.41888	-.823	.825
NCE III	115	69.33	3.73							
Total	341	138.66								

In Table 4.8 the result showed that there was no significant difference in the mean opinion score of NCE II and NCE III respondents. The mean and standard deviation of NCE II respondents was (M=69.33, SD=3.62) and that of NCE III was (M=69.33, SD=3.73). There was no difference between NCE II and NCE III respondents. This is supported with $t(339)=.003$, $p=.999>0.05$. Therefore, the null hypothesis that stated no significant difference is retained. This showed that the mean opinion score of NCE II respondents is not statistically different with that of NCE III respondents.

Null Hypothesis three: There is no significant difference in the mean opinion score amongst social studies students in FCEZ and KSCOE Gidan waya regarding a mastery of the subject in overcoming anxiety and social disorder. This null hypothesis was tested using independent t-test statistic. The result of the computation is displayed in Table 4.9.

Table 11 Independent t-test statistic of respondents from FCE Zaria and COE Gidan Waya

Institution	N	Mean	SD	t	Df	p-value	Mean Diff.	SE Diff.	95% CI	
									lower	Upper
FCE Zaria	146	69.34	3.74	.048	339	.961	.0194	.40022	-.768	.807
COE G/W	195	69.32	3.60							
Total	341	138.66								

In Table 4.9 the result showed that there was no statistically significant difference in the mean opinion score of FCE Zaria students and that of students from COE Gidan Waya. The mean and standard deviation of FCE Zaria respondents was (M=69.34, SD=3.74) and that of COE Gidan Waya was (M=69.32, SD=3.60). There was a difference of 0.02 between the opinion of respondents from FCE Zaria and COE Gidan Waya. This is supported with $t(339) = .048$, $p = 0.961 > 0.05$. Therefore, the null hypothesis that stated no significant difference is retained. This showed that the mean opinion score of respondents from FCE Zaria and that of COE Gidan Waya does not significantly differ.

5.5 Summary of Major Findings

The study produced the following major findings:

1. The study revealed that both male and female students were of the view that Social Studies have a positive impact in warding off anxiety and social disorder in colleges of education.
2. The findings also revealed that both NCEII and NCEIII students were of the view that mastery of social studies enabled the students to overcome anxiety and social disorder in colleges of education.
3. It was also revealed that both students from FCEZ and KSCOE Gidan waya were of the view that mastery of social studies enabled students overcome consequences of anxiety and social disorder amongst students in colleges of education.

4.6 Discussion of Findings

From the data collected for this study impact of Social Studies in warding off anxiety and social disorder among students in colleges of education in Kaduna state,

The findings in the hypothesis one reveals that there was no significant difference in the mean opinion score of male and female respondents. The mean and standard deviation of male respondents was (M=69.51, SD=3.59) and that of female was (M=69.02, SD=3.75). There was difference of 0.49 in favor of male respondents. This is supported with $t(339)=1.206$, $p=0.229 > 0.05$. Therefore, the null hypothesis that stated no significant difference is retained. This showed that the mean opinion score of male and female respondents does not differ significantly. The implication of this finding is that both male and female students were of the view that social studies have a positive impact on anxiety and social disorder.

In the test of hypothesis II, the independent t-test of significance for difference in the mean opinion score of NCE II and NCE III students on causes of anxiety and social disorder in Nigeria colleges of education. It is evident that at the 0.05 level of significance and degree of freedom of 339, the result showed that there was no significant difference in the mean opinion score of NCE II and NCE III respondents. The mean and standard deviation of NCE II respondents was (M=69.33, SD=3.62) and that of NCE III was (M=69.33, SD=3.73). There was no difference between NCE II and NCE III respondents. This is supported with $t(339)=.003$, $p=.999 > 0.05$. Therefore, the null hypothesis that stated no significant difference is retained. This showed that the mean opinion score of NCE II respondents is not statistically different with that of NCE III respondents.

Hypothesis iii, the independent t-test of significance for difference in the mean opinion score of consequences of anxiety and social disorder amongst students in FCEZ and KSCOE

Gidan waya. It is evident that at the 0.05 level of significance and degree of freedom of 339, the result showed that there was no statistically significant difference in the mean opinion score of FCE Zaria students and that of students from COE Gidan Waya. The mean and standard deviation of FCE Zaria respondents was (M=69.34, SD=3.74) and that of COE Gidan Waya was (M=69.32, SD=3.60). There was a difference of 0.02 between the opinion of respondents from FCE Zaria and COE Gidan Waya. This is supported with $t(339)=.048$, $p=0.961>0.05$. Therefore, the null hypothesis that stated no significant difference is retained. This showed that the mean opinion score of respondents from FCE Zaria and that of COE Gidan Waya does not significantly differ.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the objectives of the study, methodology and findings of the study. Also, it draws out conclusion, limitations and recommendations for further study.

5.2 Summary of the Study

The study titled “impact of social studies in warding off anxiety and social disorder among students in colleges of education in Kaduna state” was presented in not fewer than five chapters. Chapter one introduced and discussed the general background as well as statement of the problem. The study’s objectives, questions and hypotheses were also stated here. Chapter two concentrated on the general review of the related literature, citing several empirical studies, blooms taxonomy of education was used as the theoretical frame work to assess the work. Chapter three dealt with the research design and the methodologies. The study sampling and population technique were thus discussed including the validity of the study and mention of the proposed method of data analysis including the instrumentation technique used to gather data. Chapter four which was the data analysis tested three research hypotheses and answered three research questions. The various bio-data variable distributions were presented and discussed in this chapter. Chapter five summarizes the five chapters of the study, concludes the entire work, offered useful recommendations and presented the suggestions for further study.

5.3 Conclusion

In view of the findings of this study, the following conclusions were drawn:

- 1 It is deduced that Social Studies education helps in transforming the negative attitudes of youths in the society to a more responsible and useful citizens.

2 Social Studies education creates a conducive learning environment that helps in reducing panic among students in the institutions of learning.

3 Teaching of Social Studies makes people to be more discipline and resourceful

5.4 Contribution to Knowledge

The study “assessment of impact of Social Studies on anxiety and social disorder has contributed to knowledge in the following ways:

i. Students and lecturers of Social Studies shall continue to use this work as a reference material to identify methods and technique that should be adopted in coping with anxiety in Nigeria academic institutions.

ii. It shall continue to be a source of empirical study for other researchers and Social Studies expert who wishes to embark on the similar research in the future.

5.5 Recommendations

Based on the findings of this study, the following recommendations were drawn:

i. Teaching and learning of Social Studies education should not be based on traditional method (lecture and note taking) rather innovative teaching methods like problem-solving, inquiry; expository, discovery and brainstorming should be adopted to help boost the reflective, affective and psychomotor abilities and skills of the students thereby making them responsive to solving personal and societal problems.

ii. Adequate and professional Social Studies lecturers should be recruited and trained on contemporary issues aimed at addressing problems of anxiety and social disorder in Nigeria colleges of education and the society at large. Social Studies curriculum should be constantly reviewed and contemporary issues should be incorporated into it to help address the problems of the moment.

- iii. Social Studies education should be taught as a General studies' course in tertiary institutions to help effect positive change in the attitudes of every students in Nigerian society. Stringent laws should be enacted to punish offenders involved in any social disorder.

5.6 Suggestions for Further Research

The researcher is with the opinion that all prospective researchers in this area should undertake the following for further investigation:

1. The study should be replicated using a different target population with a larger sample to verify the usability and validity of the study.
2. In order to authenticate the validity of the result of this research, this could be repeated at intervals.
3. The study should be expanded to other States of the federation.

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APPENDIX A

Social Studies Section,
Dept. of Arts & Social Science,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Date: -----

Dear Sir/Ma,

This study titled “assessment of Impact of Social Studies on anxiety and social disorder” being carried out as a requirement for partial fulfillment of the requirement for the award of M.Ed degree in Social Studies in the Department of Arts and Social Science Education, Ahmadu Bello University Zaria.

You are assured that any information provided will be strictly confidential. You are required to express your opinion on the extent to which you agree or otherwise, on each statement by ticking (√) for one of the four responses of strongly agreed (SA), agreed (A), disagreed (D), and strongly disagreed (SD). You are kindly requested to be honest in your response.

Thanks for your cooperation.

Yours Faithfully,

BARDE, Daniel Luka

QUESTIONNAIRE

SECTION A: BIO-DATA

(1) Gender: (a) Male () (b) Female ()

(2) Institution: (a) FCEZ () (b) KSCOEGW ()

(3) Level: (a) NCE II () (b) NCE III ()

SECTION B: Impacts of Social Studies in warding off Anxiety and Social Disorder

To what extend do you agree with each of the following statements on impacts of social studies on anxiety and social disorder in Nigeria colleges of education.

SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

S/NO	ITEMS	SA	A	D	SD
1.	Social studies education helps in shaping the attitudes of teachers towards students.				
2.	Social studies education does not help in shaping the attitudes of teachers towards students.				
3.	Moral component of Social studies helps in molding the behaviors of students in Nigeria colleges of education.				
4.	Moral component of Social studies does not help in molding the behaviors of students in Nigeria colleges of education.				
5.	Social studies education inculcates cultural values that will make students useful members of the society.				
6.	Social studies education does not inculcate cultural values that				

	will make students useful members of the society.				
7.	Social studies education cannot adequately create consciousness of learning good moral behavior among students in Nigeria colleges of education.				
8.	Social studies education is more effective in creating consciousness of learning good moral behavior among students in Nigeria colleges of education.				
9.	Social studies education is more effective in curbing anxiety and social disorder than legal process and security agents in the society.				
10.	Social studies education cannot adequately influence student's attitude towards anxiety and social disorder in Nigeria colleges of education.				

SECTION C: Factors of Anxiety and Social Disorder

Tick the column below that best describes your opinion on the factors that causes anxiety and social disorder in Nigeria colleges of education.

SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

S/N	ITEMS	SA	A	D	SD
11.	Wrong attitudes of social studies teachers towards students.				
12.	Good attitudes of social studies teachers towards students.				
13.	Bad methods of teaching social studies.				
14.	Good methods of teaching social studies.				
15.	Misuse of power by some school administrators.				

16.	Proper usage of power by some school administrators.				
17.	Wrong use of internet facilities.				
18.	Proper usage of internet facilities.				
19.	Negative opinions of other students				
20.	Positive opinions of other student				

SECTION D. Consequences of Anxiety and Social Disorder

To what extend do you agree with each of the following statements on consequences of anxiety and social disorder in Nigeria colleges of education.

SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

S/N	ITEMS	SA	A	D	SD
21.	It can cause breakdown of law and order in the society				
22.	It leads to school dropout and thereby increasing the societal ills				
23.	It causes great panic to students and member of staff				
24.	It leads to loss of lives and properties				
25.	It causes failures as a result of lost of memories				
26.	It leads to misplacement of societal values				
27.	It is destructive to peaceful relationships				
28.	It cements peaceful relationships				
29.	It leads to disruption in the school academic calendar				
30.	It brings about lack of trust among students and staff				

APPENDIX B

T-TEST GROUPS=gender(1 2)

/MISSING=ANALYSIS

/VARIABLES=tasdisorder

/CRITERIA=CI(.95).

T-Test

[DataSet1] C:\Users\umar\Documents\Barde Data.sav

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
total anxiety and social disorder	1 male	217	69.5115	3.58896	.24363
	2 female	124	69.0161	3.75247	.33698

Independent Samples Test

		Levene's Test for		t-test for Equality of Means						
		Equality of								
		Variances								
						Sig. (2-		95% Confidence		
						tailed)		Interval of the		
						Differe		Difference		
						nce		Lower Upper		
		F	Sig.	t	Df	nce	nce	Lower	Upper	
total anxiety	Equal	.114	.736	1.20	339	.229	.49539	.41080	-.31264	1.30342
and social	variances			6						
disorder	assumed									

Equal	1.19	246.	.235	.49539	.41583	-.32364	1.31442
variances not assumed	1	796					

APPENDIX C

T-TEST GROUPS=level (1 2)

/MISSING=ANALYSIS

/VARIABLES=tasdisorder

/CRITERIA=CI(.95).

T-Test

[DataSet1] C:\Users\umar\Documents\Barde Data.sav

Group Statistics

	Level	N	Mean	Std. Deviation	Std. Error Mean
total anxiety and social disorder	1 NCE II	226	69.3319	3.62099	.24086
	2 NCE III	115	69.3304	3.72691	.34754

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 anxiety and social disorder	Equal variances assumed	.195	.659	.003	339	.997	.00142	.41888	-.82252	.82536
	Unequal variances									

Equal	.048	305.	.962	.01939	.40250	-.77263	.81140
variances not		710					
assumed							
