

TEACHERS' PERCEPTION OF THE EFFICACY OF SOCIAL STUDIES CURRICULUM IN COMMUNAL CONFLICTS RESOLUTION FOR NATIONAL DEVELOPMENT IN NORTH CENTRAL NIGERIA

BY

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CERTIFICATION

We certify that this thesis titled “Teachers’ Perception of the Efficacy of Social Studies Curriculum in Communal Conflicts Resolution for National Development in North Central Nigeria” has been duly presented by **Rebecca Ashikor Moji (BSU/CUT/Ph.D/12/3570)** of the Department of Curriculum and Teaching, Faculty of Education, Benue State University, Makurdi, as meeting one of the requirements for the award of the degree of Doctor of Philosophy in Social Studies by the examiners.

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DEDICATION

This research is dedicated to my darling husband, Engr. Matthias Moji and my lovely grand-children, Miss Rita Iember and Master David Ngutor Moji who have stood by me with love physically, emotionally and financially.

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TABLE OF CONTENTS

Contents	Page
Title Page	i
Certification	ii
Dedication	iii
Acknowledgements	iv
Table of Contents	vi
List of Tables	viii
List of Appendices	ix
Abstract	x
CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	10
1.3 Purpose of the Study	11
1.4 Research Questions	11
1.5 Hypotheses	12
1.6 Significance of the Study	13
1.7 Scope of the Study	14
1.8 Operational Definition of Terms	15
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Introduction	17
2.2 Theoretical Framework	17
2.3 Conceptual Framework	22
2.4 Empirical Studies	68
2.5 Summary	93
CHAPTER THREE: RESEARCH METHOD	
3.1 Introduction	95
3.2 Research Design	95

3.3	Area of Study	95
3.4	Population	96
3.5	Sample and Sampling	96
3.6	Instrumentation	97
3.7	Method of Data Collection	100
3.8	Method of Data Analysis	101

**CHAPTER FOUR: ANALYSIS, INTERPRETATION
AND DISCUSSION**

4.1	Introduction	102
4.2	Analysis and Interpretation	102
4.3	Discussion of Findings	114

**CHAPTER FIVE: SUMMARY, CONCLUSION AND
RECOMMENDATIONS**

5.1	Introduction	118
5.2	Summary	118
5.3	Conclusion	119
5.4	Recommendations	120
5.5	Limitations	121
5.6	Suggestions for Further Studies	122
5.7	Contributions to Knowledge	122

REFERENCES	124
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APPENDICES	137
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LIST OF TABLES

Table	Title	Page
1	Mean and Standard Deviation on the suitability of Social Studies curriculum content in resolving communal conflicts	103
2	Chi-square analysis on the suitability of Social Studies curriculum content and its influence on resolution of communal conflict in North Central Nigeria.	104
3	Mean and standard deviation on the objectives of Social Studies curriculum influence on conflict resolution	105
4	Chi-square Analysis on the objectives of Social Studies curriculum influence on conflict resolution.	106
5	Mean and standard deviation on teaching methods influence on the implementation of Social Studies curriculum for conflict resolution.	107
6	Chi-square Analysis on the influence of teaching methods in the implementation of Social Studies curriculum for conflict resolution	108
7	Mean and standard deviation on the influence of available instructional materials in the implementation of Social Studies curriculum for conflict resolution.	109
8	Chi-square Analysis on the influence of available instructional materials in the implementation of Social Studies curriculum for conflict resolution.	110
9	Mean and standard deviation on the relevance of instructional materials in influencing the implementation of Social Studies curriculum for conflict resolution	111
10	Chi-square Analysis on relevance of available instructional materials in the implementation of Social Studies curriculum for conflict resolution.	112
11	Mean and standard deviation on the influence of teachers' attitude in the implementation of Social Studies curriculum for conflict resolution	113
12	Chi-square Analysis on the influence of Social Studies teachers' attitude on the implementation of social studies curriculum for conflict resolution	114

LIST OF APPENDICES

Appendix	Title	Page
A	Communal Conflicts Resolution Questionnaire	137
B	Sample fraction of population in North Central Zone	141
C	Reliability Analysis	142
D	Output of Data Analysis	154
E	Validators' Reports	163
F	Editor's Certification Letter	166
G	Data of Schools and Social Studies teachers	167

ABSTRACT

This study investigated teachers' perception of the efficacy of Social Studies curriculum in communal conflicts resolution in North Central Nigeria. It was guided by six research questions and six hypotheses. Descriptive survey design was adopted for the study. The population consisted of 2391 Social Studies teachers from 6,435 public secondary schools. A total of 343 Social Studies teachers was sampled using purposive sampling technique. Communal Conflicts Resolution Questionnaire (CCRQ) with reliability coefficient of 0.98 was used for data collection. Mean and standard deviation were used for answering the research questions. Chi-square (χ^2) was used to test the hypotheses at 0.05 level of significance. Findings from the study revealed that Social Studies curriculum content is suitable for resolution of communal conflicts in North Central Nigeria ($p > 0.05$). The objectives of Social Studies curriculum have significant influence on conflict resolution in North Central Nigeria ($p > 0.05$), teaching methods employed by teachers during the teaching and learning process significantly influenced the implementation of Social Studies curriculum for conflict resolution in North Central Nigeria ($p > 0.05$). It was also revealed that instructional materials have significant influenced on implementation of Social Studies curriculum for conflict resolution in North Central Nigeria ($p > 0.05$). Instructional materials were significantly relevant in influencing the implementation of Social Studies curriculum for conflict resolution in North Central Nigeria ($p > 0.05$). Teachers' attitude significantly influenced the implementation of Social Studies curriculum content for conflict resolution in North Central Nigeria ($p > 0.05$). Based on these findings it was recommended among other things that, Social Studies experts through seminars, conferences and sensitization campaign should educate the people on practical ways of communal conflicts resolution using Social Studies curriculum. Curriculum planners too need to review the Social Studies curriculum to adopt more practical approaches to resolving communal conflicts. Social Studies experts should organize seminars and conferences to educate teachers on the subject of how to actualize the objectives of Social Studies curriculum.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Meaningful social, economic and political development can only be achieved in an atmosphere of peace and tranquility where all agents of development co-exist in harmony. Since independence in 1960, Nigeria as a nation has been beclouded with multifarious problems such as communal conflicts, kidnapping, robbery, ritual killing, rape and drug addiction (Donia & Eboh, 2013). These problems seem to have brought about backwardness and negative image both to Nigeria and Nigerians. Communal conflicts have specifically affected development adversely both at the local and national levels.

Communal conflicts are violent clashes or disagreements between non-state groups that are organised along a shared communal identity. Violent conflicts in this regard refer to the fact that parties use lethal means to gain control over some disputed and perceived indivisible resources such as a piece of land, other minerals and traditional powers (Galtung, 2005). Kesterner and Ray (2006) define a communal conflict as a social situation in which at least two parties (individuals, groups, communities or states) are involved and strive for goals which can only be reached by one party, and or want to employ incompatible means to achieve a certain goal. It, thus, implies a struggle over values or claim to status, power and other resources in which the aim of the groups or communities involved is not only to obtain the desired values, but also to neutralize, injure or eliminate rivals.

Conflicts seem to be natural phenomena as they are found at every stage of human life. Individuals, groups and societies (local, national and international) continue to experience one form of conflict or the other. In fact, communal conflicts and crises are said to be permanent features of life which people have come to live and cope with, and resolve from time to time. Their existence, some people argue, cannot be completely eliminated except if existence itself terminates. However, a poorly handled conflict has a propensity of degenerating into violence which can lead to massive and irretrievable losses (United States Agency for International Development, USAID, 2014).

Communal conflicts take different forms. In order to understand the different dynamics of communal conflict, it is useful to analyse their underlying causes or the issue over which they are fought. Olubonihirin (2012) states that communal conflicts could be as a result of land dispute, chieftaincy squabbles and marital differences.

Previous studies have attributed many of Nigeria's communal conflicts to the failure of its political elites to accept democratic principles of accountability, equality, justice and rule of law (Abubakar, 2006; Bamgbose, 2009). The authors posit that most violent communal conflicts in Nigeria have been traced to contested bases of citizenship rights, greed, predatory rule and prolonged unresolved grievances.

Different forces, as supported by Hoeffler (2005), can be seen to fuel communal conflicts. The includes dictatorship, poverty, unemployment, illiteracy, infrastructural decay, ethnic rivalry and religious intolerance. It is also instructive

to state that in Nigeria particularly, communal conflicts cannot be completely divorced from religion, tribe, class and hate (Guseh & Oritsejafor, 2007).

Officially, the strategies adopted by Nigerian government in resolving communal conflicts include states or local government creation, use of the Nigeria Police Force, the Nigeria military (in extreme cases), imposing curfew, propaganda, setting up of judicial or administrative panels of inquiry, compensation and punishments (Kotlyar & Karakowsky, 2006). These official strategies have, however, not yielded adequate results since Nigeria's independence. For example, the creation of new states, which seems to be in response to ethnic-sectional demands for new identities or consolidation of old ones, also created new bases for contested territorial and other claims, as well as unhealthy competitions for access or succession to high political and other offices. There have also been counter agitations and protests (even violent) against perceived sectional marginalization in respect of participation in, and the dividends derived from the political as well as economic fortunes of such states (Otite, 2000).

In a similar futile effort, the government deploys Armed Forces to halt communal conflicts. Indeed, they have been successful in "suspending", not resolving some of these conflicts or restoring temporal order but such interventions come after colossal damage has been done on precious lives and valuable property (Meagher, 2007). The foregoing implies that strategies adopted by government in resolving communal conflicts are not so effective.

The efficient and effective management of communal conflicts is fundamental to the development of any society. However, the prevailing situation in Nigeria constitutes a reversal to this reality. Communal conflicts are not just allowed to start (even when they can be prevented), but escalate and paralyse both social and economic activities. Nigeria's supposed success story of amalgamation of diverse ethnic groups in 1914 has drastically shifted from a platform of peaceful co-existence to an era of continuous violence and gradual disintegration. The popular explanation for this unacceptable and annoying situation is perhaps the initial "forceful" integration, corruption, political domination/marginalization, lack of tolerance of each other's culture and tradition, and age-long general hate (The US Department of State, 2008).

The spate of insecurity and threat to lives and property in Nigeria, occasioned by communal conflicts, has reached alarming proportions despite increasing visibility of Nigeria's security apparatus (Erinosho, 2007). It is estimated that about 50 episodes of violent communal conflicts, which culminated in the death of over 10,000 persons and internal displacement of over 30,000, were recorded in Nigeria between 1999 and 2007 (International Crises Group, 2009). For example, the November 2008 communal crises in Jos, North Central Nigeria, resulted in the death of 380 persons and destruction of property in the range of tens of millions of naira (Adinoyi, 2009; Balogun, 2009). Also, the Tiv-Fulani crises of 2013 to 2014, also in the North Central Zone of Nigeria, similarly claimed loses in the same range, where schools, residences and worship centres were destroyed (USAID, 2014). Other recent examples of communal conflicts in

the zone are Shitile, Ukum and the Shangev-Tiev crises in Benue State and crises with military in Abuja and the Kaduna crises.

In view of the failure or inability of the subjects that were not eclectic in nature to resolve communal conflicts and the attendant consequence on national development, government introduced Social Studies with its eclectic nature to holistic and viable alternative strategy to be deployed in resolving these conflicts. This further paved the way for the official inclusion of Social Studies into school curriculum following its success in solving societal problems not only in Britain, but also in America as well as Nigeria in the late 1960s. This programme of study was first introduced in Britain after World Wars I & II in order to appease the conscience of the citizens to respect constituted authority, submissive to their parents, show regards to the elders of the society, help to protect public property, value the lives of fellow citizens and contribute positively towards the development of the society (Edinyang, Mezieobi & Ubi, 2013). Social Studies curriculum, the researcher believes, if well implemented, could help to get to the root of the problem, rather than treating it from the branches.

Elbadawi and Sambanis (2006) assert that Social Studies itself was introduced partially in response to these social challenges that have bedevilled the society with obvious consequences. It is to this extent that Social Studies was initially defined by the Committee on Primary School Social Studies Programme (CPSSSP) (1971) and the then Nigerian Educational Research Council (NERC), now Nigerian Educational Research and Development Council (NERDC) (1983), to mean “common learning of man’s interaction with his or her social and

physical environment”. Explaining further, both bodies state that “Social Studies is not only a study, but also a way of life of how man influences and is being influenced by his physical, social, political, economic, psychological and cultural environments. It is the totality of experiences and understanding a child gets having been exposed to a course of study based on man’s problems in his/her environment, the factors that are normally responsible in man’s interaction and the resulting ways of life of man.

Some of the key objectives of Social Studies curriculum as contained in NERDC (1971) include:

1. Creating awareness and understanding of the evolving social and physical environment as a whole, its natural, man-made, cultural and spiritual resources, together with the rational use and conservation of these resources for development.
2. Ensuring the acquisition of relevant knowledge as part of the pre-requisite to personal development as well as making contributions for the development of mankind.
3. Developing a sympathetic appreciation of the diversity and interdependence of all members of the local community and the wider national and international community.
4. Developing in children, a positive attitude to citizenship and the desire to make positive contributions for a united Nigeria.

With these objectives, it is strongly hoped by the researcher that Social Studies curriculum could be used as an effective tool for eradicating, or at least,

reducing significantly, the prevalence of the already identified social problems, among which is communal conflict.

Perception is the ability to take sensory input and interpret it meaningfully. According to Nelson and Quick (2007), perception is the process of interpreting information using sensory organs of an individual. In other words, perception involves selection, organising and interpreting sensory stimulations into meaningful information about the environment. Teacher' perception of Social Studies curriculum furnishes the him/her experiences that promote thinking and understanding that help in problem solving. It, therefore, means that a good perception results in effective implementation of the curriculum.

According to Grant and McTighe (2005), the attitudes of Social Studies teachers to the subject's curriculum contribute negatively to the subject's quest to the civilized way of resolving communal conflicts among community members. It is very obvious that teachers' way of thinking and beliefs guide their behaviour in decision- making both in and outside the classroom. The word attitude is defined within the framework of social psychology as a subjective or mental preparation for action. According to Souza-Barros and Marcos (2010), attitude defines outward and visible posture of human beliefs. Attitude determines what each individual will see, hear, think, believe and eventually do. According to the authors, attitude means individual's prevailing tendency to respond either favourably or unfavourably to an object, person, event and institution. That is, it can either be positive or negative.

Nyenwe (2009) states that education is the principal means of self and nation building and the primary tool for the survival of any society. Attitude is, therefore, concerned with an individual's way of thinking and behaviour and this has varying implications in the education chain (the learner, the teacher, the content and the environment). To this end, Social Studies teachers' perception on the desirability or otherwise of the subject's curriculum in resolving communal conflicts has implications for its overall objectives. If teachers of the subject see the curriculum as being practicable, result-oriented and implementable, they would work towards achieving its mandate. The reverse would, however, be the case if their perception to the curriculum is negative.

Despite the lofty objectives of Social Studies Curriculum, a lot of intra and inter-state communal conflicts abound (Kotlyar & Karakowsky, 2006). It is indeed doubtful if the curriculum of Social Studies is diligently implemented, as this alone has the potential of inculcating harmonious living among diverse people. It also calls for concern whether appropriate and result oriented instructional materials and methods are employed in the implementation of Social Studies curriculum or the attitude of teachers towards teaching the subject is what is responsible for the rising communal conflicts in Nigeria.

This situation may have serious consequences on the achievement of peaceful and harmonious living. There seems to be a disconnect on one hand, between instructional materials deployed in teaching Social Studies and the teaching methods that are used in the implementation of Social Studies curriculum on the other (Ma, 2007). It also appears as if teachers of Social Studies are not

living by what they teach. This also has a tendency of discouraging learners from embracing harmonious living as taught. Balogun (2009) observes that a lot of reasons could be advanced for this. According to the author, schools may not be provided with qualified teachers, adequate and relevant instructional materials. Some teachers may also be exposed to just one or few teaching methods. Therefore, they may not properly apply the right method in teaching young learners.

The situation in North-Central states of Nigeria which is made up of Benue, Nasarawa, Kogi, Plateau, Niger, Kwara and the FCT appears more worrisome (Yecheo, 2007). One could, through a casual observation, notice that these states are indeed engulfed in communal conflicts. For example, the Tiv-Jukun endless communal conflicts, the Eggon-Fulani crises, the Tiv-Fulani crises and the Hausa/Fulani-Birom crises are just few instances of these protracted communal conflicts in North-Central Nigeria (Danladi, 2009; Adebiti, 2014).

Arising from the foregoing, there is a serious concern by the researcher that if these incessant communal conflicts are not checked and the situation not reversed, teachers could continue to see the introduction of Social Studies as just one of those subjects whose curriculum has little or nothing to do in communal conflicts resolution which indeed pose a threat to national development in North Central Nigeria. It is upon the need to use Social Studies curriculum, as perceived by teachers, in resolving communal conflicts for national development in North-Central Nigeria that the research is based. This is to assess teachers' perception of

efficacy of Social Studies curriculum in resolving communal conflicts for national development in North Central Nigeria.

1.2 Statement of the Problem

The purpose of government or governance in Nigeria is to pool both human and material resources together towards national development, or put in place measures and amenities that will see to the general well-being of her citizens. This could only be feasible in an atmosphere of peace, harmony and tranquillity as it is generally acceptable that no society develops to its full potentials amidst chaos. However, observation has shown that this anticipated national growth and development are in most cases thwarted by communal conflicts which cumulatively leave many people dead and valuable property including government projects destroyed.

The situation appears more worrisome as it is suspected that most of the able bodied men or youths who are deeply involved in these conflicts are products of Nigeria's educational system that are taught Social Studies, whose curriculum is designed to inculcate values of harmonious living in citizens. This, therefore, calls to question the implementation of this curriculum-whether the approach of teachers towards teaching the subject is wrong, whether the right methods are not being employed or the relevant materials are not being used. This is because it is believed that proper implementation of Social Studies curriculum could definitely have a transferred positive effect on learners, and by extension the masses who would at all times, stand against such conflicts no matter the extent of provocation. It is against this background that the present study investigated if Social Studies

curriculum could be efficacious in resolving or minimising communal conflicts in North Central Nigeria?

1.3 Purpose of the Study

The purpose of the study was to investigate teachers' perception of the efficacy of Social Studies curriculum in communal conflicts resolution for national development in North Central Nigeria. Specifically, the study sought to:

1. Determine how suitable Social Studies curriculum content can influence communal conflicts resolution in North-Central Nigeria.
2. Find out how the objectives of Social Studies curriculum can influence conflict resolution.
3. Determine the influence of teaching methods in the implementation of Social Studies curriculum for conflict resolution.
4. Ascertain the influence of availability of instructional materials in the implementation of Social Studies curriculum for conflict resolution.
5. Ascertain the influence of relevance of the available instructional materials in the implementation of Social Studies curriculum for conflict resolution
6. Ascertain the influence of Social Studies teachers' attitudes in the implementation of Social Studies curriculum for conflict resolution.

1.4 Research Questions

The following research questions were raised to guide the study:

1. What influence does the suitability of Social Studies curriculum content have on communal conflicts resolution in North Central Nigeria?
2. How do objectives of Social Studies curriculum influence conflict resolution?

3. How do teaching methods influence the implementation of Social Studies curriculum for conflicts resolution?
4. How does availability of instructional materials influence implementation of Social Studies curriculum for conflict resolution?
5. How relevant are the available instructional material ininfluencing the implementation of Social Studies curriculum for conflict resolution?
6. How does teachers' attitude influence implementation of Social Studies curriculum for conflict resolution?

1.5 Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. The suitability of Social Studies curriculum has no significant influence on resolution of communal conflicts.
2. The objectives of Social Studies curriculum have no significant influence on conflict resolution.
3. There is no significant influence of teaching methods on implementation of Social Studies curriculum for conflict resolution.
4. There is no significant influence of availability of instructional materials on implementation of Social Studies curriculum for conflict resolution.
5. The available instructional materials are not significantly relevant to influencing implementation of Social Studies curriculum for conflict resolution.

6. There is no significant influence of Social Studies teachers' attitudes on implementation of Social Studies curriculum for conflict resolution.

1.6 Significance of the Study

The findings of this study would be of significance to Social Studies curriculum developers and implenters Nigerian government at all levels, security agencies / bodies that are statutorily saddled with the responsibility of curbing communal conflicts and future researchers.

To the curriculum developers and implementers, the findings of the study could help them to see the need to develop a more inclusive curriculum that would recognise the role of all stakeholders in management of communal conflicts in the society. By so doing, might help learners to appreciate their roles as future leaders who would always protect the society in order to inherit it later on rather than being used as agents of destruction.

The implementers of the curriculum (the teachers) would be exposed to their roles of faithfully implementing the curriculum, and living as role models who can be emulated by learners even after school years. This could be done by retraining of Social Studies teachers through teacher professional development programmes to enhance their pedagogical skills.

The results of the study may be of significance to all tiers of government - (federal, state and local), as the findings would highlight the need for more professional Social Studies teachers that would rapidly implement Social Studies curriculum for national development. The study exposed the dire need for additional training centres for Social Studies and Civic Education professionals

that would not only design the curriculum, but also efficiently implement it at all levels of education. The findings of this study would further encourage government at all levels towards provision of subsidized or free Social Studies instructional materials for teachers and learners. This would, in no small measure, facilitate the implementation of Social Studies curriculum in schools.

To the various security bodies /agencies, the result of the study could help them to realise the need to adopt more proactive and all inclusive strategies in resolving communal conflicts rather than the present situation where such conflicts are temporally suspended for fear of the gun. This could be through seminars and workshops organised to brainstorm on the findings and recommendations of the study. Through this, it would help them to appreciate the need to address perceived grievances of communities before they go out of hand. This could be by holding regular meetings with all organs of the society, promoting peaceful co-existence and emphasising the need for harmonious and peaceful co-existence.

1.7 Scope of the Study

This study covered all teachers of Social Studies in secondary schools in North-Central States of Nigeria. These states are Benue, Kogi, Plateau, Nasarawa, Niger, Kwara and Federal Capital Territory, Abuja. Content wise, the study covered concepts and topics such as teachers' perception, Social Studies curriculum, communal conflicts and national development, objectives of Social Studies curriculum and conflict resolution, understanding the diverse nature of people and making quality decisions towards management of complex crisis

situations. The choice of states in North Central Nigeria was predicted on the backdrop that this is an agrarian zone. There are always cases of communal conflicts. It was, therefore, felt that a study of this nature might be beneficial in solving the problem. It was also hoped that better opinions and responses would be generated as the respondents are facing it directly. Thus, their responses would be more valid on the subject matter.

1.8 Operational Definition of Terms

The terms are defined operationally as follows:

Communal conflicts: These refer to a situation of violent unrest between groups and communities within the North Central states of Nigeria that results in wanton destruction of lives and property.

Social Studies Curriculum: It refers to a set of themes, topics or content that stipulates what has to be learnt or taught in Social Studies to students in basic educational level in North Central states of Nigeria.

Teachers' Perception: This means the views or impressions of Social Studies teachers as they relate to the curriculum of Social Studies and conflict resolution in the north central states of Nigeria.

North-Central States Nigeria: It is a geographical area covering six Nigerian states - Benue, Kogi, Nasarawa, Plateau, Niger, Kwara and the Federal Capital Territory, Abuja.

National Development: This means the increase in size, value, improved attitude of teachers towards teaching Social Studies, increased number of national indices

like literacy and income occasioned by peaceful co-existence among the citizenry in North Central states of Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter provides a review of related and relevant literature. It is subdivided into theoretical framework, conceptual framework, empirical studies and summary.

2.2 Theoretical Framework

This section discusses the theoretical framework. The theoretical framework would address three theories which the study hinges on. These are: Karl Marx Social Conflict theory, Social Control Theory by Black and Tyler Curriculum Development theory.

2.2.1 Social Conflict Theory (Marx 1911)

Social Conflict Theory was propounded by Karl Marx in 1911. It argues that individuals and groups (social classes) within society have differing amounts of material and non-material resources (such as the wealthy vs. the poor) and that the more powerful groups use their power in order to exploit groups with less power. The theory entails that a society functions in such a way that each individual or group struggles to maximise their benefits and interests which inevitably results in the social change process, a continuous struggle between the different classes and groups within societies.

Marx (1911) further posits that individuals or groups within a society tend to interact in a destructive way that allows no mutual benefit and little cooperation. This interactive struggle sometimes takes the form of physical violence. As such, the starting point for the analysis of society is determined by social production.

That is, what is produced, how and who produced it and how the product is shared. He maintains that this is the main source of conflict which may come in the form of communal, political or religious crisis. This perspective, therefore, sees community crisis as resulting from the contradictions inherent in human activities in the course of material production. From a Marxist point of view, social class and inequality emerge because the social structure is based on conflict and contradictions. Contradictions in interests and conflict over scarce resources between groups are the foundations of social society, according to the social conflict theory.

It is the contention of the Marxist approach that any societal conflict or crisis should be examined and analysed from the perspective of historical materialism. This is because the society's formation is a historical entity which encompasses and penetrates all social formations including class structures. It would, therefore, be misleading to assume that societal crises operate independently. They operate alongside such social variables as economic, political and religious factors. It, therefore, follows that a particular conflict is informed by unique variables as distinct from other crisis. It is pertinent to note here that conflicts in a society are instigated by social interest of an individual or a particular group in the society in furtherance of their own economic and political interests.

Social conflict theory basically assumes that all problems / conflicts in the society are as a result of an individual or group status and how they compete for the necessities and not so necessary material wealth. This results in class creation

and social stratification where others, especially the less wealthy youthful populations, are used as workers in achieving their ambitions. Social conflict theory assumes that people are made to behave the way they do as a result of the influence from others (the youths and those of lower class being dictated by the rich and powerful class). The theory provides a framework for understanding, predicting and changing human behaviour when such people are made to understand the dangers of such motives they are pushed into. The theory identifies human behaviour as an interaction of personal factors/status (knowledge, understanding, expectations, attitudes and confidence), behavioural factors (skills, practice, self-efficacy), socio-economic and environmental factors (social norms, access in community and influence of others).

The theory is very relevant as it supports the idea of youth education and orientation which is part of Civic education and Social Studies curriculum. Here, the youths and adolescent students are made to understand the values and norms of the society and the dangers of conflicts. They are taught how best to interact with others; hence they are a rallying point on which a peaceful larger society rests.

2.2.2 Black's Social Control Theory (1979)

Social control theory was propounded by Black in 1979. It addresses a phenomenon relevant in handling all human conflicts. The theory assumes that the nature of the disputes themselves does not explain how they are handled, but the variation in social control which can only be explained sociologically-the society where the conflict occurs. According to the theory, every case of conflict has a

social geometry (social structure) consisting of the social characteristics of everyone involved- such as whether they are wealthy or poor and whether they are intimates or strangers. The geometry of the case predicts how it is handled. This type of explanation-called pure sociology- distinguishes Black's social control theory not only from other theories but also from other theoretical paradigms.

There is a strong link between social control theory and the present study. For example, social control theory emphasises class and proximity in determining the resolution mechanism to be adopted in solving/resolving the conflict. The theory also lays emphasis on the nature of the dispute before selecting the mechanism for its resolution. The present study also considers the nature of the communal conflict before deploying appropriate steps in settling it. This theory is relevant to the present study in that the nature of the conflict determines the steps that will be taken before its resolution. This study also considers how conflicts are settled.

Tyler's Curriculum Development Theory (1950)

Curriculum development theory was propounded by Ralph W. Tyler in 1950. According to Tyler (1950), there are four fundamental things that are considered when developing a curriculum. They are: defining the objectives of the learning experience, defining learning experience to be achieved, organising learning experience, and evaluation. First and foremost, Tyler opines that in developing a curriculum, the objectives of the learning experience must be defined which include how learning related is to the issues of society, and believed studies of contemporary life provided information for learning objectives.

Secondly, the learning experiences must be churned out. The term “learning experience” refers to the interaction between the learner and the external conditions in the environment to which he can react. Tyler argues that the term “learning experience” is not the same as the content or a course. It involves all the activities performed by the teacher. Learning takes place through the active behaviour of the student. It is what he does that he learns not what the teacher does. So, the learning experience of students refers to activities in the learning process. After the selection of the learning experiences comes organising of learning activities for attaining the defined objectives. Tyler asserts that organisation is as an important problem in curriculum development because it greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learners. Finally, the curriculum process has to be evaluated. According to Tyler, curriculum evaluation is the process of matching initial expectations in the form of behavioural objectives with outcomes achieved by the learner.

Tyler’s curriculum development theory is relevant to the present study because Social Studies curriculum is defined with objectives to be achieved, learning experiences defined, learning activities organised and evaluated to be sure that the earlier objectives are achieved. In this study, it is hoped that the content and objectives of Social Studies curriculum are suitable if adequate instructional materials are used and if the curriculum is carefully implemented and the teachers are kind in their attitude, communal conflict could be reduced to the barest minimum.

2.3 Conceptual Framework

This section discusses teachers' perception, Social Studies curriculum, communal conflicts, national development, objectives of Social Studies curriculum and conflict resolution, suitability of Social Studies curriculum and conflict resolution. Other are: concept of conflict resolution, use of teaching methods in Social Studies curriculum for conflict resolution, use of instructional materials in Social Studies curriculum and conflict resolution and teachers attitudes in teaching Social Studies for conflict resolution.

a. Teachers' Perception

The concept of perception has been defined by different authors in their own contexts. Alan and Gary (2011) state that perception from the Latin perception is the organization, identification and interpretation of sensory information in order to represent and understand the presented information or the environment. Santrock (2008) defines it as the process of attaining awareness and understanding of sensory information. It has to do with how the individual selects, organises and interprets the information acquired into a meaningful and coherent picture of the world. In a similar view, Pomerantz (2012) defines perception as the process by which organisms interpret and organise sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue or skin. Pomerantz contend that perception in humans describes the process whereby sensory stimulation is translated into organised experience.

Experience or percept is the joint product of the stimulation and of the process itself.

Oladele (2008) views perception as a process of becoming aware of objects, qualities or relations by way of sense organs. Oladele further states that perception is the process by which we organise the pattern of stimuli in our environment. From these definitions, it could be that perception comes into touch with sense organs, experience the stimuli or situation and set the process in motion and through previous experiences with our environment, the stimuli or situation is perceived. This definition is in line with Oladele (2008) who points out that an individual learns to know his/her world through his/her sense organs and what he or she perceives also depends on what his/her present needs and wishes are as he faces the world. The author maintains that perception mechanism include; analysis, synthesis and integration of a series of information.

According to Nelson and Quick (2007), perception is the process of interpreting information using the sensory organs of an individual. What it means is that the opinion one has about another person or thing largely depends on the amount of information available to him/her, and the extent to which he or she is able to correctly interpret the information he or she has acquired. In other words, one may be in possession of the same set of information that the people have on a particular situation but still arrive at different conclusions due to individual differences in the capacity to interpret the information at their disposal. Cognitively, the ability to take sensory input and interpret it meaningfully can be correctly said to be perception. From a lay man's perspective, perception is

defined as an act of being aware of one's environment through physical sensation, which denotes an individual's ability to understand the concept around one of its most essential characteristics that the world around us is not psychologically uniform to all individuals.

Rao and Narayana (2008) obviously share the main characteristics of the aforementioned definitions. However, they emphasise that perception ranks among the important cognitive factors of human behaviour or psychological mechanism that enables people to understand their environment. In other words, perception is a process whereby people select, organise and interpret sensory stimulations into meaningful information about their work environment. They argue that perception is the single most important determinant of human behaviour. The author state further that there can be no behaviour without perception.

From a social perspective, Michener, Delamater and Myers (2004) refer to perception as a process by which people form impressions of other people's traits and personalities. By this Michener, Delamater and Myers identify five elements that are the hallmarks of perception. These are:

- i. Our attention, feeling and the way we act are determined by the environment.
- ii. Perception helps one to gather data from one's surroundings, process the data and make sense out of it.
- iii. In perception, it is sometimes difficult to separate the information from the action.
- iv. Perception is basically a process of gaining mental understanding.

- v. Perception guides the perceiver in harnessing, processing and channelling relevant information towards fulfilling the perceiver's requirement.

In a bid to throw more light to the general understanding of this concept, Nelson and Quick (2007) itemise three characteristics that can profoundly influence perception. These are:

- i. Perceivers-specific characteristics. One of the perceivers-specific factors that influences perception is familiarity with the object of perception. According to them, familiarity implies that as compared to others, we are better positioned to make observations leading to better relative ability to arrive at superior decisions about a particular situation. However, for you to perceive someone accurately, you must have generated accurate data on that person during the stage of observation. This is because the relationship between familiarity and accuracy is not always direct. For example, sometimes when you know a person well, you intend to screen out information that is inconsistent with what you believe the person is like.

Similarly, another factor that influences perception is the perceiver's attitude. For instance, since no woman has ruled Nigeria in the capacity of the president, one is likely to develop the attitude that women are incapable of presiding over the whole country-which has no empirical way one perceives others. Generally, the difference in our reaction to situations is directly a function of the state of happiness or sadness in which we find ourselves (i.e. mood). Thus, people tend to more easily remember information that identifies with their mood

than otherwise. So, generally, whenever one is in a negative mood, one generally tends to form negative impression of others.

The self-concept of the perceiver is also a critical determinant of perception. Basically, people that possess positive self-concepts tend to perceive positive attributes in other people while those with negative self-concepts tend to perceive negative attributes in others. Therefore, Chambers (2008) observe that greater understanding of self allows people to have more accurate perception of others. Also, the cognitive structure, that is, a person's thought patterns of thinking equally determines his/her perception in significant ways. Rao and Narayana (2008) state that while some individuals are inclined to perceiving physical characteristics such as height, appearance, size and weight, others tend to pay more attention to central traits or personality dispositions such as kindness, love and happiness. However, there are people that are capable of perceiving all aformentioned the mentioned traits at the same time instead of focusing on only one aspect.

ii. Target-Specific Characteristics-Social perception is also influenced by certain characteristics that are specific to the person being perceived (that is the target). One of the most important target-specific characteristics is the physical appearance of the perceived. Some of these characteristics include height, weight, estimated age, race and gender. In addition, the way one dresses speaksr volumes and gender about the way one is perceived. More importantly, perceivers find it easier to pick out those appearance traits that are unusual or new. Such example of unusual personality traits include very

tall/short, very beautiful/ugly, very energetic (Michener, Delamater & Myers, 2004).

Furthermore, non-verbal communications contain a lot of information through which an individual is perceived. These include eye contact, facial expression, body movement, posture, etc. These, of course, guide the perceiver's impression of the perceived. But while facial impressions tend to convey general meanings, Nelson and Quick (2007) hold that non-verbal communication poses a challenge of having different meanings in different circumstances and cultures.

Lastly, mention must be made of the role of the perceived (the target) as referred by the perceiver. More often than not, one is forced to infer that ones creditor that appears in ones house very early in the morning has come to demand payment of such debts. However, this may not always be the case as he might have come to ask for another favour from you outside the debt you owe him.

iii. Situation –specific characteristics: This is a very significant factor that affects the impression that is formed about someone by an individual. In other words, the social context of the interaction is a major influence. For instance, a bank executive that seeks to have a private discussion with the author at his book launch leaves an impression that he would send his donation later, the author should see him later for his donation or he has given him a promissory note.

Arising from the this discussion, it is expedient to state that teachers' perception of the efficacy of Social Studies curriculum could mean the conscious awareness they have on the role Social Studies curriculum plays or ought to play in resolving communal conflicts. According to Payne and Gainey (2012),

teachers' perceptions are the thoughts or mental images that teachers have regarding teaching contemporary issues like conflict and gender inequality in the classes, which are shaped by their background knowledge and life experiences. It is a way of regarding situations and judging their relative importance. The teachers' perception affects the learners' attitude positively or negatively and consequently attitudinal change in their behaviour. Commenting on this issue, Oladele (2008) declared that the sensory experience is gathered and processed in the brain into meaning which elicit behaviour.

The teacher's role in the teaching and learning process greatly affects learners. As such, a positive perception of the teachers towards Social Studies curriculum could result in positive and effective implementation of Social Studies curriculum. However, the factors that effect teachers' perception of Social Studies range from personal experience, environmental factor, and health conditions to needs and values. Furthermore, Oladele (2008) observes that the strength and quality of the stimulus, arrangement of the subject matter, the experience of the child, physical and environmental health, needs and values, anticipation of result, mood of individual, attention, culture of the individual and cognitive style are factors affecting perception of teachers towards implementation of the curriculum.

The importance of teachers' perception on a particular curriculum like that of Social Studies include the following:

- i. Perception helps us in problem solving.
- ii. We have to perceive if we are to learn what we learn, and how we learn is a function of our perception.

- iii. Perception furnishes us with experiences that promote thinking and understanding.
- iv Perception is very important and enables us to take decisions in our daily living.
- v. Perception is indispensable in the development of memory and imagination.

Although teaching conflict-related issues to students can be a rough terrain, it, however, helps students to understand that there is a bigger world out there. It also gives teachers countless opportunities to make the curriculum relevant to society. Students retain knowledge better when they see that it is relevant and vital to their contemporary society (Payne & Gainey, 2012). However, according to Werner (1998), addressing conflict issues as designed in Social Studies curriculum has real cost factors for teachers which include time, commitment, energy and risk.

Teachers' perceptions shape the thought patterns: A good perception translates to effective implementation. Werner (1998) states that the guidelines for Social Studies teachers when teaching conflict-related issues and management of same in the classroom include:

- i. Soliciting clear ground rules for handling differing perspectives in discussion. These ground rules should be established early in the year and reinforced on a daily basis.
- ii. Helping students to recognize rhetoric and detect style over substance.
- iii. Listening carefully to the contributions of others without put-downs or making fun. Sarcastic remarks and gestures must be avoided.

- iv Critiquing ideas or positions, not persons.
- v. Articulating their own point of view on the topic.
- vi. Creating a safe, respectful, and supportive tone in the classroom.
- vii. Using a range of credible resources that cover a multitude of viewpoints.
- viii. Modelling civil behavior through actions.
- xi. Discussing the moral and social implications of the issue.
- x. Asking for clarification when they do not understand a point someone has made.
- xi. Encouraging students to refer to evidence when defending their stance.
- xii. Making connections between the topic at hand and the students' own lives.
- xiii. Helping students to distinguish opinions and value judgments from facts.
- xiv. Giving equal importance to conflicting views and opinions.
- xv. Establishing a classroom environment where all students are free to express sincerely held views without fear.
- xvi. Encouraging students to recognize the difference between what they believe, what they feel, and what they know.
- xvii. Being aware of institutional policy regarding issues to be avoided.

Some examples of contemporary conflict related issues that might be discussed in the Social Studies classrooms include: child labour, domestic violence, chieftaincy clamour, boundary matters, resource control agitations, indigene/settler matters and global warming. Others are: racism, terrorism, money laundering, killings and genocide, nepotism, ethnic discrimination, unemployment, co-education, internet privacy and sex education. It is believed

that the perception of Social Studies teachers on the subject's curriculum could have a positive impact on the subject's quest to the civilized way of resolving communal conflicts among community members. It is very obvious that teachers' way of thinking and beliefs could guide their behaviour in decision making both in and outside the classroom.

b. Social Studies Curriculum

In offering a conceptual clarification on the concept of Social Studies curriculum, it is expedient to define Social Studies and curriculum separately before frailly integrating them into a single term. National Council for Social Studies (1992) defines Social Studies as “an integrated approach in the study of the Social Sciences and humanities to promote civic competence”. According to the organisation, the subject provides coordinated and systematic study drawing upon such disciplines as Anthropology, Archaeology, Economics, Geography, History, Law, Philosophy, Political Science, Psychology, Religion and Sociology, as well as appropriate contents from the humanities, Mathematics and Natural Science. Arising from the definition, the primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an inter-dependent world.

Alberta (2005) defines Social Studies as “the study of people in relation to each other and their world”. The author observe that it is an issue-focused and inquiry-based interdisciplinary subject that draws upon History, Geography, Ecology, Economics, Law, Philosophy, Political Science and other Social Science

disciplines. By this, it is important to stress that the subject fosters students' understanding of, and involvement in practical and ethical issues that face their communities and humankind generally. Social Studies is, therefore, integral to the process of enabling learners to develop an understanding of who they are, what they want to become and the society they live in or desire to live in.

It is believed that Social Studies develops the key values and attitudes, knowledge and understanding, skills and processes necessary for students to become active and responsible citizens, engage in the democratic process and aware of their capacity to effect change in themselves, their communities and the world at large (Nwoye, 2012).

For Social Studies to have a holistic effect on learners, it is designed to positively affect both the cognitive, affective as well as the psychomotor aspect of the study. Korchhar (2011, p.24) outlines the importance of the subject in relation to the above in the following ways:

a. Knowledge and understanding

- i. Social Studies helps in the understanding of learners' rights and responsibilities in order to help them make informed decisions and participate fully in the society.
- ii. It helps learners to understand historic and contemporary issues from multiple and dynamic perspective, among others.

b. Values and attitudes

- i. Social Studies helps learners to value the existing diversities, respect the dignity and equality of all human beings.
- ii. It helps to demonstrate global and community consciousness with respect to people and issues (local and international)
- iii. Social Studies helps learners to appreciate and sustain individual and collective strengths or gains and accept and improve on weaknesses, and so on.

c. Skills and processes

- i. Social Studies helps learners (students) to engage in active inquiry and critical and creative thinking.
- ii. It recognises and responsibly addresses injustices as they occur both at home and in schools.
- iii. Social Studies helps learners to participate actively in community tasks and communicate ideas and information in an informed, organised and persuasive manner.

It is important that for the society to have the impact of Social Studies, learners should consciously understand, appreciate and apply knowledge, processes and attitudes that will go a long way to positively transform them for the good of the society. This, it is hoped, would have impact on harmonious and peaceful co-existence that countries of the world all over are yearning for.

In a similar vein, Henning (2008) asserts that Social Studies curriculum seeks to inculcate in learners a deeper understanding of the values that define the society and nature dispositions to show concern for the world they live in and

demonstrate empathy in their relationships with others. The curriculum, therefore, envisions the Social Studies learner as an informed, concerned and engaged citizen who is competent in quality decision-making with an impassioned spirit to contribute responsibly in the world he/she lives in. It is upon this understanding that Engle (2003) summarized curricular aims of social studies to include helping learners to: understand his/her identity; understand different perspectives; apply reflective thought in making quality decisions; analyse, negotiate and manage complex situations; evaluate information, consider different viewpoints and exercise discernment in reaching well-deliberated conclusions and responsible decision; have a sense of belonging to his community and nation; find it important to engage in issues of societal concern; and show commitment to social cohesion by appreciating diversity in the society.

The task of defining curriculum appears to be a difficult one considering the fact that the concept is used in different situations and circumstances even in education.

Prescriptively, curriculum definition looks at what “ought” to happen, or some kind of expert opinion about what needs to take place in the course of study (Ellis, 2004). Ellis likened the concept of curriculum to a hospital scenario where after prescription of drugs, the patient decides whether to take them as prescribed or not. In a similar way, the curriculum outlines what “ought” to take place in the course of study but the teacher decides whether to implement as prescribed or how the developer proposes, but the teacher disposes.

In the same vein, Bilbao, Lucido, Iringan and Javier (2008) assert that curriculum refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals. Kelly (2009) says that curriculum is a sequence of content units arranged in such a way that the learning of each unit may be accomplished as a single act, provided the capabilities described by specified prior units have already been mastered by learners. On the other hand, Indiana Department of Education (2010) defines curriculum as the planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational objectives. This implies that curriculum is the plans made for guiding learners and teachers in school, usually represented in retrievable documents of several levels of generality, and the actualization of those plans in the classrooms as experienced by learners and as recorded by an observer. Those experiences take place in a learning environment that also influences what is learnt.

Several points in this definition need to be emphasized. First, it suggests that the term curriculum includes both the plans made for learning and the actual learning experiences provided. Limiting the term to the plans made for learning is not enough, because as will be noticed, those plans are after ignored or modified. Second, the phrase “retrievable document” is sufficiently broad in its denotation to include curricula stored in a digital form-software and/or shared on the internet. Third, the definition notes two key dimensions of actualized curriculum. The curriculum is experienced by the learner and that which might be observed by an un-biased observer. Finally, the experienced curriculum takes place in an

environment that influences and impinges on learning, constituting what is usually termed the hidden curriculum. Furthermore, consideration will also be given to the definition of Tanner and Tanner (2005) who assert that curriculum is the reconstruction of knowledge and experience that enables the learner (in the school system) to grow in exercising intelligent control of subsequent knowledge and experience.

Social Studies curriculum can be looked at as a selection of learning experiences targeted at building a learner who will have a positive impact on himself and the society he belongs to. This predisposes the selection of knowledge, skills and attitudes that expose the learner to conflict issues and how best to prevent their occurrence. Ross (2006) says that Social Studies curriculum aspires towards the educative growth of the learner as an informed, concerned and participative citizen with the potential of building the society rather than a spectator. Similarly, Obemeta (2003) explains that Social Studies curriculum is aimed at:

- i. exposing the diverse and ever changing physical and social environment as a whole including its natural resources, together with the rational use and conservation of these resources for development;
- ii. developing in the learners, the capacity to learn and acquire skills including not only the basic skills of listening, speaking, reading and writing but also of developing the skills of hand together with those of analysis and inference which are important in the formation of sound judgment;

- iii. developing in children, positive and desirable values of citizenship and the desires in them to make positive contribution to the creation of a united Nigeria; and
- iv. inculcating in the learners sympathetic views which will enable them to appreciate the diversity and interdependence of all members of the local community and of the wider national and international community.

Okonkwo (2009) also shares a similar view on the objectives of Social Studies curriculum. According to the author, Social Studies:

- i. makes the students aware of the problems of his country and of the world in general, and to appreciate interdependence between people;
- ii. creates an awareness and understanding of the evolving social and physical environment, its natural, man-made, cultural and spiritual resources together with the rational use and conservation of these resources for development;
- iii. develops in students a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a united Nigeria;
- iv. develops a capacity to learn and to acquire skills essentials to the formation of a satisfactory professional;
- v. develops in the student an appreciation of his cultural heritage, and a desire to preserve it;
- vi. fosters acquisition, development and inculcation of the proper value-orientation for the survival of the individual and society; and

- vii. leads to acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.

Denga (2005) views curriculum as the planned and unplanned experiences to which learners are exposed to within and outside the school environment for individual and collective growth. Curriculum, according to Onwuka (1996), can be viewed from two viewpoints: the traditionalist and progressive viewpoints. According to the traditionalist perspective, the curriculum is simply a subject matter, courses of study or planned experiences of the learners under the guidance of the school. The progressive perspective views curriculum as the guided learning experiences centered around the felt needs of learners. In other words, it is all the planned and unplanned learning experiences which may be implemented in or out of school but bear direct relevance to effective implementation of the curriculum. Types of curriculum, according to Yusuf (2012), were identified as follows:

- i. Overt, explicit or written curriculum: This is simply that which is written as part of formal instruction of the schooling experience. It may refer to a curriculum document, text or supportive materials that are chosen to support the instructional agenda of a school.
- ii. An intended curriculum (the recommended, adopted, official curriculum): It serves as a documented map of theories, beliefs, and intentions about schooling, teaching, learning, and knowledge evidence in the development of teacher proof curriculum.

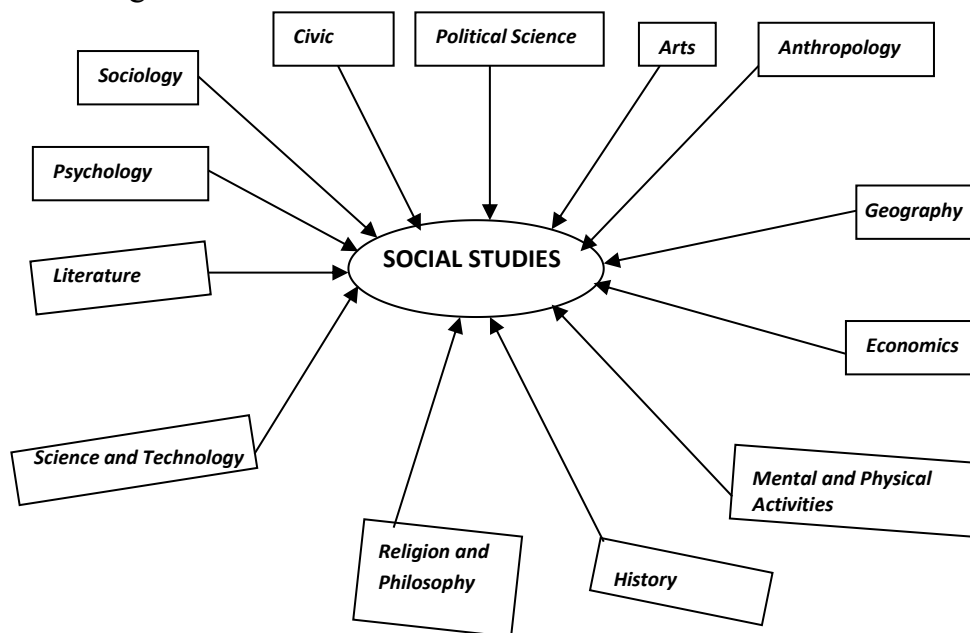
- iii. Curriculum-in-use: This comprises those things in textbooks, content and concepts in the distinct curriculum guides. However, those formal elements are frequently not taught. The curriculum-in-use is the actual curriculum that is delivered and presented by each teacher. Cuban (2015) calls it the taught curriculum (implicit, delivered, operational) where a teacher's beliefs begin altering the curriculum/teaching style.
- iv. Received curriculum: These are those things that students actually take out of classroom; those concepts and content that are truly learned and remembered. Cuban (2015) calls it the learned curriculum.
- v. Rhetorical curriculum: This comprises ideas offered by policy makers, school officials, administrators or politicians. This curriculum may also come from those professionals involved in concept formation and content changes or from those educational initiatives resulting from decisions based on national and state reports, public speeches, or from texts critiquing outdated educational practices. The rhetorical curriculum may also come from the publicised works offering updates on pedagogical knowledge.
- vi. Societal curriculum: Ellis (2004) defines societal curriculum as the massive, ongoing, informal curriculum of family, peer groups, neighbourhood, churches, organisations, occupations, mass media and other socialising forces that educate all of us throughout our lives.
- vii. Concomitant curriculum: This has to do with what is taught, or emphasized at home, or those experiences that are part of a family's experiences, or

related experiences sanctioned by the family. This type of curriculum may be received at churches, in the context of religious expression, lessons on values, ethics or morals, molded behaviors or social experiences based on a family's preferences.

- viii. Phantom curriculum: It is the message prevalent in and through exposure to media.
- ix. Hidden curriculum: Utulu (2004) describes the hidden curriculum as the non-academic but educational significant component of schooling. Tanner and Tanner (2005) see it as the collateral curriculum. They argue that the word "hidden" implies deliberately concealing some learning experiences from students. Since this is not written or officially recognised, its influence on learning can manifest itself in students' attitudes and behaviours, both during and after completing their studies. What is acquired or learned from hidden curriculum is usually remembered longer than information learned at school.
- x. The null curriculum: It is that which we do not teach, thus giving students the message that these elements are not important in their educational experiences or in our society (Yusuf, 2012). Eisner (2017) is of the opinion that schools have consequences not only by virtue of what they do not teach, but also by virtue of what they neglect to teach. What students cannot consider, what they do not process, they are unable to use, and it has consequences for the kinds of lives they lead.

According to Ben-Yunusa (2000), curriculum planners have identified at least four patterns of curriculum with major focus on the subject matter areas or fields. In line with the foregoing, the kinds of curriculum designs are: subject-centered curriculum; broad-fields curriculum; activity-based curriculum; and core curriculum. The main features of actively-based curriculum is its interest.

Utulu (2004) points out that Social Studies curriculum emphasizes a holistic approach to teaching and learning. It eliminates compartmentalization by integrating meaningful concepts, facts, skills, values and generalisation from the traditional disciplines that already have accumulated detailed knowledge of aspects of man. The illustration of the broad field of Social Studies contents can be seen in the diagram below:



The Broad Fields of Social Studies

Source: Utulu, 2014.

Also contributing, Grant and McTighe (2005) assert that Social Studies curriculum focuses on the preparation of the pupils to be citizens of tomorrow by helping them to better understand the interconnectedness of the world they live in,

and appreciate the complexities of the human experience. Drawing on the social life that is of meaning and interest to the learners, Wade (2002) states that Social Studies curriculum seeks to ignite learners' curiosity to inquire into real-world issues that concern their lives. Through inquiry and authentic learning experiences, Social Studies curriculum is designed to help pupils to attain relevant knowledge and understanding these issues, develop critical and reflective thinking skills, and appreciate multiple perspectives (Cogan, 2000; Engle, 2003).

The primary concern of Social Studies is the inculcation of selected appropriate knowledge, skills, attitudes and social actions concerning the relationship people have with each other and the environment in which they live. The need for a balanced curriculum that is responsive to the needs and aspirations of the people which emphasises skills, values, attitudes and knowledge maximization, assimilation, processing and utilisation is the theory behind the integrated Social Studies curriculum (Utulu, 2004).

c. Communal Conflicts

A constant factor about conflict is that it is an ever-present phenomenon in almost all social relations. It is inevitable in any social gathering, organisation and society. It is in realisation of this that Albert (2001) states that conflicts are found at every stage of life. According to him, individuals, groups, associations, clubs and societies (local and international) continue to experience conflicts in one way or the other. Kesterner and Ray (2006) define conflict as a social factual situation in which at least two parties (individuals, groups, states) are involved and strive for goals which can only be reached by one party, and or want to employ

incompatible means to achieve a certain goal. It, thus, implies a struggle over values or claims to status, power and scarce resources in which the aim of the groups or individuals involved are not only to obtain the desired value, but also to neutralize, injure or eliminate rivals (Alimba, 2004).

Similarly, Bahati (2009) describes conflict as a state of incompatibility, behaviour, and an opposition, an interaction of independent parties, a bad omen and positive or constructive outcome. As a state of incompatibility, conflict is described as a situation in which the concerns of two or more individuals operating within the unit appear to be incompatible (Azuonwu, 2002). Incompatibility breeds conflicts because it is a psychological state in which people cannot get along with one another in an organisation. Angya and Doki (2006) consider conflict as the behaviour by a person or group intended to inhibit the attainment of goals by another person or group. Conflict will then naturally emerge when behaviour is laced with emotions, which is expressed in an antagonistic form.

As an opposition, Best (2006) posits that conflict is an opposition arising from disagreement about goals, thoughts or emotions with or among individuals, teams, departments or organisations. Opposition in this case is all about blocking an individual or a group from achieving set goals. This would lead to conflict because of the instant over reaction that will be put up by the party being blocked. Conflict can also be defined as a situation in which interdependent people express (manifest or latent) differences in satisfying their individual needs and interest,

and they experience interference from each other in accomplishing these goals (Dzurgba, 2006).

Wilmot and Hocker (2011) describe conflict as a felt struggle between two or more independent individuals over perceived incompatible differences in beliefs, values and goals, or difference in desires for esteem control and connectedness. Conflict occurs when people are nested by some sort of social cords. It therefore, implies that conflict does not occur in isolation-people must have been relating or depending on one another. It can also be defined in terms of good or bad outcome. When the outcome of a conflict scenario is positive, it is defined as a functional or constructive conflict. On the other hand, if it ends up in negative outcomes, it is regarded as dysfunctional conflict (Felatin, 2005).

The views of Higazi (2011) have to be viewed closely in relation to the conceptual clarification of the term conflict. According to the author, conflict is described as a phenomenon that can produce positive outcome by introducing different perspective that produces innovative solution. It is upon this assertion that Krause (2011) suggestes some fundamental elements that needed to be clarified. These are:

1. Conflict occurs where people are interdependent. People must be connected in one way or the other, either through their views, goals, aspirations, etc before they can be enmeshed in a conflict.
2. Conflict can be expressed in manifest or latent form. The parties concerned may blow the problem out of proportion for people to know about its existence or they may make people not to be aware of the conflict.

Manifest conflicts can be easily managed because they are known by the people, but latent conflicts are not open to people's awareness, hence resolving them may be difficult.

3. Conflict involves needs and interests. Needs are those things that are fundamentally important to people, which they must fulfil as soon as the purchasing power is available; interests on the other hand are the desires of the people. These elements, most especially needs have the potential to generate conflict, when people are blocked from pursuing their needs or interest.
5. Conflict is caused by interference. In a bid to achieve the emerging needs or interests, interference may be experienced among the parties, bringing about the emergence of the conflict. Conflict, therefore, is a fate of life, which occurs where the interactions of the people are marked with difference in goals, perceptions, attitudes, views, beliefs, values or needs.

From the aforementioned submission therefore, conflict is a natural phenomenon which results from differences in individuals or groups aspirations, values or needs. However, when conflicts occur, their manifestation and outcomes vary depending on the perception of the conflicting parties and the approaches adopted to manage it (Lyam, 2006).

Communal conflict is made up of two axiomatic words "communal" and "conflict"-which have already been conceptualized. Communal is derived from a Latin word "Communis" which means common and particularly relates to groups, and it involves things commonly used, shared or experienced by a group in a

society. Such things can be resources like land, rivers and forests (Oboh & Hyande, 2006). Communal conflict, therefore, is a social conflict that relates to a group or groups in the society. When it occurs within a group, it is known as intra-communal conflict. It is inter-communal conflict when it occurs between groups (Presler, 2011). It is worthy to note that these groups have common social ties, which may make the competition that may ensure to be fierce. The point is that the misuse or unequal distribution of the available resources that should be jointly used by a group will produce conflict. It, therefore, follows that communal conflict will usually be complex to tackle because of the level of hatred that would probably have been cultivated among the parties in the process.

As considered by Azuonwu (2002), communal conflict occurs between two or more communities who engage themselves in disagreement or acts of violence over issues such as claims for land ownership, religious or political difference leading to loss of lives and destruction of property. Communal conflicts are sometimes referred to as inter-communal violence, a situation where violence is perpetuated across ethnic lines, and the victims are usually people who share ancestral ties (Presler, 2011).

Sisk (2003) posits that conflict occurs between two or more communities over territorial land, farmland and territorial water for fishing or transportation. This definition reveals that communal conflict is more or less community conflict or ethnical conflict. This is not surprising because “communal” by its interpretation is a phenomenon that is common to a particular group characterises, a community or ethnic (Tchombe, 2006). For instance, while the crisis in Plateau

State assumed a religious character, the Tiv-Fulani crises were economic and geographic in nature. However, all the conflicts were politically motivated and geared towards achieving a common objective – political power which in turn enhances economic domination in a dependent capitalist state (Yecho, 2007). Any attempt, therefore, to understand conflicts in the society must be situated in the socio-economic and political structures of the nation. To accomplish this, one needs to vigorously investigate the nature of the socio-economic and political structures of the area and the emergence and persistence of such conflicts (Lyam, 2006).

Presler (2011) and Yake (2013) identify two dependable approaches or mechanisms in managing communal conflicts. According to Yake (2013), these approaches are the preventive approach and the long term approach. Preventive approach involves the evolvement of strategies that will tackle its causes, to reduce the level of incidence of communal conflict in communities. The preventive strategy would take the understanding of the causes of the conflict. This will provoke the provision of the following facilities to reduce it:

- i. Enforcement of land control by the government.
- ii. Determination of the extent of boundaries for proper adjustment.
- iii. Provision of basic infrastructural facilities in communities.
- iv. Zoning of both political and traditional positions in communities.
- v. Control of arm proliferation.
- vi. Equitable distribution of resources.
- vii. Promotion of mutual respect for people.

According to Presler (2011), another preventive approach entails the development of early warning system in communities and the adoption of peace education programme (one of which is Social Studies) suitable to tackle the peculiar nature of the conflict.

d. National Development

Development is a broad term that cannot or should not be reduced to just growth or material acquisition or building of physical infrastructure. Seer (1969) sees development in the reduction of three main variables that affect man. These are poverty, unemployment and inequality. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) Institute for Statistics (2009) expanding on the above position, includes ignorance, disease, fear, vulnerability, voicelessness and powerlessness as the necessary yardsticks for measuring whether or not there is development. Seer's definition is corroborated by Todaro (2007) says "development must therefore be conceived of as a multi-dimensional process involving changes in structure, attitudes and institutions as well as the acceleration of economic growth, the reduction of inequality and eradication of absolute poverty.

Hodder (2000) defines development as an economic, social and political process which results in the cumulative rise in the perceived standard of living for an increasing proportion of a population. This suggests that an increased standard of living involves a social and political process as well as an economic one. This improvement in the standard of living must be both cumulative and in the long duration rather than just temporary. Development which must be seen as an

overall qualitative improvement in the lives of a people or a political community is expected to address the issues of social welfare, equity and justice (United Nations Development Programme -UNDP, 2007).

On the other hand, national development is the ability of a country or a nation to consciously and consistently improve the social welfare of the people such as providing social amenities like quality education, portable water, infrastructural facilities, medical care, and so on (Abimbola & Adesote, 2012). This means that the national development must involve the aggregation of national resources of the country for the general well-being of the citizenry in terms of their social and economic advancement.

Raji (2009) conceptualizes national development in terms of progress in three major dimensions in the life of a nation. These dimensions are: economic, political and social or moral. Balogun (2007) makes the concept of national development more vivid when he states that national development entails producing more and better food to eat, healthier and happier individuals, better living accommodation, improved transportation and communication system, sound education and enlightenment among the populace, and generally, more money floating around. This definition centres on people and their quality of lives in the society. This implies that whatever kind of changes being witnessed in the various sectors of the society should have positive influence on the people.

The term national development could also be used to refer to a state of maturity which characterises a nation-state. This maturity, according to Lukpata (2013), results from the interplay of modern political, economic and social forces,

and the processes which transform diverse people, shaping a common geographical area from acceptance and allegiance to, and participation in a transitional policy to the acceptance and creations of, and participation in a modern nation-state. The latter is characterised by governmental machinery capable of commanding loyalty, keeping order, eliciting legitimacy, fostering integration, permitting mass participation and satisfying popular wants and expectations. It also has a skilled citizenry which exercise its capacity to create a highly industrial society and manipulates its environment to obtain a high quality of life for the generality of the population (Meking, 1998).

It is pertinent to conclude that for national development to occur, the nations environment must be conducive and free from crises, disharmony, mistrust, chaos, bitterness, suspicion and hatred. It is to this fact that Aremu (2013) asserts that the Nigeria/Biafra civil war, the incessant religious, political and communal conflicts as well as terrorism had and have posed a serious threat to the achievement of national development and cohesion in Nigeria.

e. Objectives of Social Studies Curriculum and Conflict Resolution

The objectives of Social Studies curriculum are enshrined in four cardinal objectives of a typical Social Studies programme namely the environment, the various skills, values and attitudes as well as emerging issues or current affairs (Ololobou, 2007). In Nigeria to be precise, Ololobou (2004) emphasises that Social Studies seeks to re-establish the pre-colonial traditional African educational values which include honesty, hard work, mutual cooperation, consent

and conformity to traditional social order which are seen as being helpful in conflict resolution.

Akinlaye (2003) notes that the objectives of Social Studies curriculum include preparing the young people – in this case – students to be humane, rational, skilful on decision making, participating and responsible citizens in the world that is becoming increasingly complex and interdependent. Ukadike (2003) states that the objectives of Social Studies education curriculum in Nigeria may be categorised into three broad areas, namely information learning, skills, attitudes and values learning. He stresses that there is a general notion that Social Studies has some influence on the beliefs and values of its learners and that it invariably produces good citizens for the overall development of a nation free of conflicts.

Henning (2008) posits that Social Studies curriculum seeks to inculcate in learners a deeper understanding of the values that define the society and nature dispositions to show concern for the world they live in and demonstrate empathy in their relationships with others. The curriculum, therefore, envisions Social Studies learners as informed, concerned and participative citizens who are competing in decision and above all with an impassioned spirit to contribute responsibly in the world he/she lives, especially in the realm of conflict resolution.

Furthermore, Engle (2003) summarises Social Studies curriculum, its aims and objectives to include helping learners to:

- i. understand their self identity;
- ii. understand different perspectives;
- iii. apply reflective thought in making quality decisions;

- iv. analyse, negotiate and manage complex situations;
- v. Evaluate information, consider different viewpoints and exercise discernment in reaching well deliberated conclusions and responsible decision;
- vi. have a sense of belonging to ones community and nation;
- vii. find it important to engage in issues of society concern; and
- viii. show commitment to social cohesion by appreciating diversity in the society.

These objectives buttress the fact that if well implemented, Social Studies curriculum would enhance conflict resolution for national development.

f. Suitability of Social Studies Curriculum to Conflict Resolution

The suitability of Social Studies curriculum in conflict resolution could first and foremost be viewed from the perspective that Social Studies is an integrated approach in the study of social sciences and humanities to promote civic competence (National Council for Social Studies, 1992). Alberta (2005) states that Social Studies is the study of people in relation to each other and their world. He further stresses that it is an issued-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines.

Shamija (2015) also asserts that Social Studies programmes are drawn from a wide range of sources including the Social Sciences. It is, therefore, important to stress that the subject fosters students' understanding of their involvement in practical and ethical issues that are manifest and presented in our communities.

Social Studies as a subject is interested in aiding learners through all the process of learning and in developing an understanding of who they are, what they want to become and desire to be in the society they live in. Consequently, Social Studies develops the key values and attitudes, knowledge and understanding, skills and processes necessary for students to become active and responsible citizens engaged in the democratic process and aware of their capacity to effect change in themselves, their communities and the world at large (Nwoye, 2012). This notion underscores the suitability of Social Studies Curriculum in conflict resolution for national development.

Social Studies curriculum entails the selection of learning experiences targeted at building a learner who will have a positive impact on himself or herself and the society in which he or she belongs. This predisposes the selection of knowledge, skills and attitudes that exposes the learner to conflict issues and how best to prevent its occurrences. Ross (2006) notes that Social Studies curriculum aspires towards the educative growth of the learner as an informed, concerned and participative citizen with the potential of building the society rather than destroying it.

Utulu (2004) posits that Social Studies curriculum emphasises a holistic approach to teaching and learning. It eliminates compartmentalisation by integrating meaningful concepts, facts, skills, values and generalisation from the traditional disciplines that have already accumulated detailed knowledge of some aspects of man or human existence in general.

Grant and McTighe (2005) assert that Social Studies curriculum focuses on the preparation of learners to become more productive citizens of tomorrow by helping them to better understand the interconnectedness of the world they live in and appreciate the complexities of the human experience. Made (2002) states that Social Studies Curriculum seeks to ignite learner's curiosity to inquire into real-world issues that concern their lives.

Through inquiry and authentic learning experiences, Social Studies curriculum is designed to help students to attain relevant knowledge and understanding of these issues, develop critical and reflective thinking skills and appreciate multiple perspectives (Cogan, 2000, Engle, 2003). From the forgoing, it is evidently and abundantly clear that Social Studies curriculum is suitable for conflict resolution for national development.

g. Use of Teaching Methods in Social Studies Curriculum and Conflict Resolution

The use of appropriate teaching methods incorporates an ordered way of accomplishing an end or performing a task. Adediwura and Taiwo (2007) describe methods as patterns to be followed in teaching /learning process to drive home a point. Kochar (2011) defines teaching method as a means of reaching pre-determined ends. This, according to the scholar, forms the most important link in the teaching/learning chain which has on one side, the goals and purposes and on the other, results and values. Teaching methods can be the mechanism at the disposal of the teacher which suggests what to teach and how to teach it with the hope of meeting the pre-determined objectives.

In a related view, Akinbote, Oduobwo and Lawal (2001) look at teaching method simply as “an approach to instruction”. To them, it is the way the teacher decides what learners will learn and how they will learn it. This implies a general approach to teaching which involves a choice between whether learners will be told (as in lecture) or they will be asked to find out for themselves the solution to the problem under study (as in discovery method). In a more elaborate manner, Afolabi and Adesope (2010) define a teaching method as a specific instructional process which differs from any other by the diversities of specialised activities. This implies that each teaching method has its own peculiar characteristics and steps which differ from another. These steps make a teaching method to be different from another method. The Social Studies curriculum over the past years has changed drastically both in content and methodology (Singh, 2018).

It has often been noticed that there is an increasing gap between the promises made in the curriculum and what is happening at the level of the child’s perception. Therefore, selection and organisation of resources to enable students to develop a critical understanding of society is a challenging task. According to Ferlazzo (2012), there are many useful teaching methods to support effective teaching in Social Studies to keep children motivated and fully occupied, but there is no single method of teaching which fits all the learning situations. Therefore, to make the learning of Social Studies more enjoyable and effective, there is a need for innovations in teaching methods.

Utulu (2004) posits that no Social Studies programme can be transferred wholesale from one country to another. The major reason is that no two societies

are exactly the same. Our anthropology or culture, traditions or geography, history, political environment, sociological orientation, economic environment and other religious / national philosophy are diverse. This means that different methods can be applied depending on the aforesaid reasons to achieve the overall objectives.

It is important to state that teaching methods are very important in the imparting of knowledge in the teaching/learning process, and the type adopted determines to a great extent what the students assimilate. It is upon this fact that Akinbote, Oduobwo and Lawal (2001) state that if the appropriate method is adopted, knowledge acquired can be accelerated. This is in realisation of the fact that no educational system can rise above the quality of its teachers and no nation rises above the quality of her educational system (NPE, 2004). It is therefore, the duty of teacherS to ensure that appropriate teaching methods or a combination of methods is employed in order to achieve the stated aims and objectives (Ityav, 2009).

There are a handful of methods of teaching in use in Nigeria's educational system. They include, but not limited to lecture, discussion, demonstration, discovery, assignment/project, field trip/excursion, storytelling, dramatization/role playing, play method (Kochar, 2011). Any or all of these teaching methods could be employed by Social Studies teachers for effective implementation of Social Studies curriculum to foster conflict resolution.

Zaria and Bulya (2006) argue that in the past, teachers made use of memorization techniques and indoctrination to instil the desired values but because of the rapid scientific and technological development, these methods are

no longer fashionable. Zaria (2008) maintains that the quality of training which Social Studies teachers receive and the professional skills they acquire could help them to change from the traditional lecture method to active enquiry or discovery-oriented method of teaching. This would enable students to inquire into the unknown and to find solution to their problems. This is very applicable to conflict resolution for national development.

However, before methods could achieve the purpose for which they are employed, the teacher, who is saddled with the responsibility of selecting them, must consider some factors. Akinbote, Oduobwo and Lawal (2001) state the need to promote the activities of the learner, the entire learning environment where learning is to take place; the nature of content to be learnt or taught, as the ages of learners, time allotted to the lesson and the complex nature of applying the method.

h. Use of Instructional Materials in Social Studies Curriculum and Conflict Resolution

One of the most inevitable components of the teaching/learning process is the availability and application of instructional materials formerly used to be referred to as teaching aids. Instructional materials have become integral tools in the hands of the teacher in fine-tuning the teaching process (Ityav, 2009). Onyejemezi (2008) defines instructional materials as resources or teaching materials which a teacher utilises in the course of presenting a lesson in order to make its contents understandable to learners. Offering a similar definition, Abimbola and Udonsoro (2007) posit that instructional materials are two or three

dimensional aids used by a teacher in order to save students from wondering in imagination and to help their understanding. It, therefore, means these materials ought to be relevant to the content under study, bold enough for students to easily see them irrespective of any distance in the class and must also be clear and straight forward. Also contributing, Agbulu and Wever (2011) observe that instructional materials are very important because they are used for the transfer of information from one individual to another, help the teacher in extending learners' horizon of experience, stimulate learners' interest and help both teachers and student to overcome physical limitations during the presentation of a subject matter.

Instructional materials are, therefore, the different teaching aids or apparatus which a classroom teacher employs to facilitate his or her teaching for the achievement of the stated objectives. It is in line with this submission that Agum (2002) defines instructional materials as those materials which are helpful to the teacher and the student, and which maximizes learning in various ways. The use of instructional materials in teaching any subject and especially Social Studies is very important because it provides a concrete bases for conceptual clarification and understanding, motivate students to learn and captures pupils' imagination if used correctly (Ajalla, 2007).

In the light of the foregoing, it could be inferred that the appropriate or correct use of instructional materials would lead to effective implementation of Social Studies curriculum for conflict resolution so as to foster national development. Social Studies is a practical subject that needs the use of

instructional materials such as over head projectors, maps, video clips, posters, pictures and newspapers in the implementation of the curriculum for communal conflicts resolution.

i. Teachers' Attitudes to Implementation of Social Studies Curriculum for Conflict Resolution

It is believed that the attitudes of Social Studies teachers to the subject's curriculum could contribute negatively or positively to its quest to the civilised way of resolving communal conflicts among community members. It is very obvious that teacher's way of thinking and beliefs could guide ones behaviour in decision making both in and outside the classroom.

Attitudes are defined within the framework of social psychology as subjective or mental preparation for action. According to Souza-Barrous and Marcos (2010), attitudes define the outward and visible posture of human beliefs. Attitude determines what each individuals will see, hear, think, believe and eventually do. According to the authors, attitude means individuals' prevailing tendency to respond either favourably or unfavourably to an object, person, event and institution. That is, attitudes can either be positive or negative. Nyenwe (2009) states that education is the principal means of self and nation building and the primary tool for the survival of any society. Attitudes are therefore concerned with an individual's way of thinking and behaviour, and this has varying implications in the education chain (the learner, teacher content and environment). To this extent, Social Studies teachers' attitude towards the desirability or otherwise of Social Studies curriculum in resolving communal conflicts has

implications for its overall objectives. If Social Studies teachers see the curriculum as being practicable, result-oriented and implementable, they would work towards achieving its mandate. The reverse would, however, be the case if their perception of the curriculum is negative, thereby adversely affecting conflict resolutions.

j. Conflict Resolution Strategies in North-Central Nigeria

Historically, Nigeria is fraught with communal conflicts, some of them life-threatening, others minor and pedestrian. These conflicts occur as a result of inequalities among ethnic groups and this leads to a dysfunctional relationship between groups, people, ethnic, religious, demographic, cultural (chieftaincy), political, economic or civic. Such conflicts occur at urban, rural or national levels and may last longer than necessary and are capable of hindering national development. Given the devastating effects of communal conflicts, well-meaning people, especially those in government have always sought out for meaningful communal resolution strategies to be undertaken not only on the national and regional levels, but also for local disputes in order to prevent smaller disputes from becoming violent and ultimately to prevent a resumption of war (Wegh. 2008).

Conflict resolution therefore requires the application of resolution techniques to regulate the level and impact of disruptive conflicts so as to enhance collaborative peace building which seeks to develop constructive relationships across ethnic and national boundaries to resolve injustice and transform the structural conditions that generate to communal conflicts. Given the devastating

effects of communal conflicts on national development, conflict researchers have identified a number of conflict resolution strategies that can be employed in the constructive resolution of conflict situations. For example Wilmot and Hocker (2011) identified several modes of conflict management strategies to include facilitation, mediation, counselling and therapy organizational development, conciliation, informal tribunals, arbitration of several types and criminal and civil justice system.

According to Akpar (2012), the following conflict management strategies: people driven mechanisms, mediation, legislative enactment, arbitration, conciliation, adjudication or litigation can be adopted in the resolution of communal conflicts in North Central Nigeria:

i. People driven management resolution mechanism

According to Maduagwu (2006) stated that a people driven management resolution mechanism (hybrid model) should be adopted at the local, state and national levels. This should involve an integrated conflict management model - inclusive of broad spectrum of stakeholders- (the church, women, the youth and Elder councils) as against the male vigilante groups.

ii. Conflict Mediation

Akpar, (2012) defined conflict mediation as any process for resolving disputes in which another person helps the parties negotiate a settlement. In mediation parties in conflict submit their consent to the mediator who assist them to find a mutually acceptable solution to their conflict. The process is usually initiated by the intended external mediator such as an international organization, a

government, or non-organisation or by the relatively weaker party of the conflict. In the same vein, Onuoha (2009) maintained that, mediation is "the voluntary informal, non-binding process undertaken by an external party that fosters the settlement of differences or demands between directly interested parties. The contending parties nonetheless, maintain considerable control over the process and the outcome. International Non Governmental Organations (NGOs) and Religious Based Organisation (RBO) like Development Policy Management Forum (D.P.M.F), United Nations Economic Commission for Africa (UNECA) and Catholic Justice, Development and Peace Commission.

iii. Legislative Enactments / Compensations

Wegh (2008) asserts there need to adopt appropriate legislative measures such as land/resource ownership act to deal with and define fairly and equitably the rights of citizens of a community including the status of such citizens involved in a communal conflict. More so, as it is difficult to pin in anthropological terms who is a settler or who is an indigene economic and political rights should be clearly defined for citizens in all communities not just those in conflict. A robust legislative involvement, vibrant social communication and dialogue models should be put in place by the state and national legislators to bridge the current socio-cultural gaps noticeable in the area. The Government should ensure even spread of political appointments, socio-infrastructural amenities amongst the two warring communities through quota zoning and rotation system and those who eventually lost lost lives and properties in the conflict should be legally and adequately compensated. Even as public properties such as primary and secondary

schools, medical centers, markets should be rebuilt and scholarship and employment provided for the youths in the affected communities.

iv. Arbitration

Arbitration according to Jude (2013) is a conflict management strategy which is a step higher than mediation and negotiation. Arbitration is the use and assistance of a neutral in the setting of a dispute between conflict parties. The arbitrator hears the evidence from both parties and therefore, renders a decision which is often called "award" and this is normally expected to be binding on the parties in conflict. Arbitration is voluntary at the initial stage in that the disputant have control over the process but once the arbitrator decide on the issue, it is binding by law, just as a court ruling.

v. Conciliation

Conciliation is almost synonymous with mediation, but there are some few difference between the two concepts as the Conciliator may give an opinion or suggest agreement for the parties, normally backed up by law and most times the conciliator is a government official and this is usually the case in law backing the process.

vi. Adjudication or Litigation

Adjudication and litigation simply means the same thing. To adjudicate or litigate means to settle conflict in the court. In a litigation process, the judges listens to the complainant and defender and the judge takes decision based on the merit of the argument of the case. This approach or strategy to managing conflict

is usually not the most preferred because it is time wasting, expensive and does not promote friendly relationship.

vii. State Response to Communal Conflict

According to Omorogbe and Omohan (2005), there are two major strategies of conflict resolution often employed by governments in Nigeria to tackle the problem of communal, ethnic, religious conflicts each time they occur and these includes the coercive and the judicial methods. These methods are based on the fact that the maintenance of peace and security is critical to the responsibility of the state as enshrined in Section 14 (1) of the Nigerian constitution which states that; "the security and welfare of the people shall be a primary purpose of government". Hence, it is expected that, the state government intervenes when communal conflict erupts. The emerging consensus on the study of communal and religious conflicts in Nigeria emphasizes the role of the state as the both the regulator of competition among the diverse ethnic groups as well as the guarantor of security, the constitution clearly outlined the primary purpose of governments which is security and welfare of the people, therefore if a state cannot perform this primary function then such a state is a failed state. This calls to mind the capacity of state governments in Nigeria to manage communal conflicts using the coercive and the judicial methods.

The coercive strategy of government intervention

The coercive strategy often involves the security forces being deployed in to order to halt the violence, and monitor situation after calm has been restored. In Nigeria, this strategy of managing conflicts adopts the use of conventional

policemen are the first to be drafted to the crisis point and to be assisted by the mobile police-men in case the conventional corps cannot cope. But in a very serious outburst conflicts between communities, government may be forced to make use of combined military force made up of the army, navy and the air-force as it is obtainable in the north-eastern states of Nigeria.

Uji (2005) stated that the operation for maintenance of law, order, and public safety are essentially police responsibilities. In a bid to carry out their statutory responsibilities, the police activities are considered as a state coercive resolution strategy. However, the military on the other hand is a coercive state conflict resolution method that can be adopted to restore law and order and maintain public safety when necessary. Under the 1999 constitution, sections 21(2) (C), the armed forces have the statutory role of suppressing insurrection and acting in aid of civil authorities to restore order when called upon by the chief security officer of the state. However the unprofessional behaviour such as brutality, rape, looting and other forms of attack against citizen by the security forces compounds the problems. The foregoing further confirms the earlier claims by Isa (2001), that institutional response by the state government and the law enforcement agencies rather emphasizes conflict suppression instead of conflict management.

However, this resolution strategy deals with the symptoms of the conflict and is geared at controlling the level of physical violence and often associated with many vices such as rape, beating and in some cases shooting of innocent citizens (Abdulrahamanand Tar 2008). Consequently, this strategy in managing

communal conflicts has not been a very successful strategy in North-Central Nigeria. While commenting on the problem with the deployment of security forces (troops) to conflict areas to quell the crisis, Omorogbe and Omohan (2005), stated that the problem with the deployment of security forces that are not backed by intensive mediation effort is that it unnecessarily prolongs the stay of such security forces deployed in different parts of Nigeria. This is because the units of mobile police or armies frequently deployed to quell disturbances in Nigeria have neither the mandate nor the training to act as conflict resolution facilitator.

Judicial Commission of Inquiry Besides the coercive methods which the Nigerian Police Force is essentially the institution charged with the responsibility of investigating any act of a breakdown of law and order like communal conflicts, investigations on communal conflicts can also be done by Judicial Commissions of Inquiry. This method remains the second major conflict resolution strategy used by government in Nigeria to intervene in ethnic and communal conflict. It involves the selection of people from varied backgrounds to investigate the problems and submit report to the government based on the terms of reference given to the commission to work with. Such commission often operates by calling for memoranda, organizing public hearing and paying visits to the areas of conflict. The objective of such visits is to get first-hand assessment of the extent of the conflict (Oromareghe and Akpator (2005).

The use of judicial commissions of inquiry to investigate matters of interest to government started from colonial times, and it is one of the inherited colonial traditions that continued after independence, over the years, there were

proliferations of Commissions to investigate ethno-religious disturbances. This was tantamount to total lack of confidence in the police, who have a whole detective department manned by trained officers, dedicated to criminal investigations. In most cases, the police are excluded from the membership of Commissions of Inquiry into ethno-religious conflicts and come in only as witnesses, and experts, when invited by the Commissions. In some cases, members of the judicial inquiries are appointed from the warring panics, who end up representing the interests of their groups. Government treats ethno-religious disturbances more as political rather than criminal matters. This sets the tone for commissions work, and government's overall reaction to conflicts.

State Institutions for Resolving Communal Conflicts

There are various strategic and operational mechanisms in which government adopts in addressing issues of insecurity and conflict in the country. One of the foremost strategies of government in response to insecurity and conflict is the use of government intervention agencies established under the law and attached to the state apparatus with the role of defining the rules and norms that regulate human behavioural conducts and engagements which are mostly codified in the constitution and are controlled and regulated by the state (Jude, (2013).

Some of the agencies created to respond to cases of insecurity and conflict in the country include: National Orientation Agency (NOA); National Emergency Management Agency (NEMA); and other government agencies, this leads us to state institutions for managing conflict. The establishments of these institutions is

aimed managing conflicts appears to be hampered by lack of capacity on the part of the Nigerian state to effectively fund the institutions to managing social conflict within its domain. One of such arguments is the one presented by USAID (2014) that conflicts reoccur because of governments non-implementation of recommendations from state institutions responsible for resolving communal conflict, that is the police/military and Judicial Commissions of Inquiry, a situation which rather encourages people to take the law into their own hands (Jude, 2013).

2.4 Empirical Studies

This section reviews studies related to this work especially those that are related to Social Studies curriculum implementation for conflict resolution as a means of enhancing national development.

Nwalado, Obro, Eboh and Egwu (2011) conducted a study titled “Teachers’ perception of the use of Social Studies concepts in conflict management”. Three research questions were posed for the study. Two hypotheses were formulated and tested at 0.05 level of significance. The study adopted descriptive survey research design. Thirty-one Social Studies teachers from 16 public secondary schools in Sapele, Delta State were sampled. The instrument that was used for data collection was teacher-made test. The data collected were analysed using t-test statistic. The result showed that female and male teachers generally accepted that Social Studies concepts could be used to manage conflict. Teachers’ acceptance that Social Studies concepts could be used in conflict management was found not to depend on experience. The study

recommended that desirable Social Studies concepts such as unity, honesty, cooperation, love, peace, tolerance and patriotism should be encouraged by teachers among students and that the content of Social Studies should include the study of national and international conflicts and its effects on human population.

The similarity between the previous study and this study is that both of them focused on how conflicts could be managed or resolved using Social Studies teachers' perception. The difference between them is that the former study dealt with only concepts in the management of conflicts, while this study was concerned with concepts, materials, methods and teachers' attitudes in resolving communal conflicts. This is the gap created for this study to fill.

Nwaubani and Azuh (2014) conducted a study on the adequacy of civic contents in the basic education Social Studies curricula for effective citizenship training of Nigerian youths in South East states of Abia, Anambra, Imo, Ebonyi and Enugu. The study sought to determine the adequacy of civic contents in the 9-year basic education Social Studies curricula especially with respect to goals and teachers' awareness. The population of the study comprised all the Sandwich students of the 2013 of University of Nigeria, Nsukka. Two research questions were raised and two hypotheses were formulated and tested at 0.05 level of significance. A sample of 200 Social Studies teachers undertaking in-service training were selected through stratified random sampling technique. Two major instruments namely a 12-item questionnaire titled "Social Studies Goals and Teachers' Awareness of Civic Content Questionnaire" (SSATACCQ) and 9-year basic education Social Studies Curricula published by NERDC (through content

analysis) were used for data collection. Data collected were analysed using percentages and qualitative content description/analysis respectively.

The findings showed that majority of the teachers (90%, 80%, 75% and 70% based on corresponding cluster items seem to be aware of the need to use Social Studies to teach civic contents. Similarly, majority of teachers (100%, 90%, 80% and 70%) respectively agreed that the goals of basic education Social Studies curricula are very relevant to civic training of Nigerian youths. However, it was also shown that current basic education Social Studies curricula did not adequately reflect sufficient civic contents. It was further found that although basic education Social Studies curricula lack substantial civic contents, it can still be used to promote civic or citizenship training of Nigerian youths. The study recommended among others that Basic Education Social Studies education curricula should be reviewed to take care of the lapses found in the one currently used. More in-service training through workshop, conferences and seminars should be organized to enhance their instructional effectiveness.

The similarity between the previous study and the current study is that both of them focused on content of Social Studies curriculum. The difference between them is that while the former study concerned itself with finding out whether the teachers are aware of its content and goals, the present study focused on communal conflict resolution, thus the gap created for this study to fill.

Danmari (2016) undertook a survey on the efficacy of Social Studies education in teaching conflict resolution among NCE students in Kano State, Nigeria. The purpose of the study was to examine the views on efficacy of Social

Studies education in conflict resolution among NCE students. Three research questions were posed for the study, while three hypotheses were formulated and tested. The study used survey research design. A total of 372 out of 6,244 Social Studies students of NCE from Federal College of Education, Kano and Sa' Adatu Rimi College of Education-Kumbotso, Kano were sampled using purposive sampling technique. The study used a structured questionnaire entitled "Conflict Resolution through Social Studies education Questionnaire (CRESSEQ). Arithmetic mean and standard deviation were used for answering the research questions. Independent t-test was used for testing the null hypotheses at 0.05 level of significance.

The results showed that there is no significant difference between the views of NCE II and NCE III students on the efficacy of Social Studies Education in teaching conflict resolution among NCE students in Kano State-Nigeria. It was also discovered that there is no significant difference between the views of male and female students on the efficacy of Social Studies education in teaching conflict resolution among NCE students in Kano State, Nigeria. The study also found that there is no significant difference between the views of SRCOE and FCEK students on the efficacy of Social Studies education in teaching conflict resolution among NCE students in Kano State-Nigeria. In the light of the findings, it was recommended that the curriculum of Social Studies in colleges of education should be subjected to periodic review in order to take care of the emerging issues of national importance and make it more relevant to the socio-political, economic and educational need of contemporary Nigeria as demanded

by the National Policy on Education and that Social Studies education teachers should endeavour to attend seminars, workshops, conferences and in-service training.

The reviewed study is similar to the present study in that both of them strive to find out the efficacy of Social Studies curriculum in resolving communal conflicts. The difference that emanates thereof is that more variables are used in the current study, while the former study used only one variable (Social Studies content) hence, the gap which this study is out to fill.

Saiden (2013) undertook a study on strategies of developing conflict resolution skills for enhancing teaching, learning and peace in Zimbabwean primary schools in the midlands province: A case study of Gweru and Shurugwi Districts, Zimbabwe. The purpose of the study was to establish the extent to which the development of conflict resolution skills was being fostered in the Gweru and Shurugwi District primary schools. Three research questions were raised to guide the study. Three hypotheses were formulated and tested. The study was grounded in interpretive paradigm and used a case study design to find out the phenomenon. The population of the study comprised 950 teachers and 354,780 pupils from 691 primary schools. Purposive sampling and snowballing techniques were used to identify participants who included 30 school heads, 227 teachers, 180 children, two district education officers, two conflict resolution experts, 20 student teachers and three teachers' college lecturers. Documentary analysis, open ended questionnaire, focus group and in-depth interviews were

used to collect data. Data collected were analysed using percentages and mean scores.

Findings revealed that most of the syllabuses contained aspects of conflict resolution skills development except for human rights, multiculturalism and gender education. Another finding showed that culture and religion played a divisive role and school structures showed reduced ability for supporting the development of conflict resolution skills. In view of the findings, it was recommended that workshops related to the development of conflict resolution skills should be organised among teachers, leadership and pupils, ministry of education to provide schools with guidelines on conflict resolution, non examinable subjects to be taught, to pool resources together and heads and education officers should guide teachers on implementation of the curriculum with emphasis on conflict resolution.

The similarity between previous and present study is that both are looking for ways to resolve communal conflicts. The difference that exist among them is that the former used interviews while the present study used questionnaires for data collection.

Mezieobi, Oyeoku and Ezegbe (2012) conducted a study on the challenges of Social Studies education for effective teacher preparation and implementation of the Universal Basic Education (UBE) programme in Nigerian junior secondary schools in Orlu Education Zone of Imo State of Nigeria. The purpose of the study was to find out Social Studies teachers' instructional capability for effective implementation of the UBE programme in junior secondary schools. The study

adopted survey research design. The population of the study comprised 40 Social Studies teachers' in Orlu. Using proportionate stratified random sampling technique, 20 teachers were sampled for the study. Data collected were analysed using frequencies and percentages.

Results from the study indicated that Social Studies teachers are not adequately aware of the objectives of UBE. In addition, it was found that teacher training institutions have not prepared Social Studies teachers sufficiently for implementation of the UBE programme, their teaching does not inject appreciable creativity in the learner, and teachers do not use ITCs (Information and Communication Technologies) in the discharge of instruction as they are not ICT-skilled. It was also found that teachers are not sufficiently exposed in their training to reforms in education, specifically the UBE and that the teaching of Social Studies is not functional in injecting practical skills and vocational training in learners, which is the basic objective of UBE. The study recommended among others that the use of effective inquiry teaching method will enhance high learning and promote creativity and Social Studies teachers should be exposed to contemporary reforms in education through conferences, seminars, workshops, and cooperative learning.

The similarity between this study and the former study is that both of them studied the implementation of Social Studies curriculum in relation to the teaching methods. However, the difference that exists between them is that much of the variables considered in this study are not found in the reviewed study. This is the to be filled.

Igbemi (2017) carried out a study on peace education curriculum for integration into senior secondary school home management programme in Rivers State. The objectives of the study were to determine objectives of peace education curriculum for integration into senior secondary school home management programme, determine content selected for peace education, find out methods for teaching peace education and determine instructional materials for teaching the content of peace education, determine the evaluation activities for assessing the achievement of the objectives of peace education curriculum for integration into senior secondary school home management programme. Seven research questions and three hypotheses guided the study. The study adopted descriptive survey design. The population was made up of 650 respondents involving seven members group in discussion.

Simple random sampling technique was adopted to select samples from large groups while no sampling was adopted for small groups. Total sample size was 495. Focus Group Discussion Guide (FGDG), Peace Education Questionnaire (FEQ), Peace Education Curriculum (PEC), Peace Education Validation Questionnaire (PEVQ) and Peace Education Test (PET) were used for collection of data. Mean and standard deviation were used to analyse the research questions. Analysis of Variance was used to test the null hypotheses at 0.05 level of significance.

The findings showed that the developed peace education curriculum was appropriate and effective. The findings of the study further indicated that there was no significant difference in the mean responses of the respondents on the

objectives of peace education curriculum, contents selected for the peace education curriculum and the methods for teaching peace education in senior secondary school home management programme in Rivers State. The study recommended among others that Rivers State government should organize and fund seminars and workshops on integration of peace education curriculum into senior secondary school home management programme adequately. Seminars and workshops should also be organised for youths on peace education by the Rivers State government and that parents should start early enough to teach their children how to live peacefully with one another.

The similarity between this study to the study under review is that most of the independent variables captured are the same with this present study. The difference that lies between them is that the dependent variables between the two studies differ. The former study focused on home management, while the present study was concerned with conflict resolution.

Chukwuemeka (2014) conducted a study on evaluation of the implementation of the Social Studies curriculum in junior secondary schools in Enugu State. The purpose of this work was to evaluate the implementation of the Social Studies curriculum in junior secondary schools in line with variables such as teachers' qualification, teaching methods effectiveness, availability of instructional materials, extent of usage of students' activities and extent of teachers' coverage of syllabus. Five research questions were posed for the study, while five hypotheses were formulated. The study adopted survey research design. The population of the study comprised 274 schools and 200 Social Studies

teachers in six education zones namely, Agbani, Awgu, Enugu, Obollo-Afor and Udi. Using proportionate stratified random sampling technique, 225 Social Studies teachers were selected. Structure Systematic Observation Schedule (SSOS) and Social Studies Evaluation Questionnaire (SSEQ) were used for data collection. Data collected were analysed using mean and standard deviation to answer the research questions. The hypotheses were tested using Analysis of Variance (ANOVA).

Results from the study showed that level of qualification can make a difference in the teachers who teach Social Studies and most importantly on implementation of Social Studies curriculum in junior secondary schools. It was also found that Social Studies teachers employ discussion, discovery, problem-solving, inquiry and expository method while teaching. The teachers employed the students' activities in the curriculum, geared towards critical reflective thinking that is learner-based, while most students have many other things to do either in the school or outside the school which cause them to get easily distracted from their school work. Based on the findings, it was recommended that government should organize workshops and seminars to re-train teachers in proper implementation of the social studi Social Studies es curriculum in junior secondary schools and that Social Studies teachers should endeavour to use learner- centered strategies in teaching and learning so that students will contribute in the process and, thus, make learning more concrete. The difERENCE that exist between the previous study and the present is that the former invesitgated the evalution of the implimentation of Social Studies curriculum in

junior secondary schools in Enugu state while the present study focused on teachers perception of the efficacy of Social Studies curriculum in communal conflict resolution in North Central Nigeria. The similarity is that the previous study covered variables such as availability of instructional materials and teaching methods which the present study also included as some of the variables of the study.

Idowu (2015) conducted a study on implementation of the Nigeria Civic Education curriculum to develop an effective citizenship in young learners: Stakeholders perspective. The purpose of the research was to appraise the effective implementation of the school Civic curriculum at the basic and senior secondary levels in Lagos and Ogun States, in the South-Western Geo-political Zone of Nigeria. Three research questions were posed for the study, while three hypotheses were tested at 0.05 level of significance. The study adopted survey design. The population for the study comprised 327 teachers and 570 teachers making a total of 897 participants. Open and closed questionnaire and focus group discussion were administered to the participants. Mean and standard deviations were used to answer the research questions. The hypotheses were tested at 0.05 level of significance using ANOVA.

The results showed that classroom civic curriculum implementation focused more on learners' knowledge constructions with less emphasis on developing skills and dispositions due to inadequate school extracurricular programmes. In line with the objectives, teachers focus more on political knowledge at the expense of nongovernmental (apolitical) issues. The findings

were due to the inadequate recruitment of civic teachers leading to personnel improvisation which entailed seconding teachers lacking civic content knowledge and pedagogical skills to teach the subject. Also, the study showed eclectic pedagogical classroom practices whereby teachers mixed active (learner-based) pedagogies with didactic (teacher-based) teaching style to implement classroom civic education. The findings further indicated that focus on knowledge construction and teacher-centred pedagogies reflected inadequate and/or irregular training which resulted in civic teachers' self-empowerment to improve their content knowledge and teaching skills. Teachers lacked mediation tools like textbooks and other teaching aids to properly implement civic content in the classroom.

The study recommended that curriculum planning and design should be done by a body independent of government control and influences, so as to enable teachers and learners who practice the curriculum daily contribute to curriculum development. Also, monitoring and supervision should be handled outside of government control. Successful curriculum implementation requires adequate prior planning for teacher recruitment and training based on accurate data. The similarity between this study and the former study is that one of the variables (teaching method) that was used in the study under review is one among the variables that this study uses. The difference that lies between that study and the present study is that this one has so many variables to treat hence the gap it sought to fill.

Sofadekan (2012) carried out a study on Social Studies education in Nigeria: The challenges of building a nation. The purpose of the research was to investigate the teaching and learning of Social Studies in Nigeria and to understand how it is taught and its role in fostering tolerance and appreciation for cultural difference. Five research questions were posed, while five hypotheses were formulated. A sequential expository study was adopted as a methodology. The population of the study comprised senior secondary school students, tertiary students and workers from Egbe, Yewa, Remo and Ijebu Zones of Ogun State. From the population, four senior secondary school students were sampled, four tertiary students and four workers in each of the schools in the zones were selected. The proportionate sampling technique was used to select a total of 231 participants from the four zones. The questionnaire was used for collecting data. Data collected were analysed qualitatively and thematically to answer the research questions while the hypotheses were tested using ANOVA and t-test.

Findings from the study revealed that Social Studies is capable of building a nation, and most teachers are not specialist hence diversity of teaching methods and opportunities. It was further found that Social Studies content is not adequate for addressing the social issues and problems that face Nigeria today. The study recommended that more teachers who are not specialist in Social Studies should be given opportunities to further their studies so that they can be versed with the best methods to teach the subject as it should be taught.

Timur and Chenwei (2015) conducted a study on availability and use of instructional materials in teaching of conflict resolution in primary schools in

Nandi North District, Kenya. The purpose of the study was to assess the availability and use of instructional resources necessary for teaching conflict and conflict resolution as a topic in Social Studies in primary schools. The design for the study was descriptive survey. The study population included Social Studies teachers in Kosirai Division of Nandi North District. From this population, a sample of 45 standard seven Social Studies teachers was drawn using purposive sampling technique. The instruments used for data collection were: a questionnaire, document analysis and classroom observation checklist. Descriptive statistics namely: frequencies and percentages were used to analyse the data.

The findings of the study showed that many of the primary school Social Studies teachers had not attended any in-service courses to induct them on how to teach emerging issues like conflict and conflict resolution in the current primary curriculum. The teachers also lacked sufficient instructional materials for effective teaching of the topic. The conclusion drawn from the study was that the current preparation of teachers to teach conflict and conflict resolution is inadequate with regard to their ability to design relevant teaching and learning resources and effectively use them in the teaching and learning process. In addition, the available instructional materials in the sampled schools were insufficient. The study recommended the need for Social Studies teachers to be retrained and sensitised on the appropriate instructional materials for teaching conflict and conflict resolution. The reviewed study is similar to the present study in that both of them were concerned with availability of instructional materials as an

independent variable. However, the difference between this study and the former study is that many other variables like curriculum content, objectives, teaching methods, availability and relevance of Social Studies curriculum investigated in this study were not investigated in the reviewed study.

Kusimana and Yamin (2018) undertook a study on effects of instructional materials on conflict management and students' achievement. The objective of the study was to ascertain the effects of instructional materials on students' achievement and conflict management in FKIP Universities, Jambi. The design of the study was quasi experimental. Two research questions were posed and two hypotheses formulated and tested at 0.05 level of significance. Due to the smallness of the number, no sampling was carried out on the population of 112 students. However, simple random sampling technique was applied to choose the experimental and control groups. The instrument for data collection was Conflict Management Achievement Test (CMAT). It contained 20 multiple choice items based on the topics selected for the study. The research questions were analysed using adjusted mean and standard deviation. Test of Mann Whitney (data is not normally distributed) was used to test the null hypotheses.

The result revealed that those students taught with instructional materials performed significantly better than those taught without instructional materials. Significant cases were assessed using multiple classification analysis to determine contribution of each treatment to the level of significance. Based on this finding, it was recommended that instructional materials should be used in the teaching of conflict management since it enhances students' performance.

The similarity of this study with the reviewed study is that both studies were are concerned with conflict resolution as an independent variable. Their difference is that dependent variables differ. In this study, academic performance is dependent on relevance of instructional materials, while the present is dependent on many factors ranging from suitability of the materials, objectives, teaching methods, availability of instructional materials, relevance and teachers' attitudes, hence the gap which it stands to fill.

Ezike (2006) studied the extent of the use of instructional materials in the teaching of Social Studies in Enugu State. The purpose of the study was to identify the extent of the use of instructional materials in teaching Social Studies in Nsukka educational zone. Three research questions were posed for the study while three hypotheses were formulated to be tested at 0.05 level of significance. The study adopted the survey design. The population for the study comprised twenty-nine schools in Nsukka Education Zone. The simple random sampling technique was used to sample 52 teachers in the zone for the study. Instruments for data collection were questionnaire and checklist. The data collected were analyzed based on mean scores and percentages.

The information collected indicated that most of the resource materials are not available in schools, while some were available in some schools. The available materials were not adequately used. Based on these findings, recommendations were made which include that; teachers should be resourceful and use available teaching materials to make their lessons interesting thereby providing some motivation to the learners, government should provide funds to

purchase the resources that the teachers cannot improvise, and that if these recommendations are followed strictly, there would be much improvement in the teaching and learning of Social Studies in Nsukka Education Zone. The present study is similar to this one in that both of them are concerned with the relevance of instructional materials helping Social Studies teaching while the difference that emanate thereon is that this study looks at the extent of use of the instructional materials and the present study is not concerned with the extent but just its relevance thus the gap created for this study to fill.

Chong (2016) conducted a study entitled: Effects of instructional materials on performance of Social Studies Students in Junior Secondary Schools in Kaduna North and South L.G.A of Kaduna State. The purpose of the study was to determine the extent to which the use of instructional materials enhances students' performance in Social Studies at junior secondary school. The study was guided by two research questions and two hypotheses were formulated and tested at 0.05 significance level. Quasi-experimental research design was adopted in this study. The target population of the study was all the 600 JSS three students in Kaduna North and South Local Government Areas. Simple random sampling was done to sample 236 students. A test was used to obtained data for the study. Data collected from the study were analysed using frequency, simple percentage, mean and standard deviation to answer the research questions, while t-test was used to test the hypotheses.

The study found that difference exists between the pre-test and post-test scores of the respondents in the experimental group which indicated that the

performance of students improved when instructional materials were used in the lesson. The study recommended that teachers school employ instructional material during lessonat all times. The main similarity that exists between the study under review and the present study is that both of them considered instructional materials' relevance in the teaching of Social Studies. The difference that exists between the two studies is that this present study deals with five more variables namely that are not contained in the former.

Adhiambo (2014) conducted a study on school factors influencing mainstreaming of peace education in public primary schools in Kadibo Division, Kisumu East District, Kenya. The purpose of the study was to investigate school factors influencing mainstreaming of peace education in public primary schools. Four research questions were posed for the study and four hypotheses were formulated and tested at 0.05 level of significance. This study employed descriptive survey design. The population of the study 357 teachers from 42 schools. The proportionate random sampling teachniue was used to sample 132 teachers from 24 schools. Primary data were collected using both interview guides and questionnaire. Quantitative data was analysed using descriptive statistics of frequencies and percentages. The hypotheses were tested using chi-square. Qualitative data were analyzed using thematic approach guided by the objectives of the study.

From the findings, majority of the teachers acknowledged that teacher training influenced mainstreaming of peace education to a large extent. Availability of instructional materials was also found to highly influences

mainstreaming. The kind of teaching methodology employed by teachers in this region also influences mainstreaming of peace education negatively. Lastly, the negative attitudes of teachers have also highly influenced mainstreaming of peace education. The study concluded that mainstreaming of peace education was highly influenced by school factors such as teacher training, availability of instructional materials, teaching methodology and teachers' attitude.

The researcher recommended that the Ministry of Education through Kenya Institute of Curriculum Development (KICD) together with teachers' training colleges and universities should embark on training of all teachers on peace education through in-service and pre-service training programmes. KICD should also avail sufficient number of copies and pieces of relevant (peace education) instructional materials and teachers to use learner-centered teaching methods in schools to motivate learners to acquire peace ideas. The study under review is similar to the present one in that most of the variables like availability of instructional materials, teaching methods and teachers' attitude used are also present in the current study. However, the difference between them is that more variables are added in this study which are not found in the previous study, hence, the gap that this study is out to fill.

Baba (2015) undertook a study on assessment of Social Studies curriculum implementation in junior secondary schools in Yobe State, Nigeria. The purpose of the study was to identify the problems that are associated with implementation in junior secondary schools. Five research questions were posed for the study and five hypotheses were formulated and tested at 0.05 level of significance. The

design adopted for the study was survey. The population of the study comprised a pupil population of 5,660 from 18 public primary schools in Nguru Universal Basic Education Inspectorate Zone, Yobe State. The simple random sampling was used to 200 participants from the schools for the study.

Assessment of Social Studies Curriculum Implementation Questionnaire (ASSCIQ) and structured interview were used for data collection. Data collected are analysed using mean and standard deviation to answer the research questions and chi-square to test the hypothesis. The research findings revealed that there exist problems which include inadequate instructional materials, lack of teacher motivation, inadequate classrooms for Social Studies lessons, lack of student's interest in Social Studies lessons and negative attitude by community members towards Social Studies education. It was also found that there is no significant difference in the supervisory roles of quality assurance officers in Social Studies curriculum implementation in junior secondary schools in Yobe State.

Based on these findings, it was recommended that all people concerned with implementation of Social Studies curriculum content should be actively involved and committed to ensure effective implementation of Social Studies. Social Studies teachers need to be conversant with the appropriate and newly discovered teaching methods and strategies and employ them while teaching Social Studies. Social Studies instructional materials and resources should be made available to the schools. There is need to consider teacher motivation and provide adequate classrooms for social studies lessons. Quality assurance officials should put more effort and perform their duties accordingly.

The review study is similar to the present study because two variables (availability and relevance of instructional materials) are used in both studies. However, the difference that emanates thereof is that many other variables raised in the present study such as wee not investagated in the reviewed study.

Mhlauli (2010) conducted a study on Social Studies teachers' perception and practices of educating citizens in a democracy in upper classes in primary schools in Botswana. The purpose of the study was to explore the Social Studies teachers' conceptualisations, experiences, ideas, beliefs and practices of developing citizens in a democracy in upper classes in primary schools. Four researcn questions were posed to guide the study. The study adopted a qualitative research approach and employed the naturalistic paradigm. The population of the study comprised teachers of Social Studies in six primary school settings in one of the major villages in the central district in Botswana for a period of three months. Purposive random sampling was used to select 100 teachers in central district in Botswana. Data were collected through the use of multiple methods including individual interviews, participant observation, focus groups and document analysis for triangulation purposes. Data collected were analysed using descriptive statistics.

The finding of this study revealed a gloomy picture on citizenship education as perceived, interpreted and enacted within primary schools investigated hence leading to the conclusion that citizenship education remains an illusion rather than a reality. Based on the findings of the study, it was recommended that teachers should be trained thoroughly in the pre-service and in-

service stage to be well disposed in implementation of the Social Studies curriculum in primary schools. The study under review is similar to the present one in that it hinges on teachers' attitude in implementation of Social Studies curriculum which is also one among the variables used in this study.

Eleojo (2011) carried out a study on the problems militating against the teaching and implementation of Social Studies curriculum in secondary schools in Federal Capital Territory, Abuja. The study focused centrally on the perception of other social science experts, teaching and learning resources and the government commitment towards implementation of Social Studies curriculum in secondary schools in Federal Capital Territory, Abuja. The study adopted survey design. The population consisted of 40 staff from the relevant ministry, 15 lecturers from College of Education, Zuba and University of Abuja, 10 teachers from government schools who teach Social Studies and eight Social Studies Association Nigeria (SOSAN) officials. The sample of the research covers the whole population. Questionnaire was used for data collection.

The findings of the research revealed that the problems against implementation of Social Studies curriculum have has significant effect on its implementation at secondary school levels. The perception of other social science experts significantly affects the implementation of the subject at secondary school levels. It was further revealed that lack of materials and facilities including current textbooks, equipped library or workshop are the greatest problems affecting implementation of Social Studies curriculum at the secondary school levels. Result also showed that there is no adequate commitment on the part of the government

to ensure appropriate implementation of Social Studies curriculum. The non-availability of human resources significantly also affects the implementation of Social Studies curriculum at secondary schools.

The shortcoming of Elejo's research was that she used only 10 Social Studies teachers which were supposed to have large number among the respondents. Instead, she used 40 respondents from the ministry of education, 15 respondents from Federal College of Education despite the fact that teachers are those responsible to contribute more than 60% during implementation of school curriculum.

Osisoma, Osisoma and Chukuemeka (2012) researched on developing a conflict management model for the Nigerian firm executives in South-East Nigeria. The study adopted descriptive survey design in which 424 respondents were sampled. Four research questions and four null hypotheses guided the study. A structured questionnaire was used to elicit responses. Data were analysed using mean and standard deviation for answering the research questions and t-test for testing the hypotheses. The study recommended among others, the adoption of the creative contingency model of conflict management as an enduring answer to the conflict situations in firms, and that inter-agency and inter-department procedure should be employed in doing away with protracted conflicts within and among firms. The relationship between this study and the reviewed is that both studies used descriptive survey design. They employed the use of cooperative study procedures in resolving conflicts. However, the present study focused mainly on communal conflicts as they affects national development.

Ige, Adeyeye and Aina (2010) conducted a study on factors influencing industrial conflicts in Nigeria between 1980 and 2010. Mechanisms for conflict resolution was also studied. Descriptive survey research design was adopted for the study. In the study, 400 staff were sampled across six selected companies in the six geo-political zones in Nigeria. Three research questions and three null hypotheses formulated to guide the study. Simultaneous Equation Model Technique (SEMT), mean and standard deviation were used to analyse the data.

The result of the study showed that changes in wages rates, price expectation and union membership concentration influence industrial conflict in Nigeria. It was also revealed that wages were significantly affected by strike activities. The study recommended that in a formal organisation, no component of it should be compromised if peace and harmony are to be achieved. The relationship between this study and the reviewed study is that both studies were on conflict resolution or management. The present study was strictly on communal conflicts, while the former study was on industrial conflict. The present study was restricted to North-Central Nigeria, while the reviewed study was on entire Nigeria.

Afegbua (2010) carried out a study on conflict and political stability in Nigeria: Causes, consequences and prospects. The study adopted descriptive survey design. The sample comprised 300 respondents drawn on equal basis across the six geo-political zones in Nigeria. Instrument for data collection was a structured questionnaire designed on a four point-scale of Strongly Agree (SA)-4;

Agree (A)-3; Disagree (D)-2 and Strongly Disagree (SD)-1. Mean, chi-square and standard deviation were used to analyse the data.

The result revealed that conflict hinders sustainable national development. It was recommended among others that the schools, government and traditional as well as religious institutions should be in the fore-front of nipping crisis in the bud and evolving a more pragmatic way of managing them. Both studies used the same research design and employed the same method of data analysis and the same method of data collection. The differences between the reviewed study and the present study is that the former study was on political conflict and covered the entire Nigeria, while the current study is on communal conflict and is limited to North-Central Nigeria.

Hotepo, Asokere, Abdul-Azees and Ajemunigbohim (2010) undertook a study on effect of conflict on organisational performance in Nigeria. The study adopted descriptive survey design while 96 managers in selected airlines, road transport and insurance companies in Lagos metropolis were sampled. Structured questionnaire was used to collect data. Mean and standard deviation were used to analyse the data collected. The result of the study revealed that limited resources major a major cause of conflicts, and that conflicts have both negative and positive effects on organisations, but when managed properly, the positive effects can be used to encourage organisational innovativeness and build cooperation among employees.

This study and the reviewed study are related in a number of ways. Both of them employed the same design, method of data collection and method of data

analyses as well as the fact that they both studies focused on conflicts. However, the former was on organisational conflict, while the present study is on communal conflicts. Also, the former study was limited to Lagos, while the present study covered the an entire geo-political zone (different locations).

2.5 Summary

This study is anchored on social conflict theory, social control theory and curriculum development theory. Social conflict theory recognises that any societal conflict or crises should be examined and analysed from the perspective of historical materialism. Social control theory which looks at the variations in the society as a necessary requirement in handling conflicts. Curriculum development theory considers four fundamental things that are considered when developing a curriculum. They are defining the objectives, learning experience to be achieved, organising and evaluation.

In conceptual framework, the concepts of teachers' perception, Social Studies curriculum, communal conflicts, national development, objectives of Social Studies curriculum and communal conflicts resolution, suitability of Social Studies curriculum to conflict resolution, use of teaching methods in Social Studies curriculum to communal conflict resolution, use of instructional materials in Social Studies curriculum and communal conflict resolution and teachers attitude towards teaching Social Studies for conflict resolution were considered.

Related empirical studies reviewed reviewed in carrying out this present study. The empirical studies also revealed that teachers' attitudes and perceptions are very important in implementation of Social Studies curriculum. It was also

found that teaching methods adopted by Social Studies teachers play a critical role in effective implementation of Social Studies curriculum taught in schools with the aim of reducing the prevalence of communal conflicts in Nigeria. It was further found that effective implementation of Social Studies curriculum using relevant available instructional materials facilitates the building of the right attitudinal disposition among students and helps in diminishing the rising trend of cultural and ethnic conflicts.

Interestingly, in all the empirical studies reviewed, none was on the area of study which is North-Central Nigeria. It is, therefore, expedient for an independent research to be conducted on the perceptions of teachers on the efficacy of Social Studies curriculum in communal conflicts resolution for national development in North-Central Nigeria.

CHAPTER THREE

RESEARCH METHOD

3.1 Introduction

This chapter presents the design of study, area of the study, population, sample and sampling, instrumentation, validation of the instrument, reliability, method of data collection and method of data analysis.

3.2 Research Design

Descriptive survey design was used for this study. It is concerned with describing certain variables of interest in relation to the population. Ali (2006) notes that descriptive survey design uses sample data in an appraisal to document, describe and explain what is in existence or non-existent, or present the status of existence of the phenomenon under investigation. The purpose of the survey research design is to get information from a representative sample and make generalisation of the result to a larger population.

A further justification for its choice for the study is pointed out by Shuttleworth (2015) who asserts that survey research design is often used because of the low cost and easy accessible information. North Central Zone is wide, and a study covering the area would adopt a survey design so that the findings would be generalised to cover the whole area. The descriptive survey design was therefore appropriate for this study since it allowed for the collection of valid data from respondents on variables of interest as they exist in their natural setting.

3.3 Area of the Study

The study was carried out in North-Central Geo-political Zone of Nigeria. The zone comprises 6 states namely Benue, Kogi, Plateau, Nasarawa, Niger,

Kwara and the Federal Capital Territory (FCT) Abuja. North –Central was chosen for the study because of the incessant, unabated and devastating crises that have ravaged the zone since the return of democracy in 1999. These crises include among others, the Tiv-Fulani and Tiv-Jukun crises in Benue, Taraba and Nasarawa states, the Fulani-Angas, Beirom crises in Plateau state, among others.

Considering the crises and the consequences and the threat they pose to nation building, there is the need to look at the effective crises resolution mechanisms that would nip the crises in the bud and reduce the effect of future crises to enhance harmonious living and unhindered national development. The topic was teachers' perception of the subject would help in the implementation of the curriculum for conflict resolution. North Central states of Nigeria are engulfed in communal conflicts that have brought underdevelopment and destruction of lives and properties. A study of this nature would be of benefit in solving the problem through Social Studies curriculum.

3.4 Population

The population of the study consisted of all teachers of Social Studies in all public secondary schools in North-Central Geo-political Zone numbering 2,391. (Official records from Planning, Research and Statistics Departments of States' Ministries of Education, 2018). There are also 6,435 public secondary schools spread across the six states and FCT that make-up the zone.

3.5 Sample and Sampling

The sample of this study was 343 Social Studies teachers drawn from 120 public secondary schools in the zone. The sample was determined using the Taro

Yamene's formula. Purposive sampling technique was employed in choosing the respondents. First, simple random sampling technique by balloting was used to draw a sample of four states out of the seven in the zone. From each of the states, 30 schools were sampled, making a total of 120 public schools sampled in the four states. From each sampled state, ten schools were sampled in each senatorial zone to give a fair representation or equal participation of all the zones in the state.

3.6 Instrumentation

The instrument for data collection was a structured questionnaire titled "Communal Conflicts Resolution Questionnaire" (CCRQ). The instrument had two parts, namely, part one and part two. Part one sought information on personal data of the respondents. Part two consisted of items in six clusters: A, B, C, D, E and F-which provided answers to the six research questions. Each of the clusters had ten items making a total of sixty items (see Appendix A). Any item with the mean of 2.5 and above was accepted, while the mean score of below 2.5 was rejected.

Cluster A had items 1-10 to find out the suitability of Social Studies curriculum in resolving conflicts in North-Central Nigeria. Cluster B had items 11-20 which elicited responses on relevance of Social Studies curriculum objectives to conflict resolution. Cluster C had items 21-30 to measure the appropriateness of Social Studies teaching methods to conflict resolution. Cluster D had items 31-40 which sought to find out the availability of instructional materials for implementation of Social Studies curriculum towards conflict resolution.

Cluster E had items 40-50 which elicited responses on the relevance of Social Studies instructional materials in implementing Social Studies curriculum for conflict resolution. Cluster F had items 51-60 which sought data on attitudes of Social Studies teachers towards teaching the subject for conflict resolution. The items were scored on a 4-point scale of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2 and Strongly Disagree (SD) 1.

3.6.1 Validation of Instrument

To ascertain the validity of the instrument, the researcher gave it to three experts, one in the Department of Educational Foundations, and the other in the Department of Curriculum and Teaching, Benue State University, Makurdi, and the other in the Department of Science Education in Faculty of Education, University of Nigeria, Nsukka. They were specifically requested to examine the instrument to ensure that the items related to the purpose of the study, the research questions and the hypotheses. The validators were also requested to make comments based on the clarity, appropriateness and language of all the items and make such other comments as they may wish to, regarding the overall adequacy of the instrument and ways of improving it (see Appendix B). Based on such comments, inputs and corrections, the items were restructured.

3.6.2 Reliability

To determine the reliability of the instrument, the questionnaire was subjected to a trial test. It was administered to 35 respondents who were Sandwich Social Studies students (teachers on part time studies) at Benue State University, Makurdi outside the real sample for the study. Cronbach Alpha and the Spearman

Brown method of reliability were used to determine the internal consistency of the instrument using the SPSS for Windows version 17.0 package. The reason for using Cronbach Alpha is hinged on the fact that the items were not dichotomously scored. Also the fact that instruments rated on a continuum of Strongly Agree, Agree, Disagree and Strongly Disagree (Emaikwu, 2012). The analysis gave the value of the various sections that comprise different variables. Cronbach Alpha and Spearman Brown values obtained were used for testing the strength of the individual items in all the categories of the instrument. Accordingly, an item correlation matrix of less than .02 indicates that the item is not strong enough and so has to be removed.

The reliability coefficient for the instrument shows Cluster A with 10 items, meant to test the suitability of Social Studies Curriculum content in resolving communal conflicts had a Cronbach alpha coefficient of .990 while the Spearman Brown coefficient showed .994. Cluster B with 10 items meant to test the relevance of Social Studies Curriculum to conflicts resolution had a Cronbach alpha coefficient of .993 while the Spearman Brown coefficient showed .978. Cluster C with 10 items to measures the appropriateness of Social Studies teaching methods to conflict resolution had a Cronbach alpha coefficient of .990, while Spearman Brown coefficient showed .992.

Cluster D which measures the availability of instructional materials for implementation of Social Studies Curriculum had a Cronbach alpha of .953 while Spearman Brown coefficient showed .988. Cluster E with 10 items to measures the relevance of Social Studies instructional materials in implementing Social Studies

curriculum for conflict resolution had Cronbach alpha of .993 while Spearman Brown coefficient showed .995. Cluster F which to measure teachers' attitudes towards teaching Social Studies for conflict resolution, indicates a Cronbach alpha of .992 while Spearman Brown coefficient showed .972.

The reliability coefficient for the instrument in totality (all the clusters) show Cronbach alpha coefficient of 0.98 while the Spearman Brown coefficient indicated 0.91 (see Appendix D). According to Olayiwola (2007), a Cronbach alpha and Spearman Brown coefficient of 0.70 – 0.90 is very good. It then implies that the instrument was good and reliable for the study.

3.7 Method of Data Collection

The researcher presented a letter of introduction from the Head, Department of Curriculum and Teaching, Benue State University, Makurdi to the principals for formal permission before administering the instruments. The researcher employed the services of 5 research assistants who were teachers in the schools with a minimum qualification of Nigeria Certificate in Education (NCE). They were given the necessary orientation on the administration of the instrument afterwards, they helped to administer the questionnaire directly to the respondents in the sampled schools and retrieved them immediately to ensure high collection rate.

3.8 Method of Data Analysis

The researcher used mean and standard deviation to answer the six research questions. Chi-square (χ^2) statistic was used to test the null hypotheses at 0.05 level of significance. The choice of using chi square for the study was because chi square is used when nominal data is generated from a study (Emaikwu, 2012). The use of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) is classified as nominal data.

CHAPTER FOUR

ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter is concerned with data analysis, interpretation and discussion of findings.

4.2 Analysis and Interpretation

A total of 343 respondents for the study who were Social Studies teachers in North-Central States in Nigeria participated in the study. The researcher in a bid to get a good return of the instrument administered 350 copies of instrument. Out of this, 343 copies were returned indicating 98% return rate. Out of the 343 respondents 107 (31.2%) were drawn from Benue State, 76 (22.2%) from Plateau State, 71 (20.7%) from Kwara State and 89 (25.9%) from Federal Capital Territory (FCT) Abuja.

Based on the locations of the schools where the teachers were employed to teach Social Studies, 4,106 (63%) are located in urban/semi urban areas, while 2,329 (36%) were located in rural areas in the study area. As to their professional competency and training, only 105 (30.6%) were trained and professional teachers while most of the respondents 238 (69.4%) were not trained nor professional Social Studies teachers.

4.2.1 Answer to Research Questions

Research Question 1: What influence does the suitability of Social Studies curriculum content have on communal conflicts resolution in North Central Nigeria?

Table 1: Mean and Standard Deviation on the suitability of Social Studies curriculum content in resolving communal conflicts

Item	Description	N	Mean	SD
1	Social Studies teaches learners to take informed decisions for public interest.	397	3.53	.529
2	Social Studies promotes co-existence of people irrespective of cultural diversities.	397	3.57	.549
3	Social Studies fosters students' understanding of ethical issues cherished by man-kind.	397	3.52	.525
4	Values taught in Social Studies help learners to live and adjust to an ever-changing society.	398	3.52	.510
5	Social Studies promotes good citizenship traits and minimizes bad traits in learners.	395	3.52	.553
6	Social Studies opens the mind of learners towards creatively finding ways to solve their societal problems.	397	3.43	.553
7	Seeking communal attraction is not one of the objectives of Social Studies.	397	2.13	.936
8	Social Studies equips learners to be independent enough to avoid damaging influence of peers.	398	3.37	.532
9	The power of analysis of complex issues is the hall mark of Social Studies.	391	3.29	.583
10	Social Studies helps learners to critically evaluate situations to be able to arrive at sound judgment.	396	3.46	.538
Cluster Mean			3.33	0.58

Table 1 shows mean ratings ranging from 2.13 to 3.57. On the whole, a cluster mean of 3.33 is above the cut-off mark of 2.50. This implies that Social

Studies curriculum content is suitable for communal conflict resolution in North Central Nigeria.

Ho 1: The suitability of Social Studies curriculum has no significant influence on resolution of communal conflict.

Table 2: Chi-square analysis on the suitability of Social Studies Curriculum content and its influence on resolution of communal conflict in North Central Nigeria

	SD	D	A	SA	df	x²_{cal}	P	Decision
Observed	14	19	185	178	3	275.37	0.00	Rejected
Expected	99	99	99	99				

Table 2 reveals that $x^2_{cal} = 275.37$; $df = 3$; $P = 0.00 < 0.05$. As P-value is less than the alpha level, the null hypothesis is therefore rejected. This means that suitability of Social Studies curriculum has significant influence on communal conflict resolution in North Central Nigeria.

Research Question II:How do the objectives of Social Studies Curriculum influence conflict resolution?

Table 3: Mean and standard deviation on the objectives of Social Studies Curriculum influence on conflict resolution

Item	Item Description	N	Mean	SD
11	Social Studies curriculum objectives are relevant to conflict resolution.	397	3.42	.529
12	My perception about the objectives of social studies influence how I teach the subject.	397	3.32	.645
13	Social Studies objectives are designed to reduce communal conflicts to the barest minimum.	397	3.32	.553
14	Social Studies objectives are not precise enough in their focus on conflict resolution	398	2.20	.809
15	Social Studies objectives are important in the implementation of Social Studies curriculum for conflict resolution.	395	3.28	.532
16	Social Studies objectives are a valid guide towards the selection of lesson content on conflict resolution.	397	3.22	.549
17	Peaceful co-existence is an ingredient in conflict resolution	397	3.45	.590
18	Communal living is a Social Studies objective relevant to conflict resolution.	398	3.45	.504
19	Understanding of human diversities is key to harmonious living.	391	3.32	.545
20	Negotiation is a vital instrument for effective communal conflict resolution.	396	3.50	.563
Cluster Mean			3.25	0.58

Table 3 shows that the mean ratings ranging from 2.20 to 3.50. The cluster mean of 3.25 is above the cut-off mark of 2.50. On the whole, a cluster mean of

3.25 is above the cut-off mark of 2.50. This implies that the objectives of Social Studies curriculum influence conflict resolution in North Central Nigeria.

H₀ 2. The objectives of Social Studies Curriculum have no significant influence on conflict resolution.

Table 4: Chi-square Analysis on the objectives of Social Studies Curriculum influence on conflict resolution

	SD	D	A	SA	Df	X²_{cal}	P	Decision
Observed	10	29	206	147				
					3	271.12	0.00	Rejected
<i>Expected</i>	98.25	98.25	98.25	98.25				

Table 4 reveals that $x^2_{cal} = 271.12$; $df = 3$, $P = 0.00 < 0.05$. Since the P value is less than the alpha level, the null hypothesis is, therefore, rejected. This implies that objectives of Social Studies curriculum have significant influence on communal conflict resolution in North Central Nigeria.

Research Question III: How do teaching methods influence the implementation of Social Studies Curriculum for conflict resolution?

Table 5: Mean and standard deviation on teaching methods influence on the implementation of Social Studies Curriculum for conflict resolution

Item	Item Description	N	Mean	SD
21	There are different methods in teaching different topics in Social Studies for conflict resolution.	384	2.73	.945
22	Employing demonstration method in teaching Social Studies reduces communal conflicts.	389	2.74	.930
23	Students are exposed to real life challenges through the use of problem-solving method which is useful for conflict resolution.	388	2.87	.919
24	Direct instruction method is used to teach students different ways of conflict resolution.	389	2.67	.963
25	Social Studies students engage in excursions to enable them understand what others value to reduce conflict.	386	2.93	.862
26	Collaborative method exposes students to how different societies can co-exist harmoniously thereby reducing communal conflicts.	385	3.02	.782
27	Social Studies has a variety of methods that can help in reducing communal conflicts.	386	2.89	.817
28	Role-play is used to engage students in practical ways of resolving communal conflicts.	389	3.10	.838
29	Class discussion is vital in sharing views towards arriving at workable options for communal conflicts resolution.	387	2.87	.904
30	Enquiry method is effective in teaching Social Studies for conflict resolution.	388	2.59	1.014
Cluster Mean			2.84	0.97

Table 5 indicates mean ratings ranging from 2.59 to 3.41. On the whole, a cluster mean of 3.30 is above the cut-off mark of 2.50. This implies that teaching

methods influence the implementation of Social Studies curriculum for conflict resolution in North Central Nigeria.

Ho3: There is no significant influence of teaching methods in the implementation of Social Studies Curriculum for conflict resolution.

Table 6: Chi-square Analysis on the influence of teaching methods in the implementation of social studies curriculum for conflict resolution

	SD	D	A	SA	df	x²_{cal}	P	Decision
<i>Observed</i>	4	44	213	132				
					3	265.98	0.00	Rejected
<i>Expected</i>	98.25	98.25	98.25	98.25				

Table 6 shows that $x^2_{cal} = 265.97$; $df = 3$; $P = 0.00 < 0.05$. Since the P value is less than the alpha level, the null hypothesis is, therefore, rejected. This means that teaching methods adopted in the implementation of Social Studies curriculum have significant influence on communal conflict resolution in North Central Nigeria.

Research Question IV: How does the availability of instructional materials influence the implementation of Social Studies Curriculum for conflict resolution?

Table 7: Mean and standard deviation on the influence of available instructional materials in the implementation of Social Studies Curriculum for conflict resolution

Item	Item Description	N	Mean	SD
31	There is an overhead projector that is used in relaying conflict issues in social studies.	393	3.41	.591
32	Our school has maps and atlases that are used in implementing Social Studies curriculum.	394	3.21	.553
33	Newspapers and magazines related to communal conflict issues are available in my school.	394	3.35	.579
34	Videos of crises situations are shown to students in the course of teaching Social Studies in a bid to expose them to the dangers of communal conflicts.	388	2.99	.759
35	My school has posters that are used in teaching Social Studies for conflict resolution.	393	3.35	.584
36	Students are exposed to models that shape learners' lives for peaceful co-existence.	393	3.31	.535
37	Pictures of negotiation sights are shown to students in teaching Social Studies to enable them grasp the process of communal conflict resolution.	391	3.34	.507
38	Recommended Social Studies textbooks are available in teaching the subject in my school.	394	3.36	.586
39	Non-existing instructional materials are improvised by teachers in my school for the teaching of Social Studies in a bid to combat communal conflicts.	392	3.42	.584
40	Video recorders are available for Social Studies teachers for the implementation of the curriculum for communal conflicts resolution.	392	3.29	.618
	Cluster Mean		3.30	0.589

Table 7 indicates mean ratings ranging from 2.59 to 3.10. On the whole, a cluster mean of 2.84 is above the cut-off mark of 2.50. This implies that teaching methods influence the implementation of Social Studies curriculum for conflict resolution in North Central Nigeria.

Ho4: There is no significant influence of the availability of instructional materials on the implementation of Social Studies Curriculum for conflict resolution.

Table 8: Chi-square Analysis on the influence of available instructional materials in the implementation of Social Studies Curriculum for conflict resolution

	SD	D	A	SA	Df	x²_{cal}	P	Decision
Observed	34	94	159	100				
					3	80.94	0.00	Rejected
Expected	96.75	96.75	96.75	96.75				

Table 8 shows that $x^2_{cal} = 80.94$; $df = 3$; $P = 0.00 < 0.05$. Since the P value is less than the alpha level, the null hypothesis is, therefore, rejected. This means that instructional materials available for the implementation of Social Studies curriculum have significant influence on communal conflict resolution in North Central Nigeria.

Research Question V: How relevant are the instructional materials in influencing the implementation of Social Studies curriculum for communal conflicts resolution?

Table 9: Mean and standard deviation on the relevance of instructional materials in influencing the implementation of Social Studies curriculum for conflict resolution.

Item	Item Description	N	Mean	SD
41	Overhead projectors are relevant in implementing Social Studies curriculum for communal conflicts resolution .	389	3.20	.709
42	Maps and atlases are relevant in the implementation of Social Studies curriculum for communal conflicts resolution.	389	3.26	.628
43	Newspapers and magazines are relevant in the implementation of Social Studies curriculum for communal conflicts resolution .	390	3.36	.569
44	Video clips are relevant in the implementation of Social Studies curriculum for communal conflicts resolution.	390	3.17	.660
45	Posters are relevant in the implementation of Social Studies curriculum for communal conflicts resolution.	388	3.35	.577
46	Models are relevant in the implementation of Social Studies curriculum for communal conflicts resolution.	390	3.31	.553
47	Pictures are relevant in the implementation of Social Studies curriculum for communal conflicts resolution.	390	3.38	.560
48	Social studies textbooks are relevant in the implementation of the subjects curriculum for communal conflicts resolution .	390	3.45	.575
49	Improvised instructional materials in my school are relevant in the implementation of Social Studies curriculum for communal conflicts resolution.	390	3.31	.624
50	Video recorders are relevant in the implementation of Social Studies curriculum for communal conflicts resolution.	389	3.22	.749
Cluster Mean			3.30	0.62

Table 9 indicates mean ratings ranging from 3.20 to 3.45. On the whole, a cluster mean of 3.30 is above the cut-off mark of 2.50. This implies that instructional materials are very relevant in influencing the implementation of Social Studies Curriculum for communal conflicts resolution in North Central Nigeria.

Ho5:The available instructional materials are not significantly relevant in influencing the implementation of Social Studies Curriculum for conflict resolution.

Table 10: Chi-square Analysis on relevance of available instructional materials in the implementation of Social Studies Curriculum for conflict resolution.

	SD	D	A	SA	df	x²_{cal}	P	Decision
Observed	6	21	213	149				
					3	310.71	0.00	Rejected
Expected	97.25	97.25	97.25	97.25				

Table 10 shows that $x^2_{cal} = 310.71$; $df = 3$; $P = 0.00 < 0.05$. Since the P-value is less than the alpha level, the null hypothesis is, therefore, rejected. This means that Social Studies instructional materials for implementation of Social Studies curriculum has significant relevance in influencing communal conflict resolution in North Central Nigeria.

Research Question VI: How does teachers' attitude influence the implementation of Social Studies curriculum for communal conflicts resolution?

Table 11: Mean and standard deviation on the influence of teachers' attitude in the implementation of Social Studies Curriculum for conflict resolution

Item	Item Description	N	Mean	SD
51	Cooperation is an important ingredient in resolving communal conflicts.	386	3.48	.540
52	Peaceful relations are important in resolving communal conflicts.	386	3.42	.549
53	Mutual understanding is essential in resolving communal conflicts.	385	3.41	.502
54	Sharing of responsibilities is a sure way of averting communal conflicts.	386	3.31	.501
55	Activities that can mutually benefit members are key to resolving communal conflicts.	385	3.33	.519
56	The existence of community associations is a way of guarding against communal conflicts.	385	3.34	.525
57	Privileged members of the society giving to the needy can minimize communal conflicts.	386	3.26	.516
58	Reciprocal relationship in the society can reduce communal conflicts.	386	3.24	.611
59	Inter-relationships like marriages have a way of reducing communal conflicts.	386	3.51	.578
60	An individual's belief in another's is important in averting communal conflicts.	386	3.25	.615
Cluster Mean			3.36	0.55

Table 11 indicates the mean ratings ranging from 3.24 to 3.51. On the whole a cluster mean of 3.36 is above the cut-off mark of 2.50. This implies that

teachers' attitude influences the implementation of Social Studies curriculum for communal conflict resolution in North Central Nigeria.

Ho6: There is no significant influence of Social Studies Teachers' attitude on the implementation of Social Studies Curriculum for conflict resolution.

Table 12: Chi-square Analysis on the influence of social studies teachers' attitude on the implementation of Social Studies Curriculum for conflict resolution

	SD	D	A	SA	Df	x²_{cal}	P	Decision
Observed	3	8	225	150				
					3	372.53	0.00	Rejected
Expected	96.5	96.5	96.5	96.5				

Table 12 reveals that $x^2_{cal} = 372.53$; $df = 3$; $P = 0.00 < 0.05$. Since the P value is less than the alpha level, the null hypothesis is, therefore, rejected. This means that Social Studies teachers attitude towards the implementation of Social Studies curriculum has significant influence on communal conflict resolution in North Central Nigeria.

4.3 Discussion of Findings

The findings of the study revealed that Social Studies curriculum content is suitable for resolution of communal conflicts in North Central Nigeria. This finding agrees with that of Nwalado, Obro, Eboh and Egum (2011) that Social Studies concepts could be used to manage conflicts. In the same vein, Danmaris (2016) reported that Social Studies education content is capable of helping students and members of the community in resolving communal conflicts. The

implication of this finding is that since Social Studies curriculum content is suitable for the resolution of communal conflicts, the teachers of the subject in the zone should teach it with vigour and with all sense of practicality. This way, its content may not end in the classroom but rather be applied by students and their parents so that communal conflicts may be prevented and if eventually they occur, their resolution might still not be an arduous job to be done.

The results also showed that objectives of Social Studies curriculum have significant influence on conflict resolution in North Central Nigeria. The finding of the study agrees with that of Igbemi (2017) that the objectives of peace education in Social Studies curriculum were appropriate and effective. Relatively, Mezieobi, Oyeoku and Ezegebe (2002) found out that most teachers in Social Studies are not aware of the objectives of Social Studies in resolving communal conflict. The implication of this study is that if Social Studies teachers are aware of the objectives of Social Studies curriculum, better ways of resolving communal conflicts in the zone will be mapped out.

The results also showed that methods adopted in implementation of Social Studies curriculum have significant influence on communal conflict resolution in North Central Nigeria. This finding contradicts that of Sofadekan (2012) who report that despite Social Studies curriculum being adequate in resolving conflict in the zone, teachers of the subject do not diversify the various teaching methods for its effective teaching and learning. Relatedly, Idowu (2015) also found that inadequate recruitment of Civic Education teachers led to lack of pedagogical skills to teach the subject. The implication of this finding is that if Social Studies

teachers that are proficient in their pedagogical skills are employed to teach the subject, the students would be better trained to help curtail or resolve communal conflicts that occur in their vicinity with ease and tact.

The finding further revealed that instructional materials available for implementation Social Studies curriculum have significant influence on communal conflict resolution in North Central Nigeria. This finding is in agreement with that of Kusimena and Yamin (2018) students that those taught with instructional materials performed significantly better than those taught without instructional materials. Ezike (2006) also found that the available materials were not adequately used. The implication of the finding is that if the required instructional materials are supplied, the desired result will be attained. It also implies that teachers of Social Studies must use the available instructional materials for effective teaching of Social Stuthe subject. Hence, the teaching and learning of any subject is facilitated by the availability of instructional materials.

The results also indicated that Social Studies instructional materials for implementation of Social Studies curriculum has significant relevance in influencing communal conflict resolution in North Central Nigeria. This finding corroborates Chong (2016) who found that the performance of students improved when instructional material was introduced in the lesson. This finding also agrees with that of Kusimena and Yamin (2018) that those students taught with instructional materials performed significant better than those taught without instructional materials.this implies that instructional materials should be relevant so that communal conflict could be easily resolved in the North Central Zone.

Thus, overhead projectors, maps and at leases, newspapers and magazines, posters and models that are relevant to the teaching of Social Studies for communal conflict resolution should be provided, Social Studies textbooks, improvised instructional materials and video recorders that are relevant to the teaching of Social Studies for conflict resolution should be provided. If these are provided in their right quantity and quality, communal conflict resolution may be made easier.

It was further found that Social Studies teachers' attitude towards implementation of Social Studies curriculum has significant influence on communal conflict resolution in North Central Nigeria. The finding of this study confirms Adhiambo (2014) who report that the negative attitudes of teachers have significantly influenced teaching of Social Studies curriculum in the North Central Zone Nigeria. The implication of this finding is that if teachers need to use Social Studies curriculum to resolve communal conflict, they must change their attitudes. Such attitudinal change requires cooperation, peaceful relations, mutual understanding, sharing of responsibilities and institution activities that can mutually benefit members, and include joining of community-based associations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion, recommendations, suggestions for further studies, limitations and contributions to knowledge.

5.2 Summary

1. This study investigated teachers' perception of the efficacy of Social Studies curriculum in resolving communal conflicts for national development in North Central Nigeria. To fully achieve this purpose, a survey design was used. The population was made up of 2,391 public secondary schools. The sample consisted of 343 Social Studies teachers from 120 public secondary schools selected using purposive sampling technique.
2. The study was guided by six objectives, research questions and hypotheses respectively.
3. The study was anchored on Karl Marx social conflict theory, Black's social control theory and Tyler's curriculum development theory. A 60-item questionnaire entitled "Communal Conflict Resolution Questionnaire (CCRQ) with reliability coefficients of 0.98 was used for collection of data for this study. The questionnaire consisted of 6 sections, A - F. Data collected via the questionnaire were analysed using descriptive statistics of mean and standard deviation to answer the research questions and chi-square (χ^2) to test the hypotheses at 0.05 level of significance. The findings of this study revealed that:

- i. Social Studies curriculum content is suitable for resolution of communal conflicts in North Central Nigeria,
- ii. The objectives of Social Studies curriculum have significant influence on communal conflict resolution in North Central Nigeria.
- iii. Teaching methods employed by teachers during the teaching and learning process significantly influence implementation of Social Studies curriculum for communal conflict resolution in North Central Nigeria.
- iv. Instructional materials have significant influence on implementation of Social Studies curriculum for communal conflict resolution in North Central Nigeria.
- v. Instructional materials are significantly relevant in influencing implementation of Social Studies curriculum for conflict resolution in North Central Nigeria.
- vi. Teachers' attitudes significantly influences implementation of Social Studies curriculum content for communal conflict resolution in North Central Nigeria.

5.3 Conclusion

In conclusion, it was established that Social Studies curriculum content, its objectives, the teaching methods and instructional materials are suitable for communal conflict resolution in North Central Nigeria. The researcher in this study concluded that if Social Studies teachers implement the curriculum properly by targeting the objectives of Social Studies curriculum, appropriate methods of teaching, using relevant instructional materials and having a positive attitude

towards teaching the subject for conflict resolution, Social Studies can go a long way in minimizing communal conflicts. This could pave the way for national development in North Central Nigeria.

5.4 Recommendations

Based on the findings of this study, it was recommended that:

- i. Social Studies experts through seminars, conferences and sensitization campaigns should educate the people on practical ways of resolving communal conflicts using Social Studies curriculum. Curriculum planners too need to review Social Studies curriculum to adopt more practical approaches to resolving communal conflicts.
- ii. Social Studies experts should organise, seminars, workshops, conferences and symposia to educate teachers of the subject on how to actualise the objectives of Social Studies curriculum so that it should not be theoretical only but practical. Government should also sponsor such seminars or conferences so that they can be worthwhile.
- iii. Social Studies Teachers Association of Nigeria should organise symposia to make teachers practicalise the best teaching methods especially those that can help resolve communal conflicts. Trained teachers should be employed so that they can use good teaching methods suitable for resolving communal conflicts.
- iv. Government, proprietors as well as school heads must do the needful to provide instructional materials in their right quantity and quality to aid and facilitate the teaching of Social Studies for resolving communal conflicts.

- v. Social Studies experts should frequently organize workshops and conferences that will teach teachers of Social Studies on the best instructional materials that are relevant to the teaching of Social Studies.
- vi. Government proprietors and school heads must insist that Social Studies teachers change in their attitudes that could negatively affect implementation of Social Studies curriculum for resolving communal conflicts. Awareness as well as sensitization campaigns should be also organized by SOSSAN to speak to their conscience for a positive change in attitude for better implementation of Social Studies curriculum for resolving communal conflicts.

5.5 Limitations

In the course of carrying out this research, the researcher encountered the following limitations:

- i. The research work has a large coverage area – all the secondary schools in the North Central Nigeria. As such, more schools would have been served with the instrument (questionnaire) to make a more valid representation of the population but only one hundred and twenty schools were sampled.
- ii. The study considered six variables on the efficacy of Social Studies Curriculum in resolving communal conflicts for national development in North Central Nigeria, whereas there would have been many more variables to be considered. However, for time limitations and space they study could not accommodate all of them.

- iii. The research only focused on North Central Zone thereby neglecting other parts of Nigeria which also experience communal conflicts from time to time.

5.6 Suggestions for Further Studies

The following suggestions were made for further studies.

- i. A study can be carried out on influence of teachers' demographic variables on effective implementation of Social Studies curriculum for communal conflicts resolution in North Central Zone, Nigeria.
- ii. Other researchers could investigate on students' attitudes as a correlate of effective implementation of Social Studies curriculum for communal conflicts resolution.
- iii. An investigation can be carried out on influence of Social Studies curriculum for peace-building in North Central Zone, Nigeria.
- iv. Further research can be conducted on this topic in another geopolitical zone like south-south, south east and south-west Nigeria.

5.7 Contributions to Knowledge

This study has contributed to knowledge in that no study has extensively and empirically investigated the variables used in this study especially the relevance of instructional materials used and attitudes of teachers in the implementation of Social Studies curriculum for resolving communal conflict which this study did.

This study has theoretically and empirically proved that Social Studies curriculum can resolve communal conflict which is a lingering phenomenon in the

zone as an agrarian area. This fact has immensely added to knowledge since not much theoretical and empirically work are found in the zone.

The study also confirmed that Social Studies curriculum content is not being properly implemented in North Central states of Nigeria as majority of the teachers are not professional teachers. As such, they do not know how best to employ new pedagogical methods that facilitate the implementation of Social Studies curriculum for resolution of communal conflicts.

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APPENDIX A

Communal Conflict Resolution Questionnaire (CCRQ)

SECTION A: Demographic information

Please tick (✓) on the option you consider most appropriate

State: Benue Kogi Plateau Nassarawa Niger Kwara FCT

Location: Urban Rural

Status: Social Studies Specialist Just a Social Studies Teacher

SECTION B: Kindly rate the extent to which you perceive the efficacy of Social Studies Curriculum In resolving communal conflicts in North-Central Nigeria by ticking (√) in the provided space

CLUSTER A: Suitability of Social Studies Curriculum content in resolving communal conflicts

KEY: SA- Strongly Agree, A- Agree, D – Disagree, SD- Strongly Disagree.

		SA	A	D	SD
1	Social Studies teaches learners to take informed decisions for public interest.				
2	Social Studies promotes co-existence of people irrespective of cultural diversities.				
3	Social Studies fosters students' understanding of ethical issues cherished by man-kind.				
4	Values taught in Social Studies help learners to live and adjust to an ever-changing society.				
5	Social Studies promotes good citizenship traits and minimizes bad traits in learners.				
6	Social Studies opens the mind of learners towards creatively finding ways to solve their societal problems.				
7	Seeking communal attraction is not one of the objectives of Social Studies.				
8	Social Studies equips learners to be independent enough to avoid damaging influence of peers.				
9	The power of analysis of complex issues is the hall mark of Social Studies.				
10	Social studies helps learners to critically evaluate situations to be able to arrive at sound judgement.				

CLUSTER B: Relevance of Social Studies Curriculum objectives to conflict resolution

KEY: Strongly Agree, A- Agree, D – Disagree, SD- Strongly Disagree.

		SA	A	D	SD
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11	Social Studies Curriculum objectives are relevant to conflict resolution.				
12	My perception about the objectives of Social Studies influence how I teach the subject.				
13	Social Studies objectives are designed to reduce communal conflicts to the barest minimum.				
14	Social Studies objectives are not precise enough in their focus on conflict resolution.				
15	Social Studies objectives are important in the implementation of Social Studies Curriculum for conflict resolution.				
16	Social Studies objectives are a valid guide towards the selection of lesson content on conflict resolution.				
17	Peaceful co-existence is an ingredient in conflict resolution				
18	Communal living is a Social Studies objective relevant to conflict resolution.				
19	Understanding of human diversities is key to harmonious living.				
20	Negotiation is a vital instrument for effective communal conflict resolution.				

CLUSTER C: Appropriateness of Social Studies teaching methods to conflict resolution

KEY: *Strongly Agree, A- Agree, D – Disagree, SD- Strongly Disagree.*

		SA	A	D	SD
21	There are different methods in teaching different topics in Social Studies for conflict resolution.				
22	Employing demonstration method in teaching Social Studies reduces communal conflict.				
23	Students are exposed to real life challenges through the use of problem-solving method which is useful for conflict resolution				
24	Direct instruction method is used to teach students different ways of conflict resolution.				
25	Social Studies students engage in excursions to enable them understand what others value to reduce conflict.				
26	Collaborative method expose students to how different societies can co-exist harmoniously thereby reducing conflict.				
27	Social Studies has a variety of methods that can help in reducing conflict.				
28	Role-play is used to engage students in practical ways of resolving conflict.				
29	Class discussion is vital in sharing views towards arriving at workable options for conflict resolution.				
30	Enquiry method is effective in teaching social studies for conflict resolution.				

CLUSTER D: Availability of instructional materials for implementation of Social Studies Curriculum

KEY: SA- Strongly Agree, A- Agree, D – Disagree, SD- Strongly Disagree.

		SA	A	D	SD
31	There is an overhead projector that is used in relaying conflict issues in Social Studies.				
32	Our school has maps and atlases that are used in implementing Social Studies Curriculum.				
33	Newspapers and magazines related to conflict issues are available in my school.				
34	Videos of crises situations are shown to students in the course of teaching Social Studies in a bid to expose them to the dangers of conflict.				
35	My school has posters that are used in teaching Social Studies for practical results.				
36	Students are exposed to models that shape learners' lives for peaceful co-existence.				
37	Pictures of negotiation sights are shown to students in teaching Social Studies to enable them grasp the process of conflict resolution.				
38	Recommended social studies textbooks are available in teaching the subject in my school.				
39	Non-existing instructional materials are improvised by teachers in my school for the teaching of Social Studies in a bid to combat conflict.				
40	Video recorders are available for Social Studies teachers for the implementation of the curriculum for conflict resolution.				

CLUSTER E: Relevance of Social Studies instructional materials in implementing social studies curriculum for conflict resolution.

KEY: SA- Strongly Agree, A- Agree, D – Disagree, SD- Strongly Disagree.

		SA	A	D	SD
41	Overhead projectors are relevant in implementing Social Studies Curriculum for conflict resolution.				
42.	Maps and atlases are relevant in the implementation of Social Studies Curriculum for conflict resolution.				
43.	Newspapers and magazines are relevant in the implementation of Social Studies Curriculum for conflict resolution.				
44.	Video clips are relevant in the implementation of Social Studies Curriculum for conflict resolution.				
45	Posters are relevant in the implementation of Social Studies Curriculum for conflict resolution .				
46	Models are relevant in the implementation of Social Studies Curriculum for conflict resolution.				
47	Pictures are relevant in the implementation of Social Studies Curriculum for conflict resolution.				
48	Social Studies textbooks are relevant in the implementation of the subjects curriculum for conflict resolution.				

49	Improvised instructional materials in my school are relevant in the implementation of Social Studies Curriculum for conflict resolution.				
50	Video recorders are relevant in the implementation of Social Studies Curriculum for conflict resolution.				

CLUSTER F: Teachers' attitudes towards teaching Social Studies for conflict resolution.

KEY: SA- Strongly Agree, A- Agree, D – Disagree, SD- Strongly Disagree.

		SA	A	D	SD
51	Cooperation is an important ingredient in resolving communal conflicts.				
52	Peaceful relations is important in resolving communal conflicts.				
53	Mutual understanding is essential in resolving communal conflicts.				
54	Sharing of responsibilities is a sure way of averting communal conflicts.				
55	Activities that can mutually benefit members are key to resolving communal conflicts.				
56	The existence of community associations is a way of guarding against communal conflicts.				
57	Privileged members of the society giving to the needy can minimize communal conflicts.				
58	Reciprocal relationship in the society can reduce communal conflicts.				
59	Inter-relationships like marriages have a way of reducing communal conflicts.				
60	An individual's belief in another's is important in averting communal conflicts.				

APPENDIX B

The sample of this study determined using the Taro Yemen's formula as shown below:

$$n = N / (1 + N(e)^2)$$

Where:

- N = Total Population
- e = Trovied Error or level of precision (5%)
- N = Sample size
- 1 = Constant

By Substitution:

$$n = 2391 / (1 + 2391(0.05)^2)$$

$$n = 2391 / (1 + 2391(0.0025))$$

$$n = 2391 / (1 + 5.98)$$

$$n = 2391 / 6.98$$

$$n = 343.$$

APPENDIX C

RELIABILITY OF COMMUNAL CONFLICT RESOLUTION QUESTIONNAIRE

APPENDIX D
OUTPUT OF DATA ANALYSIS

APPENDIX E
VALIDATION REPORTS

APPENDIX F
EDITOR'S CERTIFICATION LETTER

APPENDIX G

