

**ASSESSMENT OF CONTENT ADEQUACY AND READABILITY LEVELS
OF RECOMMENDED SOCIAL STUDIES TEXTBOOKS IN OYO STATE,
NIGERIA**

BY

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**A Ph.D. THESIS SUBMITTED TO THE DEPARTMENT OF SOCIAL
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REQUIRMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (Ph.D.)
DEGREE IN SOCIAL STUDIES**

DECLARATION

I hereby declare that this thesis entitled “Assessment of Content Adequacy and Readability Levels of Recommended Social Studies Textbooks in Oyo State, Nigeria” was written by me and it has been the record of my own work. I also proclaim that neither the whole work nor any of it has been, is being, or is to be submitted for another degree at this or any other University or examining body.

Signature:.....

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JULY, 2018

CERTIFICATION

This is to certify that this study, written by OLANIYAN, Joseph Olatunji (04/680N005) has been read and approved as meeting part of the requirements of the

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DEDICATION

This work is dedicated to Almighty **GOD** who granted me extraordinary favour and other innumerable blessings for my dream to become a reality and also to My Dear Beloved Wife, Mrs. Olaniyan Mary Alake and our precious children, Eniola,

Olamide and Doyinsola and my co-achievers of this noble endeavour through their invaluable contributions

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ABSTRACT

In the teaching and learning of any subject, both teachers and students usually rely on text materials and, as such, it is not doubtful then that the quality of textbooks in use will determine, to a large extent, the quality of learning and transfer of such learning. Owing to scarcity of studies on assessment of Social Studies textbooks in Oyo State, this study, therefore, investigated content adequacy and readability of two Social Studies textbooks used in secondary schools in Oyo State, Nigeria, namely: Macmillan and Basic Social Studies textbooks. Specifically, the study determined the: (i) adequacy of the content and learning activities of the textbooks; (ii) adequacy of the content and learning activities, on each level of each of the textbooks; (iii) readability of the two textbooks; and (iv) difference in the teachers' perception of the content adequacy of the textbooks.

The descriptive survey design was adopted for this study. Out of 635 public secondary schools in the six education zones in Oyo State 65 were sampled. Out of a total of 112,500 junior secondary school III Social Studies students, 778 were selected and all the 405 Social Studies teachers were involved in the study. The instruments for data collection were Emerola's 8-points model of Quantitative Approach to the Content Evaluation, Cloze Procedure and Social Studies Readability Test (SSRT). Emerola's 8-points model was used

to answer the research questions, while the independent t-test was used to test the formulated hypotheses.

The findings of the study were that:

- i. Macmillan Social Studies textbook had overall higher content adequacy rating score of 4.02 on the six indices of Topical Coverage Index (TCI), Learning Activity Index (LAI), Chapter Summary Index (CSI), Study Question Index (SQI), Illustration Index (ILI) and Under Represented Population Index (UPPI), while Basic Social Studies textbooks had a lesser rating score of 2.85 on the same six indices;
- ii. Mean content adequacy score of JSS I, II and III in Macmillan Social Studies textbooks on the six indices were 1.44, 1.74 and 0.84, respectively, while the mean score on content adequacy of JSS I, II and III Basic Social Studies textbooks were 1.94, 0.35 and 0.56, respectively.
- iii. Macmillan Social Studies textbook had a low readability score of 43.7%, while Basic Social Studies textbook had a very high readability score of 80.1% ; and
- iv. There was a significant difference in the teachers' perception of content adequacy of the two Social Studies textbooks in favour of Macmillan ($t=2.28$; $p=0.02 < 0.05$).

The study concluded that the two recommended textbooks were adequate in content, implying that the two recommended textbooks were appropriate for Social Studies teaching and learning. However, the Basic Social Studies textbook was better in readability than the Macmillan Social Studies textbook. It was, therefore, recommended that the two textbooks should continue to be used but Macmillan Social Studies textbooks needed improvement in readability while the content of Basic Social Studies should be reviewed periodically.

Word Count: 485

CHAPTER ONE

INTRODUCTION

Background to the Study

The Nigerian society is rich in its diversity of people, cultures and traditions, physical environments and aspirations. One major mission of the Social Studies is to attempt to understand this diversity, foster unity and generate desirable social attitudes such as self-discipline, social and moral responsibilities. The relevance of Social Studies is primarily to help the individual to look at his society and to understand its problems for

which he should help to seek solutions. Different societies have different problems; hence the conception of Social Studies for any given society must take into account the peculiarities of each societies. Although there are numerous concepts of Social Studies, the beginning of the Social Studies in the Nigerian society must be very closely tied to the changing needs, problems and challenges of society as they occur over time.

In the same view, Social Studies as a teaching subject, is aimed at preparing students to solve problems of crucial importance both to them and to their society. This means that the subject could assist the citizens of Nigeria to make wise decision that will be useful to them and to the society in solving problem of life. In support of this, Jekayinfa (2014) asserted that Social Studies as an cohesive study of social sciences and humanities to encourage civic competence and further emphasised that the main purpose of Social Studies is the promotion of civic competence which is the skills, knowledge and attitudes required by the students to be able to assume “the office of citizen” in our democratic republic.

Similarly, the objectives of the junior secondary school Social Studies curriculum clearly reflect the need of Social Studies to provide the basis for Nigeria’s functional Social Studies. The objectives of this curriculum are to: “develop the ability to adapt to changing environment; become responsible and disciplined individuals capable and willing to contribute to the development of their societies; inculcate the right values; develop a sense of comprehension towards other people, history, their diverse cultures and those fundamental things that make them human; develop the capacity to recognise the many dimensions of being humans in different social and cultural contexts;

and develop a sense of solidarity and sharing based on a sense of security in one's own identity".

To achieve these objectives, Social Studies curriculum is expected to reflect contents and methods which will provide relevant and useful knowledge and skills useful for social and economic development. This implies that Social Studies curriculum review is expected to take care of the challenges of the modern world since much of the skills and knowledge in Social Studies which student are expected to acquire are reposted in Social Studies textbooks. It is important that textbooks have adequate content coverage and are readily readable by students that such books are meant for. This explains why the Upper Basic Social Studies textbooks used in the teaching of Social Studies are of major concern to the researchers, especially the determination of the readability and content adequacy. No matter how well-designed a curriculum is, it cannot be effectively implemented without instructional materials. According to Eyinade (2000), instructional materials play vital roles in the curriculum implementation. That is, the instructional materials equip the teachers with relevant knowledge and strategies while providing the learners with easy link between instructions and practice. Eyinade (2000) identified various types of instructional materials which range from models, print material to audiovisuals. Among the various resource used, textbooks are identified as the most readily available and indispensable to both the students and the teacher. Teacher and students rely on text materials and as such it is not doubtful then that the quality of textbooks in use will determine, to a large extent, the quality of learning and transfer of such learning which will occur. Hence, the quality of educational materials such as textbooks is most fundamental where information

presented is reliable, valid and authoritative. Furthermore, appropriateness of the vocabulary and the presentation of concepts appropriate to the level of the learner, problem-solving, the learner's clarity of objectives, methods and procedure and also very indispensable qualities that characterise good educational materials such as textbooks (Ali, 2006).

In addition, Social Studies is seen as one of the avenues for establishing a strong basis for the production of effective citizenry, patriotism, cultivating values of democracy, inculcation of the spirit of responsibility for others, respect for the worth and dignity of individuals, development of the attitude of tolerance and accommodation, increasing awareness about physical and social phenomena for better interaction and progress. Social Studies Education is a programme of study which has some allocated time on the schools' time table instruction. It is considered as a programme that is a by-product of the society in which it is to be implemented. It is also a programme which emphasizes. Mezieobi, (2008) "concluded that Social Studies is a method of study which a society uses to instill in students the skills, knowledge, attitudes and actions it considers important concerning the relationship human beings have with one another, themselves and their world".

Also, Social Studies has assumed an increasingly important role in Nigerian schools, particularly in the first nine years of the country's education system. Furthermore, Okobia (2007) stated that Social Studies curriculum should help all several students at all levels to develop the ability to adapt to the ever-changing environment. It is clear that the ultimate goal of Social Studies is to cultivate in the learners, good citizenship with full emphasis on the development of reasoning of human

and mind attitude that should enable individual learners to make informed decisions about social and personal matters. More precisely, the Nigerian Educational Research and Development Council (2008) asserted that the basic purpose of lower basic Social Studies is to emphasise the development of responsibility for humanising and socialising the individual child.

In the middle basic classes, Social Studies strengthen these socialising and humanising responsibilities as well as help children to develop certain basic concepts, understanding values, attitude and skills necessary to live in the society. At upper basic level, the subject is designed to promote the spirit of co-operation and patriotism in students and at the tertiary level, it aims at enabling students to find solutions to societal problem around them through research studies. More importantly, Social Studies by understanding human relationships aims at producing citizens with skills, competences, moral values and reasoned judgment to effectively live, interact, inter-relate and contribute positively to the social, political, economic and cultural development of the Nigerian society.

Similarly, Ogundare (2000) affirmed that Social Studies deals with man in his totality; it draws from a variety of sources to relate the individual to social environment, cultivating the right attitudes, abilities and values to help him grow to become a responsible citizen capable of performing his civic and national obligations. In a different view, Ololobou (2007) considered Social Studies as “an organised integrated study of man and his environment both physical and social emphasising on cognition, functional skills and desirable attitudes and action for the purpose of producing an effective citizenry”. In a short, Social Studies Education is “an integrated study of man

as he battles for survival in the environment preparing him for citizenship through the acquisition of useful knowledge and information, skills, values, attitudes and positive actions”.

The problems of the Nigerian society, such as integration, unity, reconstruction and rehabilitation, tribalism, lack of patriotism, corruption, high rate of crime and indecent partisan culture gave rise to the need of solving these problems through the school. Education is considered by the government of Nigeria (National Policy on Education, 2014). Thus, Social Studies Education was introduced and charged with the responsibility of developing in the young the right attitudes towards these societal problems.

In addition, textbooks are printed materials, presented in the form of chapters written on a given subject or subjects. Textbook are information carriers and preserve information, which can be retrieved, for the purpose of learning and teaching. Teachers use textbooks to illustrate and expand subject content and help learners understand difficult concepts. Textbook also help polish learning and ensure that learning occurs/takes place maximally. Textbooks as basic sources of school curriculum serve as spring board for intellectual development of individuals and nations. The positive considerable influence of textbooks on learning makes their recommendation for any subject in schools indispensable. Textbook is a link between the students and the wider world of learning. The influence textbooks has on learners exceed the classroom. The portability, flexibility and cheap price of textbooks, make them more preferred and more advantageous as educational tools (Zegreb, 2003).

Textbooks give information and instruction on a subject. Textbooks are used in schools. Social Studies is one of the main core subjects in junior secondary school. As a result, many textbooks have been written and are being sold to students at level. In the face of a long list of options, the wrong intake of information from bad and substandard textbooks may be injurious and disastrous to the developing mind of the learner. The recommendation and selection of textbooks to be used, should be done after due consideration is given to objectives of learning and teaching. The educational goals of the school and the educational aims of the nation would be greatly threatened if wrong textbooks are been used by students.

The influx of substandard Social Studies textbooks produced in our environment is on the rise. Some textbooks lack quality with reference to topical coverage, study questions, learning activities, chapter summaries, readability, illustration and comprehensibility. Some textbooks in their definitions of certain concepts, leave the students confused. This is because some textbooks carry ambiguous words that flow on and on. The readers or students have to look up the dictionary almost through every line. These textbooks lack the ability to give sample and explanatory definition. This paralyses the students' enthusiasm and kills their spirit to read. It also gives the lazy ones reason why they should not read.

The goal of reading textbook information is learning and when readers fail to use textbook features effectively, their comprehension often consist of bits and pieces. This bits and pieces will make the information scattered without having the information fit together in a coherent meaningful whole. This implies that, any learning that occurs, is

likely to be memorized for short-term conceptualisation, instead of conceptualising it for long term purposes (Nwafor, 2014).

The students/learners need textbooks during the process of learning to augment what has been taught in class or given in notes. This is because what has been taught might not give sufficient information for concrete learning, therefore textbooks is used when studying. At times, there might be “information gap” (insufficient explained concept) which might cause learning to be in ‘bits and pieces’ so the learners would need textbooks to fill the information gap and harmonise the bit and pieces for better conceptualisation. Social Studies is not a subject that can be seen, touched and felt, it is not a science subject with experiments to be tested in the laboratory for results (physical results). It is abstract, it covers a part of an individual’s personal life, the running of a nation, the management of a family and in fact every face of life.

Similarly, textbooks would serve as a research material for the students. One of the steps in a teacher’s instructional strategy of lesson plan preparation, is giving assignment to the student. This keeps the student busy with learning even outside the classroom. The strategy might be that of making the student study ahead of the class, so as to have the previous knowledge of what will be taught. The assignment might therefore not have answers in the notes given by the teacher. This also makes textbooks useful for the students. Some teachers are lazy and will not make comprehensive notes for the students. The notes might be scanty with a “two line definition” and little or no further explanation, types or reasons or characteristics, merits and demerits of the topic, with their point having a line explanation with no simple example to further explain the topic or concept. There would be need for a more comprehensive note. The students with the use of

textbooks can achieve this, by forming simplified self-explanatory notes for themselves. This practice will help students so much when preparing for test or examination. The simplified, comprehensive note will help make learning easier.

Furthermore, textbooks are at the heart of educational enterprise, as they offer students a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience. Textbooks often offer the most concise and straight forward means of providing students with information about the content being studied. When used as one of many sources, they can provide students with background knowledge to build upon when they start examining other documents. Textbooks are often assigned to the vast majority of students in a school, when teachers develop a textbook – based lesson plan.

According to Mahmood and Saeed (2011), the benefits of textbooks are as follows:

- a. It helps for individualised instruction i.e. students can proceed to learn at their own pace with their textbooks.
- b. They help to organise and provide uniformity for class instruction. This is felt by providing a set of common reading experience, suggested activities, reading and questions to be answered etc.
- c. Textbooks aid students to learn how to read better, to weigh evidence and to solve problems.
- d. It is helpful in improving the skills of teachers. This is because many teachers draw their subject matter from textbooks. If textbooks are shallow in scope, then subsequent learning in the classroom will also be shallow. If this assertion is true then, which of the Social Studies Education textbooks is worth referred to as an

instrument for achieving Social Studies objectives? In comparison of these textbooks, there is a difference in the use of language, content and scope, quality of printing, manner of diagrams, accuracy of facts and up to datedness.

Furthermore, many textbooks are designed to align with stated standards of good textbooks. When creating a lesson with the textbook as a source, a teacher can feel comfortable that a highly engaging but time-consuming lesson will help students develop a deeper understanding of what will be asked on standardised tests (Bozimo, 2004). Textbooks provide teachers with numerous primary and secondary sources (graphs, images, letters, maps and so on) that can be used to allow students to work on skills advocated by Social Studies educators and researchers.

In addition, Infrastructure and facilities are learning facilitators that can make teachers and learners feel they are working. Fadeiye (2005) suggested that anything which aids teaching, that is, which helps the learners to learn and the teachers to teach can be referred to as resources and materials. Such resources and materials carry ideal, information, knowledge and messages of the lesson across to the students. He observed that resources and materials are aids to teaching which can be human or animal, animate or inanimate. The smooth functioning of any institution of learning depends largely on the availability and optimum utilisation of these resources essentially as they are used for and to aid education, teachers and teaching of the learners. Readability, is defined by Ziriki (2009) as reading ease, especially as it results from writing style. It is also said to be the reading difficulty level of a textbook in relation to the class for which the textbook is designed. The readability level of a book therefore is one of the factors that determine the understanding of a subject by the student.

According to Ayodele (2009), readability can be used as a rough estimate for placing writing materials in appropriate grade levels. Since reading is crucial to academic success, textbooks, worksheet and examination paper should be readable to learners to make teachers' intent transmittable to the intended learners. How well authors succeed will depend on the readability of the text they produce. An accomplished reader is likely to be bored by unreadable materials, while a poor reader soon becomes discouraged by texts he/she finds too difficult to read fluently. Easy reading helps learning enjoyable, so textbooks should be easy to read. It is for these reasons that this study aimed at assessing the readability level of two secondary school Social Studies textbooks in Oyo state.

In the same vein, Perekeme (2012) asserted that the teacher's first step in helping children in content adequacy is to read content materials to be aware of the difficulty of the textbook assignments they give out to students. Teachers therefore must adjust their expectation for each student according to that student's reading ability, so that no student is assigned work in a book on his or her frustration level, that is, the level at which the material is so difficult that it will immediately be frustrating and the student will be unable to comprehend it. This is because trying to read from a book that is too hard for them can prevent students from learning the content. In addition, if students are forced to try to read a book at the difficulty level, they may develop negative attitude toward the subject, the teacher and even school in general. Hence, students will probably learn best from printed material that is written on their independent levels or the levels at which they read with ease and comprehension. They; can also learn from textbooks written on their instructional levels or the levels at which they read with understanding when given sufficient help by the teacher.

Similarly, teachers who are familiar with a topic can determine the suitability of written material for the pupils. However, Abonyi (2011) claimed that teachers usually under-estimate the difficulty of the text by up to 8 years and added that the more familiar the subject is with the topic, the less likely he/she probably is to see the problem from the pupils' point of view. Therefore, it is recommended that readability be objectively determined using formula and cloze tests.(Nwafor, 2012). It is estimated that there are over two hundred formulas. These are free online computer software tools, activated by simply cut-and-paste technique and they calculate various readability measurements, using formulas which go by different names such as Coleman Liau indices, Flech Kincaid Grade Level, Automated Readability Indices (ARI), and SMOG. The calculations indicate the number of years of education that a person needs to have completed to be able to understand the text easily on the first reading. They also indicate sentences considered complicated due to the amount of words and the syllables in them. The estimated readability by age, called 'reading age', means a reader of that age could just cope with the text (Nwafor, 2012).

Since readability has been identified as an important criterion under which a text can be evaluated, a lot of tests for measuring readability are available. Such tests include Dale and Chall test, flesh test and spache test. Also the cloze procedure which was developed by Taylor is among these tests. Also, cloze procedure, according to Taylor (1953) is a method of intercepting a message from a writer, mutilating its language by deleting its language patterns or parts and so administering it to readers that their attempts to make the patterns whole again potentially yield considerable number of cloze units. The choice of cloze technique was proffered in the present studies because its considered

more sensitive and comprehensive compared to other technique. The researcher thus adopted cloze technique with some slight modification to suit the nature of the present work. However, the researcher did not delete any word in the passages used in this study because it may be the case that such a word had no critical meaning in the passage concerned.

In the same vein, Cloze Procedure, on the other hand, are based on the theory that readers are able to fill the missing words as their reading skills improve. Cloze tests are becoming the object of intensive research with over a thousand studies reported. The word cloze is derived from the word “closure”, a term associated with Gestalt psychologists, who maintain that human behaviour is motivated by the need for wholeness or completeness. Teachers do better regard reading as a meaning-making activity, a principle on which cloze tests are grounded. Based on the discussions so far, this research was proposed to assess content adequacy and readability of two Social Studies textbooks used in junior secondary schools in Oyo State, Nigeria.

Statement of the Problem

Teachers rely on textbooks to set the “parameters of instruction and to impart basic educational content. In schools, students’ work often begins and in some schools ends with the textbook”. Textbooks constitute the base of knowledge, particularly in the third world countries where there is a lingering shortage of qualified teachers and online educational services. Since textbooks are very important in teaching and learning process, they need to be critically assessed to see whether they are meeting the expected goals of the National Policy on Education (FRN, 2008).

Similarly, in Nigeria today, “there are many Social Studies textbooks written by different authors, published and pushed into the market and schools. The point is that these textbooks were never properly assessed by specialists before recommending them for use in schools”. Consequently, the students may find them counterproductive with the devastating consequences of loss of interest and mass failure in Social Studies examinations. There is, therefore an urgent need to assess the content adequacy and readability of Social Studies textbooks in use in our secondary schools, to determine their appropriateness so as to provide the basis and guides for their revision.

Furthermore, in this post-modern world of technological advancement, rapidly changing markets and increasing competition, teachers are faced with new academic and pedagogical challenges. In order to prepare students for the trends, teachers must teach more challenging and extensive subject (contents) in most areas, develop different instructional strategies and reach a wide range of students. Having a high quality curriculum to guide instruction is an important part of meeting these challenges. Therefore, curriculum reforms need to take place in such a way that gaps between the curricular framework and the textbook are bridged and the needs of learners from diverse backgrounds are reflected in curricular and textbooks. Curricula and the textbooks should be more meaningful and relevant to the life experience of the students and should prepare them for real life.

Series of research studies had been carried out within and outside Nigeria to investigate the assessment of the readability of text books. For instance, Abonyi (2011);Fatoba (2015);Nwafor (2014);Umoke (2015); and a several other researchers evaluate the assessment of the readability of textbooks in subjects like Chemistry, Basic

Science, Biology, and Computer Science, respectively. However, the researcher's literature search revealed that few studies were conducted on the assessment of readability of Social Studies. No specific study was found on the assessment of content adequacy and readability of Social Studies textbooks in Oyo State, Nigeria. The present research therefore is an attempt to fill part of the research gaps.

Purpose of the Study

The main purpose of this study was to assess the content adequacy and readability level of recommended Social Studies textbooks in Oyo State, Nigeria. The textbooks are: Macmillan Social Studies JSS 1 – 3, by M. A. Orebanjo, et. al., Macmillan publisher Lagos (2011) and Basic Social Studies for junior secondary schools 1 – 3 by M.O Anikpo, et. al. (2010). Specifically, the study intended to:

Scope of the Study

The area of the study is Oyo state of Nigeria. Oyo State is located within the south west zone of Nigeria. Specifically, the study covered all the six educational zones in Oyo state (Ibadan I Leaf Road, Ibadan II Moniya, Saki, Oyo, Ogbomoso and Eruwa zones). The research work covered the assessment of content adequacy and readability levels of recommended Social Studies textbooks in Oyo State. These textbooks include Macmillan Social Studies for Junior Secondary School by M. A. Orebanjo (2011) and Basic Social Studies for JSS by M Anikpo et al (2010). The reason for the choice of these books primarily is that they are the most widely used textbooks among schools in Oyo State. The study did not aimed at assessing these textbooks as the worst Social Studies education books, but as a limit and scope the study could cover in assessment. Only the 8-point quantitative assessment model by Emerole (2008) was

adopted and used together with cloze test. This helped triangulate relevant data gathered with both instruments.

Operational Definition of Terms

The following terms and variables are defined the way they are used in the study:

Topical Coverage Indices (TCI): Offers an evaluation of how far the content of the textbooks covers the prescribed syllabus.

Learning Activity Indices (LAI): Is an assessment of the degree to which the textbook challenges the learners meaningfully.

Study Question Indices (SQI): Appraisals the extent to which the study questions in the textbook challenges the learners meaningfully.

Illustrations Indices (ILI): Is an assessments of the extent to which illustrations (diagrams, pictures, charts, table graphs, equations, etc.) contained in the book make for better and more meaningful understanding of the ideas being referred to in the textbook.

Chapter Summary Indices (CSI): Provides an evaluation of the extent to which the chapter summaries promote a more permanent understanding of the content of the textbook.

Under-Represented Population Indices (UPI): Evaluate the extent to which the ideas, examples and illustrations that have gender or cultural/ethnic connotations are presented in a neutral or balance form in the textbook.

Readability and Comprehensibility Indices (RCI): Provides the quantitative assessment of readability and comprehensibility of a textbook.

Teacher Perception Rating Indices (TPI): is an evaluation of the extent to which content coverage, illustration, presentation of content, problem solving activities and readability are viewed by teachers.

Significance of the Study

The findings of this study have a number of theoretical and practical significances. The study is considered theoretically significant because the findings add to the existing theoretical knowledge in the area of content adequacy and readability of the recommended Social Studies textbooks.

One of the substantial of the study is that the publishers of two respective Social Studies textbooks examined would be sent the findings of this study, as they concern the use of study question, chapter summary, illustration, learning activities and topical coverage for improving the quality of junior secondary school Social Studies textbooks they publish in their subsequent edition. It is expected that they would become interested in finding solutions to the deficits found in their books.

This study would assist government in assessing the type of Social Studies textbooks available before recommending them for use, bearing in mind the ability and interest of the target audience. For students, this study will expose them to the various uses of textbook. It will also make them aware of various means by which a student can lay his/her hands on a textbook for use (buying, borrowing or lending).

The study is considered significant because it would provide data for determine the suitability of the recommended textbooks in terms of their relative readability. It is expected to benefit Social Studies students by way of helping them select books, which they can read and understand, and so be able to do better in Social Studies lessons. In addition, based on the findings of this study, Social Studies teachers would be able to select better Social Studies textbooks for use in teaching their students. The researcher will provide results of the study to the Ministry of Education, Oyo state, the Oyo state Tescom, students and parents on the right quality of Social Studies textbooks to choose

for Social Studies students. Invariably, the study will reveal the textbooks that are more readable and recommend them for students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Review of relevant literature is a pertinent stage in every thesis. Stridhar (2014) noted that literature review acts as a stepping stone towards achieving the objective of the study at hand and provides as well a solid background for it. Apart from helping to situate the current work in relation to works others have done earlier in the related field, literature review helps to avoid duplication of work often referred to as incidental plagiarism (Kim, 2015). The review of literature in this study covered the following subtopics:

Theoretical review

- The Concept of work, world of work, employment/unemployment
- Securing employment after graduating from the university.
- Graduate employability
- Employability model
- Employability theories

Empirical review

- Youth/graduate unemployment
- Challenges of securing employment after graduation
- Awareness of the challenges of unemployment by graduating students
- Perception of the challenges of unemployment by graduating students
- Attitudes of graduating students toward the challenges of unemployment
- Theoretical Framework.
- Summary of the reviewed related literature.

Theoretical Review

The Concept of work, world of work, employment/unemployment

Work refers to any legitimate activity (apart from begging and similar activities) attracting remuneration. The pursuit of a career is also work. But a footballer may not be said to be working except he receives payments for his engagement(s) thus making him a professional footballer. Smith (1776) defined work as an activity requiring the worker to sacrifice his tranquility, freedom and happiness in return for wages. Smith was however heavily criticized for limiting his view of work to slave labour (Magdoff, 2006). But in the view of Engel (1934), work is central to human existence, it constitutes the prime basic condition for all human existence. Indeed, it was through creative work that mankind created culture and civilization (Applebaum,1992) .

Magdoff (2006) explained that Engel's speculation was that work created man himself in that as man developed bipedal locomotion (walking on two feet), the hand became free to develop and undertake more complex tasks. The specialization of the hand led to work, mastery of nature and exploitation of its comparative environmental advantages. These in turn brought people together which necessitated speech development. Speech thus came with work and further development of the brain.

By the combined function of hands, speech organs and the brain, not only in individuals but also in societies, men became capable of executing more and more complicated operations, and were able to set for themselves higher order of goals. The work of each generation itself became different, more perfect and diversified. Agriculture was added to hunting and cattle raising. Then came spinning, weaving, metal working, pottery and navigation, trade, industry, art and science (Engel 1934 cited in Magdoff 2006).

The world of work has always been in perpetual evolution. From the above, work is seen as a progressive continuum from historical times till date and with all indications will continue to rapidly change with science and technology driving the changes. From the evolutionary

trends of the work world, arose division of labour, separation of people into classes and social organizations, private property ownership, and exchange. These and many more became dominant characteristic of economic life (Magdoff 2006). The world of work (wow) today involves the pursuit of opportunities for productive work that delivers a fair income, security of workplace, social protection, better prospects for personal development and social integration (Ilo, 2012).

The alignment of the world of work in Nigeria with this concept is not far - fetched. Magdoff (2006) reported Engel as saying that when work is not conceived as an imposition but as needful by the individual, it becomes attractive and a delightful experience for the individual to undertake. This leads to the individual's self realization and satisfaction. Among the many importance of work is that; work fetches money and better living, gives social status, provides identity, fulfills dreams and desires. In addition, work provides platforms to utilize the possessed skills, provides a platform for everyday learning, and gives a sense of security. Work makes a person a "better and responsible citizen" (Thompson, 2011; Superdawn, 2013). In Nigeria, not much respect is accorded anybody who does not work. Against this background, the crave for employment by graduating students in Nigeria can be clearly understood.

The world of work has never been static, it has continued to change. No one would have thought of the current shape of the work world some 50 years back (Herman, 1999). Experts have predicted that machines would soon make workers obsolete (Thomson, 2015). This in a way, accounts for the current scarcity of jobs in the country and globally. These evolutionary trends serve as pointers to the impermanent nature of the job market to all and particularly the graduating students. The prevailing situation highlights the

disappearance of jobs that existed some two decades ago. The reality is also that even if a job is secured today based on some specific skills, such skills might soon be obsolete and the job lost to technological advancement.

The theoretical view that work is sacrificing one's peace, freedom and happiness for wages, though strongly criticized, still holds some relevance in the current world of work in Nigeria. It is a view that should galvanize the graduating student into entrepreneurship and self employment instead of looking and wishing for an employer to whom he will surrender his tranquility, peace and freedom as an employee.

The concept of the wow is closely related to the total workforce. A country's workforce comprises of the total number of the country's population employed, plus those not employed who are actively seeking for paying work (businessonlinedictionary.com). The workforce does not include children, (below age 15), those who choose to stay at home not seeking any employment, the invalids and full-time students. Though with slight variations by countries, it does not also include the elderly, aged 65 years and above in Nigeria (NBS, 2016). The unemployed are the people in the workforce bracket who are actually looking for paid jobs and are yet to secure one.

In Nigeria, the fresh university graduate is automatically launched into the workforce after the compulsory one year national service. From here the individual begins to plot his or her way into a means of legitimate livelihood either by being employed or self-employed. Success in this direction places the fresh graduate in the employed divide of the workforce. One can thus conclude that the wow is simply the divide of the workforce that is employed.

Securing employment after graduating from the university

To secure employment after graduating from the university, the individual could be hired in the public or private sector. The graduate could also choose to be self employed. Whether by being hired or by self employment, the bottom line is earning a living within the norms of the society. Securing a well paying job that will guarantee and sustain a comfortable living standard has been the paramount motive for many seeking university education in the first place (Croux, 2013). University education offers graduates more job opportunities to choose from. It is a lifetime-high-income yielding investment that improves individual's quality of life which goes hand in hand with education (Allen, 2007). But all these have been over taken by the current economic downturn which has no preference for degree certificates.

In the current dispensation, graduates leaving universities are entering a very different world from what obtained some three decades back (specifically before the 1980s in Nigeria). The current world is marked with high level of uncertainties, complexities and rapid changes, reflecting the bewildering array of global issues of economic instability, economic meltdown, general recession and youth unemployment including university graduates (Sterling, 2014). By orientation, it is believed that every degree holder in Nigeria must be employed by government (Ogege, 2011). Or at least the government should facilitate their employment. Many graduates are still searching and waiting endlessly for government employment under the illusion that the government owes them a job and a living (Eneji, Mailafia and Weiping, 2013). This concept which is premised on an orientation and notion that do not fit into the present dispensation has kept pushing higher and higher the population of graduates stuck in their effort to enter or find placement in the world.

How much intervention government should impose on economic activities of a state/society has remained unresolved by economic theorists. Hayek (1948) postulated that

markets and market forces alone should dictate all economic decisions. This is the classical liberalism stand point. Classical liberalism theory holds that market forces should reserve the sole mandate to make all economic decisions and dictate the tone of economic activities of the society/state. Through the same source, explanation could be found for the performance or non-performance of the economy per time (Laflamme, 2008). Going by this theory, the current difficulties graduates in Nigeria are facing in securing employment is largely due to overproduction of graduates vis-à-vis available job opportunities (Ashimuneze, 2011; Eneji, Mai-Lafia and Weiping, 2013).

For interventionist liberals led by Keynes (1936), the government could and should intervene in aspects of the economy not adequately addressed by market forces. Keynes believes that fluctuation in economic activities, giving rise to distortions such as; unemployment, inflation and instability in prices and many more could be effectively checked by government intervention. Keynes advocated that increasing investment can similarly increase the volume of employment and reduce unemployment. But this prescribed intervention is often hard to come by in Nigeria because of fiscal indiscipline and corruption, abuse and misuse of state resources resulting in the sustenance of the vicious cycle of unemployment and poverty (Eneji, Mai-Lafia & Weiping 2013).

Neo-classical liberalism dates back to the post second world war era of recession. Keynesian economics and welfare state was too costly for governments to continue to pursue full employment policies (Laflamme 2008). Neoclassical liberalism became the choice of world leaders (America and Britain) as this economic stand point rejected any government intervention in the domestic economy and placed increasing importance on global institutions such as the World Bank and International Monetary Fund (IMF).

The creation and strengthening of these institutions put pressure on regions and developing countries to subscribe to the policies emanating from them (Laflamme, 2008). Neo-classical liberalism emphasizes extensive economic liberalization policies such as; fiscal austerity, deregulation, free trade, reduction in government spending to increase the role of private sector participation in the economy (Wikipedia, 2017). Neo classical liberalism is still very much in place with additional new institution – the world trade organization – to consolidate the system.

Neo-classical liberalism encourages the developing economies (Nigeria inclusive) to buy into its theories/policies of globalised market forces and monetary policies. In addition, developing economies are encouraged to liberalize their economies as fast as possible and to ignore social concerns arising from such implementation. The implication of implementing these economic theories and their policy prescriptions provides explanation for the current climate of the wow in Nigeria. The inability of a huge number of graduates to gain entry into the wow is a serious social concern and the prescription of this theory about social concerns is clear – they are to be ignored (Lanflamme, 2008). The inability of a huge number of graduates to secure entry into the wow in Nigeria could thus be appreciated against this theoretical background.

Graduate employability

The concept of employability refers to an individual's capacity to become and remain attractive in the labour market (Schreuder & Coetzee, 2011). Employability has to do with the capability of the individual to be successful in a wide range of jobs because of the possession of appropriate skills set, interest and other attributes. Employability therefore involves the possession of a set of skills, knowledge, understanding and personal attributes

that make a person more likely to secure employment, keep and grow through it (Paadi, 2014). To be employed or unemployed is largely the function of the employability of the individual, graduate or youth hence the attention accorded employability in this chapter covering some of its models and theories.

Graduate employability is the ability of graduates to secure jobs in the labour market, being equipped with skills required by the employer. Graduate employability is multifaceted and encompasses academic performance, career management skills and labour market awareness (Paadi, 2014). It also involves being career resilient, that is, to possess the ability to adapt to changing circumstances even when the circumstances are not pleasant (Collard, Epperheimer & Saign, 1996). Employability skills usually considered important in most developed economies are; team work, communication, self-management, critical thinking and analytical ability (Jackson, 2013). For developing and transitional economies (like Nigeria), Hargreaves and Shaw (2004) suggested lifelong learning and training as what is most needed. They submitted that education creates the future and lifelong learning promotes and sustains the quality of that future. The concept of lifelong learning Hargreaves and Shaw (2004) added, involves a situation where people have skills, disposition and values to continually access information and build knowledge for the workplace and the overall interest and general goal of the society. It could thus be summarized that lifelong learning implies the possession of knowledge, skills and competences, and the disposition to keep building on them to the interest and advancement of the individual as well as the overall interest of the society.

Graduate employability models

Models in general help to facilitate the understanding of concepts. Knight and Yorke (2004) defined employability as “a set of achievement skills, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations, which benefits them, the workforce, the community and the economy” (p.5). Knight and York went further to develop a four interrelated components of employability titled USEM. USEM is an acronym for:

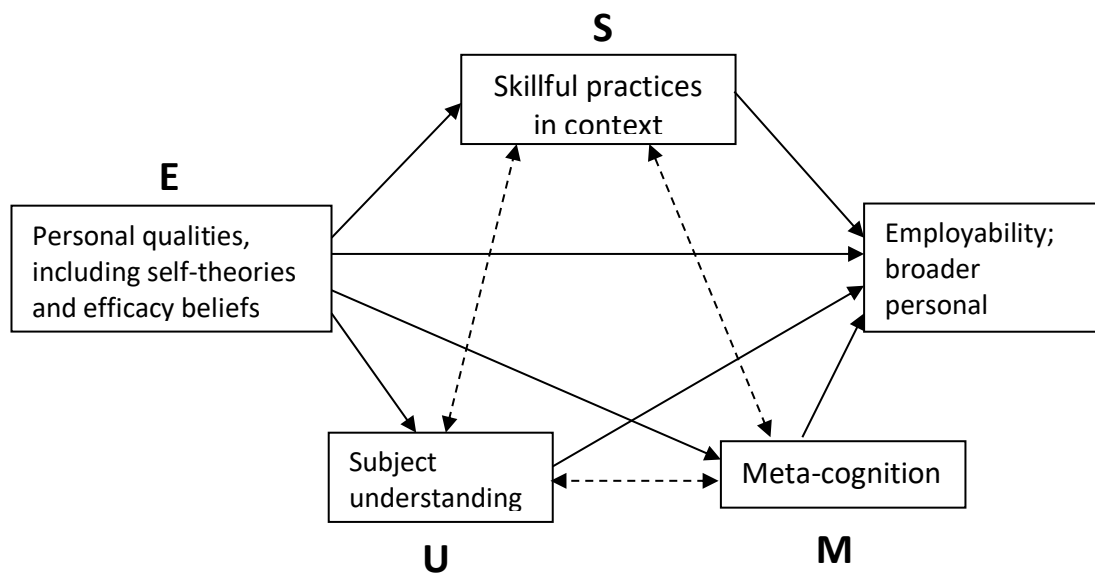
Understanding

Skills

Efficacy, beliefs, and

Metacognition

Figure 1: USEM model of employability.



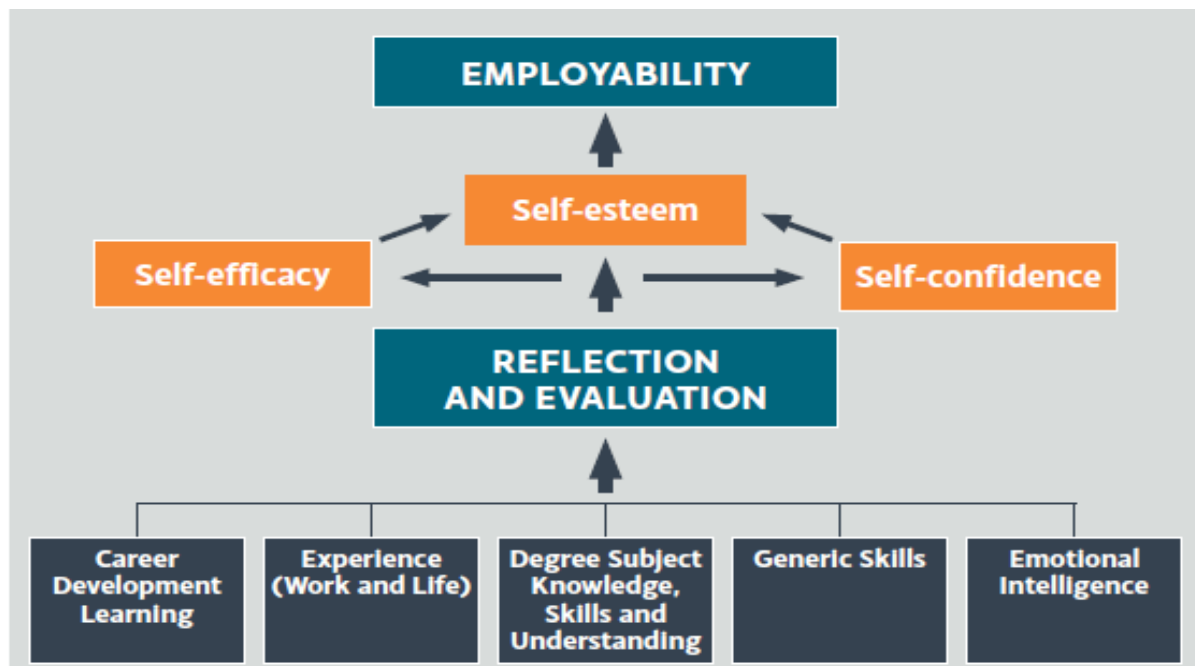
(Source: Cole & Tibby, 2013) The Higher Education Academy.

The USEM model provides a framework for considering how to embed employability into the curriculum taking into account the needs of students, employers and other stakeholders. USEM encourages curricular assessment that develops students' efficacy and metacognition, relating them to subject knowledge and professional skills that are transferable (Cole & Tibby, 2013).

Pool and Sewell (2007) acknowledged the relevance and strength of USEM. They however observed that its clarity is limited to experts in the field. Non-experts e.g. students, parents and (even some employers) could be stuck in grasping its explanation of what

exactly is meant by employability. Pool and Sewell (2007) then came up with career EDGE model of employability.

Figure 2: Career EDGE Model of Graduate Employability.



Source: Cole & Tibby (2013) The Higher Education Academy.

This model is designed to show that each component is vital and if any is missing, it can compromise the graduate's employability. Pool and Sowell (2007) noted that this model offers to all stake holders in the promotion of graduate employability a clear picture of the issues involved. Career development learning is a life-long exercise. Specialized skills of the chosen field must be acquired through experience (through internship). These acquired skills must be accompanied with generic skills and emotional intelligence to produce self efficacy, self confidence and self esteem, culminating in employability. Employability rating will however be determined by how much of these components the graduate possesses

DOT employability model

This employability model was developed by Law and Watts (1977)

Decision learning

- Decision learning skills

Opportunity awareness

- Know what opportunities exist and their requirements

Transition learning

- Including job searching and self presenting skills

Self awareness

- In terms of interests, ability and values.

DOT's employability model (Watts, 2006)

This model comprises of four major components of employability identified by Law and Watts (1977) as follows.

- Decision learning
- Transition learning
- Opportunity awareness
- Self awareness

With special skills to learn under each component as shown above the model is easy to adopt. Career development learning (though a life-long exercise) can also be facilitated when the components of this model are adopted.

Employability Theories

Consensus theory

The concept of graduate employability in Nigeria can further be appreciated against the background of consensus theory of Brown, Hesketh & William (2003). The emphasis of the theory is on what social groups or subgroups have in common in terms of social norms, cultural values and beliefs. In this case graduate employability is the common concern. The common ground here is that graduate employability deficit is a reflection of the shortcoming of higher education system in Nigeria amongst other factors. The Nigerian national policy for education assigns the role of training high level manpower to the universities to facilitate the economic and over all development of the country. But in about the past three decades, graduate unemployment has continued to rise by the year while the universities appear helpless about it and kept graduating more and more students every year (Ogege, 2011; Ashimueze, 2011; Kolawole, 2012; Nwokuwu, 2013).

Consensus theory assumes that Nigerian universities are running obsolete pedagogy, completely out of tune with the realities of the current developmental needs of the country and the labour market demands (Elegbede and Shadare, 2012). The theory in addition, assumes that the employability deficit of the Nigerian graduate is rooted in poor government funding of universities, poor skill acquisition, weak industrial support and corruption (Elegbede, 2012; Irmeli, 2013; Nwokuwu, 2013). With a holistic view at the Nigerian education system, consensus theory blames the problem of graduate employability challenges on the government, the universities, employers and the graduates themselves for each party not doing enough to halt or reverse the trend (Godwin & Johnson, 2012). One can therefore conclude that, to a large extent, the massive current graduate and youth unemployment figure in Nigeria could be ascribed to the interplay of all these factors with varying degree of influence.

Conflict Theory

The problem of graduate unemployment in Nigeria is a serious concern to all (Eneji, Mai-Lafia & Weiping, 2013; Akande, 2014). Conflict theory traceable to Karl Marx (economic conflict) and Max Weber (power conflict), provides a clear picture of this national concern. Marx believes that a society (state) is always in perpetual conflict because of competition between the component socio-economic, political and other similar interest groups (Brown, Hesketh & William 2003). The theory has often been used in explaining a wide range of social phenomena, including conflicts among groups. Conflict theories emphasize the importance of interests over norms and values. The way in which those interests are pursued generates different types of conflicts.

The phenomenon of graduate employability in Nigeria involves the role of different groups, namely the government, employers, the academia, employees (the graduates) and other peripheral groups with varying stakes and influences. The Scenario of the labour market in Nigeria at present is that graduates complain of unemployment. Employers on their part, argue that graduates are poorly prepared for work. The employers complain that a university degree certificate is no longer a guarantee for good communication skills or technical competence. As a result university graduates are commonly viewed as 'half-baked' (Dobalen, Oni & Adekola, 2000). The conflict here is that graduates see themselves as ready for work but employers see them as highly unprepared.

Employability is multifaceted (Paadi, 2014) and so also are its conflict grounds. There is the academia versus employers' conflict. The employers feel that the universities have not been giving adequate specific and generic skills training to their students to make them employable. Conflict theory argues that employer should take responsibility of providing

work place training for the graduates they employ and not to expect the university to provide all skills needed, even the skills specific to a particular firm.

Another area of conflict is the demand for experience by employers whereas the fresh graduate needs the employment to acquire experience. Similarly, in the area of skills acquisition, there is a conflict in what skills students think are relevant in enhancing their employability. The skills students focus on are at variance with what the employers demand (Brentley preparedness studies, 2014).

Search theory

Terry (1998) search theory also provides another picture of the concept of graduate employability in Nigeria. The summary of the search theory is that while graduates are involved in searching for a good job, the firms or employers are also involved in searching for competent workers. This exercise probably accounts for the common scenario of strenuous screenings and multiple layers of interview of graduate applicants for job placement in the Nigerian current labour market. Although the theory is tagged unemployment search theory, it becomes relevant in understanding employability concept because ability to search skillfully is one of the components of employability (Watts 2006). For a successful search for employment within a reasonable time limit, the graduating student requires an appropriate blend of all the components of employability including emotional intelligence and resilience.

Empirical Review

Graduate Unemployment /Youth unemployment

Generally the term employment refers to people in who are engaged in some form of remunerated work while unemployment refers to those who are actively seeking paid jobs but are unable to secure one. Unemployment is a major challenge of fresh graduates world over. Hanapi and Nordin (2013) examined the phenomenon of graduate unemployment in Malaysia. They noted that in 2009, graduate unemployment figure stood at 3.7 percent. The researchers were quick to add that this figure, though low, when compared with countries like the USA and other countries in Europe, it is however not an issue to be neglected.

Citing some official state sources, Hanapi and Nordin (2013) put the 2005 graduate unemployment figure at 59,000 and the figure of others who worked in fields that do not match their higher educational qualification at 30,000. Graduate unemployment in Malaysia according to the researchers is due largely to the weak quality of the graduates. They reported that the graduates do not have suitable skills and qualifications which meet the needs of the industries. Based on records of job vacancies and job placements in Malaysia in 2012, job vacancies kept increasing from year to year, showing that graduate unemployment in that circumstance was not due to lack of job opportunities but due largely to low quality of graduates (Hanapi & Nordin, 2013).

In Zimbabwe, Mafumbate, Gondo and Mutekwe (2014) investigated graduate employment challenges, using Zimbabwe Open University as a case study. The researchers found out that many graduates who undertook studies in higher education, anticipating employment in their field of specialization were disappointed as most employers were hesitant to employ highly qualified persons particularly with the economy still in depression. Many graduates end up taking any job they can find. The research also revealed that there was a mismatch in what the Universities produce and what the employers need or are demanding. Using a mix method of qualitative and quantitative research, Mafumbate,

Gondo and Mutekwe (2014) reported that 30 percent of their respondents found suitable jobs in their area of specialization. 50 percent got jobs below their academic qualification, while 20% were still job searching. The study also reported that graduate unemployment in Zimbabwe is due mainly to limited job opportunities in specialized fields.

Elegbede and Shadare (2012) investigated graduate unemployment in Nigeria and noted that graduate unemployment in Nigeria was unknown before the late seventies. According to them, if there was anything as graduate unemployment in the country before 1972, it was presumably very minute and not due to lack of employment slots but due mainly to slow bureaucratic machinery for processing application for employment. They observed that at that time, there was a serious shortage of medical doctors, graduate teachers and Engineers although agriculture graduates were underutilized. The semblance of graduate unemployment began to rear its head only in the late seventies in Nigeria.

In their study which relied on both primary and secondary sources, Elegbede and Shadare (2012) enumerated the causes of graduate unemployment in Nigeria as; general economic recession, faulty government approach in addressing the recession, government's faulty manpower planning and expansion of educational facilities that unduly raised the expectations of Nigerian youths, the introduction of the National Youth Service Corps (NYSC) scheme, imposition of a national minimum wage, unionism collective bargaining, use of capital intensive technology, graduate attitude to certain job and certain locations as well as rural urban migration. Elegbede and Shadare also identified that lack of necessary training for employment readiness has also contributed substantially to graduate unemployment in Nigeria in addition to lack of reliable data on which to base human resource and developmental planning. As these challenges keep lingering unresolved, graduate unemployment and general youth unemployment with their ripple effects kept mounting they concluded.

Ogunlusi (2015) in an in-depth look at unemployment/employment statistics in Nigeria noted that reliable data on the country's population is often hard to secure and that calculations based on unreliable data will also produce unreliable results. The National Bureau of Statistics (NBS) puts the unemployment figure in Nigeria at 7.5 percent as at the end of the first quarter of 2015. This figure according to Ogunlusi has been sharply criticised by many observers who believe it does not tally with the observable reality in the country. Some describe it as an unserious approach to deal with a national problem such as unemployment. To some other critics, the figure must have been a typographical error mistaking 7.5 for 75 percent.

The validity of this unemployment figure may remain questionable and contestable until the method of gathering the data used is assessed to determine how credible. Ogunlusi (2015) explained that the population considered for employment often described as the "economically active" segment of a population is made up of people between 15 and 64 years of age who are available for, and are actively seeking for employment. People who choose to stay at home, full-time students, the sick and invalid persons are not counted as unemployed. Ogunlusi explained further that the number of hours of work per week determines whether one is in full-time employment or not. The International Labour Organization (ILO) puts the benchmark at one hour a week. In other words if an individual in the economically active bracket works for at least one hour a week, he or she cannot be classified as unemployed. South Africa and Zimbabwe adopted the formula in calculating unemployment figures in (Ogunlusi, 2015).

In Nigeria a benchmark of 40 hours a week was adopted in 2001 by the National consultative committee on statistics. Since then only people who have worked up to 40

hours a week (the week preceding the survey) are counted as employed by the Nigerian standard. However the NBS, in September 2014, reviewed this benchmark in tune with the prevailing realities in the country (Ogunlusi, 2015).

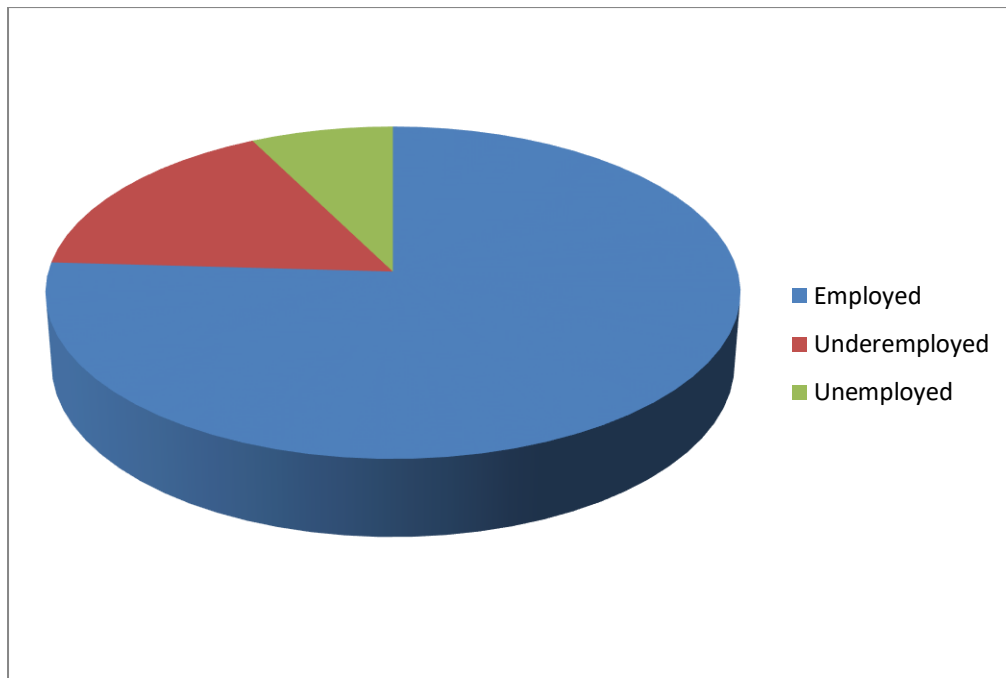
With due consultation, the review fixed a new benchmark at 20 hours work per week to measure employment/unemployment in Nigeria. Applying this new approach, in the first quarter of 2015, as shown in table 4, 75 percent of the population of the country's work force representing 55.7 million people, were employed. About 12.2 million of the people, representing 16.6 percent were underemployed, while only 7.5 percent of the work force is unemployed (Ogunlusi, 2015).

Table 4: Percentage of Employed, Underemployed and Unemployed People in Nigeria first quarter 2015

Employed	Underemployed	Unemployed
75.9%	16.6%	7.5%

Source: Ogunlusi (2015)

Figure 3: Employed, unemployed and underemployed population in Nigeria first quarter 2015



Source: Derived from Ogunlusi (2015)

In summary, Ogunlusi (2015) concluded that Nigerians are working but not necessarily in the formal or high productive job sectors. Just as in many other developing nations most Nigerians cannot afford to be completely unemployed. The World Bank, according to Ogunlusi, remarked in its 2014 country Economic report that “those without good productivity employment, engage in various low productivity and low paying tasks for survival”. This implies that the real problem is underemployment and not unemployment. Going by this, it is unlikely to have a Nigerian graduate sitting at home doing absolutely nothing. He or she will offer to conduct tutorials for secondary school students, sell recharge cards or similar merchandise, engage in “Okada” business, just anything provided it is legitimate, including being an airport tout (Ogunlusi 2015). Whatever the analysis may look like, with the attendant arguments and divergent views, what is obvious is that graduate

and youth unemployment though a worldwide phenomenon, remains a chronic problem in Nigeria.

In an effort to trace the root of graduate unemployment in Nigeria, Adebayo (2013) observed that following government deregulation of education in Nigeria there was a sharp rise in the number of educational institutions in the country. Adebayo observed further that this aggressive creation of more private and public funded institutions has not been matched with commensurate job creation strategy for graduates of these institutions. As tertiary institutions / universities turn out grew in geometric progression, job creation and the economy in general remained static and in some cases went into decline (Adebayo 2013; Ajufo, 2013). In 1986/87 graduate turnout in Nigeria was 73,339; it rose to 431,016 in 1996/97. In 2009 about 4.5 million graduates of tertiary institutions entered into the labour market without any hope of securing employment (Adebayo, 2013). In 2014, about 8.6 million graduates were released into the labour market (Akande, 2014).

Akinyemi, Ofem and Ikuenomore (2012) investigated graduate unemployment in Nigeria with specific focus on the mismatch between the knowledge and skills graduates are equipped with and the skills demanded by employers for the available jobs. The study revealed that this mismatch is the major cause of graduate unemployment in Nigeria. The study reported that in 2003, graduate unemployment figure was 25.6 percent. This rose to 40.3 in March 2009. The reported 2003 figure agrees with Debalen, Oni and Adekola (2000) who had earlier put graduate unemployment figure in Nigeria at about 25 percent. Dabalén, Oni and Adekola (2000) was based on the analysis of available labour statistics. They also interviewed 55 public enterprises, private firms, professional associations and

non-governmental organizations. Their findings show in addition that the managers surveyed were of the consensus that:

- University graduates were poorly trained and unproductive on the job
- Graduate skills had drastically deteriorated over the past decade.
- Short-coming were particularly severe in oral and written communication as well as in applied technical skills.

But Ashimueze (2011) defers on graduate unemployment figure of 40.3 percent, arguing that going by available records, not more than 10 percent of graduates secured any graduate level jobs in 2009 and 2010. In other words over 80% of fresh graduates were unemployed. One can deduce from these figures that the country is in dire need of reliable data source especially as regards her population and its component groups. The fact however remains incontrovertible that graduate and youth unemployment figures are enormous.

Transition from the university into employment is a herculean task. The observable trend seems to suggest that graduates are often poorly prepared for their navigation into the work world resulting in a huge number of Nigerian university graduates roaming the streets searching for job placements that have perpetually remain elusive (Ajiboye, Oyebanji & Awoniyi, 2013). The situation is further compounded as most of these graduate job seekers do not possess the skills needed for the available jobs. Against this background, Ajiboye, Oyebanji and Awoniyi (2013) undertook an investigation into the perception of university lecturers on the influence of various fields of study on the employability of graduates. Engaging a sample of 60 lecturers from five faculties in University of Ilorin, the researchers found out that; in the perception of university lecturers, higher education positively

influence employability of the recipients. The degree of influence however varies across different fields of study. The study shows that science and technology field has the strongest influence on employability, followed by agriculture. A total number of seven fields of study were considered. Law had the least employability influence according to the findings.

Earlier, Adeyemo, Ogunleye, Oke and Adenle (2010) conducted a survey of factors determining the employability of science and technology graduates of polytechnics and universities in Nigerian labour market. Their findings show that science and technology graduates also suffer from the current general graduate unemployment. The study revealed however about 75 percent of job placements were influenced by the field of study/specialization showing a strong consonance with Ajiboye, Oyebanji and Awoniyi (2013). The study also revealed that about 54 percent of job placements were influenced by the reputation of the institution attended.

Adeyemo et al (2010) reported that up to 48 percent of first job placements were secured through the various institutions' management boards, while 45 percent got their first jobs through personal connections. Only about 8 percent of the respondents got their first employment by applying in response to advertised vacancies. The study reported that employers surveyed, assessed science graduates as negligent, careless and aversive to work. This attitude the research report noted, negates the general approach of the scientist to work. This attitudinal disposition could also have influenced to some extent, the very stringent measures introduced into recruitment processes by employers in Nigeria.

In a study conducted to find out the employability of Nigerian universities' outputs in the labour market in South-South geopolitical zone of Nigeria, Effiong and Agboola (2014) used a sample of 1,200 respondents evenly drawn from public and private universities in the

zone (600 each from public, and private universities). Based on the response of the employers of these graduates, the study found out that, the employability of these university graduates was below average. The ratings were similar irrespective of gender, or the possession of first or second degree. The study also discovered that there was no significant difference in the employability of the products of public and private universities in Nigeria. The researchers concluded that generally, Nigerian universities' outputs are not employable.

Edinyang, Odey and Gimba (2015) also investigated graduate unemployment in Nigeria. The researchers noted that graduate unemployment in Nigeria is born out of graduates' employability problem - A situation where graduates even with good grades are not suitable for immediate employment after graduation. The summary of the findings of Edinyang, Odey and Gimba (2015) was that:

- Employers complain of lack of requisite skills needed for available jobs - a consensus with Dabalén, Oni and Adekola (2000).
- Employability of Nigerian graduates is significantly influenced by academic discipline. This agreed with Adeyemo et al, 2010; Ajiboye, Oyebanji and Awoniyi (2013).
- Academic grade has no place in employability. This was in consonance with Effiong and Agboola (2014) and Adeyemo et al (2010) who reported that academic grade had only 3 percent influence on the employability of science students.

Ogege (2011) undertook a study of education and the paradox of graduate unemployment in Nigeria. The study noted that university education is universally the highest level of education and has the responsibility of equipping undergraduates with relevant knowledge

and skills for high level manpower. This knowledge and intellectual skills are critical determinants of the economic growth and advancement of any society hence the importance attached to university education and its subsequent expansion in Nigeria. It is a paradox however that in spite of global expansion and growth in labour and productivity, Nigeria and other developing countries are experiencing unemployment. This is particularly disturbing as many of the employment seekers include many university degree holders (Ogege, 2011). But Tomlison (2012) shows that even the developed economies are experiencing graduate unemployment. Graduate unemployment may be an enormous challenge to Nigeria as a nation, it is nonetheless a global problem.

The Challenges of entering into the world of work after Graduation

Graduating from the university is a major milestone of success in a student's academic journey. While entering into the world of work implies securing paid work/employment on graduating from the university. This is the desired progression sequence by virtually all undergraduates. But *universityparent.com* (2013) observed that soon after the graduation ceremonies, the fresh graduate is confronted with the challenge of making multiple life decisions such as where to live. It has to be decided whether to live alone or with parents, relatives in specific locations in the same town as the alma-mater, or other cities targeted for job search. These are however life decisions that could be nerve-racking (Chris, 2009). The fear of making a wrong decision is often very strong amongst fresh graduates. This leaves a good number of them shying away from making any decision at all about their career and future resulting in them taking no steps. Jacky (2014) in a

survey of 390 students, found that 72.5 percent of the respondents were afraid of making wrong choices in life after graduation.

To go for further studies, or to look for work has also been identified as a serious decision problem fresh graduates face (*Universityparent.com* 2013; Jacky, 2014). Most fresh graduates opt for graduate school mainly to avoid immediate entry into the current chaotic labour market (Farrell, 2010; *Universityparent.com*, 2013). In Nigeria for similar reasons, graduating students go into the one year National Youth Service with high enthusiasm knowing for sure that their entry into the labour market is put forward by another one year. Even medical students are reported to share the same fear of immediate entry into the labour market. Some are reported to even unofficially repeat the one year housemanship (Kesh, 2016).

The basic assumption is that the school world prepares students for the “real world” and that the real world is the world of work (Farrell, 2010; Teague, 2013; Wikiteam, 2014). Kiprono (2014), addressing Kenya graduating students said, we have been told to go to school so that we can be employed. But that is not the case anymore. The International Labour Organization (ILO, 2012) reported a substantial rise in global youth unemployment especially those in the age 18-24 bracket. A good number of university graduates belong to this age bracket. Saulsbury (2012) described the current American labour market as a notorious one. Gardener (2008) said the labour market (talking about the American situation) can only be defined as robust and chaotic. Vertreace (2009) summarized it as a nightmare economy while Hedges (2012) concluded that securing employment is an uphill task, and added that getting into the work is one of the biggest life challenges the graduating student has.

Dickinson (2012) observed that the current American economic condition into which young graduates are launched is scary. He noted that a future that looked so promising some years back had dimmed for most of the 1.7 million graduates set to be launched that year into the ruthless competition of a globalised world. Extending his observation beyond America, Dickinson noted that youth unemployment around the world has assumed an alarming dimension. The 'Arab spring' began with an unemployed Tunisian University graduate fruit vendor who set himself ablaze in late 2010 in protest against police harassment (Dickinson, 2012). Jobless youths in both rich and poor nations pose the greatest threat to domestic tranquility Dickinson added, and went further to point out that: in Britain, 1 out of every 5 youths aged 16-24 years is unemployed; in Italy 3 out of every 10 people aged 15-24 years have no jobs. In Greece the unemployment rate is 48 percent, while half of the eligible young people cannot find jobs. Dickinson noted further that in poor nations, youth unemployment statistics is more shocking because there is often no policy measure in place to mitigate the pain, yet birth rate keeps increasing.

Also focusing on employment, Ray (2010) observed that the whole process of recruiting and job hunting has changed because of the nature of the economy which is now characterized by impermanence. Ray noted that of the top 100 companies in 1900, only 16 were left in business by year 2000, and even fewer today. About 75 percent of viable companies in 1955 that could be classified as 'Blue chips' on the stock exchange list by today's standard had disappeared totally by year 2005. Over 90 percent of all new job creation is currently done by small business and entrepreneurs. These facts Ray concluded, have very serious significant negative impact on job hunting. Securing employment in the prevailing circumstance is a fierce competition, described by Petkovic (2009) as a "dog-eat-

dog” job search environment, which makes transition from school into the work an uphill battle.

Cassidy (2014) reported that around 18,500 United Kingdom (UK) and European Union (EU) full-time university graduates were assumed to be unemployed after completing their first degree in the 2012/13 academic year, while several thousands more took up primary jobs such as cleaners, shelf-stackers, office juniors, hospital porters, waiters, bartenders, road sweepers, window cleaners and many more. According to Cassidy, available data from Higher Education Statistics Agency (HESA) show that Arts and humanities graduates were more likely to be involved in such elementary occupations than those who studied sciences.

Millar (2014) however had a contrary view. Millar’s argument was hinged on the study conducted by U.S. Commerce Department which found out that only 25 percent of the 15 million people who have Science, Technology, Engineering and Mathematics (STEM) degrees work in STEM jobs. The report added that less than 58 percent of all the people working in STEM fields hold STEM degrees. Based on this report, Millar deduced that at least in the USA one does not necessarily need a STEM degree for a STEM job. And if one has one, it will not guarantee a job in the field of STEM. Matthew (2005) noted that the harsh reality of life after graduation was such that one out of three students who start work when they finished their degree, end up in non-graduate jobs. Matthew reported that a research by HESA confirmed that the feeling amongst many students is that they were being compelled to take jobs which had little or nothing to do with their courses.

Similarly, Guise (2014) noted that in year 2011, 53.6 percent of University graduates under age 25 years were out of work or unemployed in USA. 48 percent of those employed,

secured their employment in job areas that require less than a University degree in terms of qualification. Guise added that the number of University graduates that ended up working in retail and hospitality outfits was six times higher than initially envisaged. This employment scenario rules out completely the applicability of the area of specialization of the young graduate except in a few specialized areas like medicine and engineering.

Owusu (2014) observed that the problem of unemployment in Ghana among University graduates and other tertiary institutions has reached a breaking point. The various public and private Universities turn out thousands of graduates each year who are unable to find job placements, to the consequence that most of the graduates become deeply frustrated that the graduate job market is choked or that the course they studied is not in tune with employers' requirements. Owusu summed up the situation as a hopeless one for the fresh graduate. However University graduates and graduates from other equivalent tertiary institutions in Ghana who are yet to find job placement have closed ranks and formed the unemployed Graduates Association of Ghana (UGAG). The figure of unemployed graduates in Ghana is estimated at 600,000 (Owusu, 2014).

Unemployment constitutes the major challenge of graduating students in Nigeria though a global phenomenon. Chilee (2012) investigated unemployment and the problem of the Nigerian graduate. Relying on data from National Manpower Board and Federal Bureau of Statistics, Chilee reported that only about 10 percent of university and other tertiary institutions released annually into the labour market were able to secure paid employment in the period under observation. This agrees with Kolawole (2012) that not more than 10 percent of university graduates were able to secure employment in 2008 and 2009. But that

the rate of graduate unemployment in Nigeria is estimated at 25 percent according to Chilee's source may still require further verification.

Graduate unemployment in Nigeria is very disturbing and confusing, while unemployed graduates complain of lack of jobs, most employers complain of graduates' lack of employable skills, explaining that graduates are poorly prepared and thus unsuitable for employment. Employers complain that today's graduates are poorly trained and their requisite skills have deteriorated greatly making them unproductive on the job (Chilee, 2012). Employers claim further that, the incompetence of fresh graduates becomes annoying where they manifest in severe shortcomings in verbal /written communication or in applied technical skills. They said in many cases, they (the employers) organize remedial courses for new employees. This measure they said increases the company's operating cost and reduces their profitability and competitiveness, hence they prefer to source for experienced and suitable hands even where it requires sourcing them from outside the country. Added to this is the fact that companies fear losing any employee they have trained and so prefer a prospective employee who is already trained at entry point (Chilee, 2012). Graduates today do not often seek to practice what they studied because in most cases, they do not meet the professional requirements. They therefore accept any offer they can find provided a form of remuneration is attached Chilee added.

Imeli (2013) opined that the causes of graduate unemployment in Nigeria are substantially the product of the consequences of government inadequate effort in the area of policy and programmes targeted at achieving sustainable, inclusive economic growth and full employment. Imeli added that many of the other causes of graduate unemployment in the country as enumerated by Elegbede and Shadare (2012) are actually symptoms of an

ageing and declining system of Education that is inconsistent and unable to pace-up with the current realities. The purpose of university education in Nigeria had been to produce graduates for government ministries, parastatals and other agencies/departments. Little or nothing is in place concerning the production of graduates for the private sector, entrepreneurship and self employment. Preparing graduates for public jobs alone is faulty, especially in the 21st century economic setting. Our educational system is too rigid and too resistant to change Imeli observed.

Imeli (2013) asserted further that, the blame for graduate unemployment in Nigeria is not limited to the government and the university system alone. Graduates themselves are similarly implicated in the unemployment saga as they fail to take responsibility for their learning and self development when the government and the university fail in their own duties/expectations. This opinion is logical especially if the reasoning is for the graduate not to lose out completely. It is equally logical however, to say that if the graduates had enough clues for personal self development, they probably would not have enrolled in any university to expend time, money and energy in pursuit of the same target they already know how to reach. Graduate unemployment in Nigeria is a nebulous issue with adverse effects on a very sizeable number of families nationwide. The flurry of opinions, views and comments cannot therefore be less divergent and contentious.

Describing youth unemployment in Nigeria as a chronic problem, Nwoku (2013) like Ogege (2011) and Kolawole (2012) noted that every year, thousands of graduates are turned out of our universities without any prospect of employment. Nwoku noted further that the streets are littered with youth hawkers who ordinarily should have found gainful employment in some enterprises or be demonstrating their resourcefulness and skills if the appropriate enabling environment is provided. To make ends meet, many university

graduates now engage in commercial motor cycle riding while many others subsist as news paper vendors, photographers, and such similar trades (personal encounter). Nwokuwu acknowledged this trend as he remarked that given the insufficient job opportunities in the formal sector, young people in the country, (graduates inclusive) are forced to engage in one form of casual work or the other, leading to massive underemployment.

Even though reliable data on Nigeria's population, employment and unemployment are hard to come by, Nwokuwu (2013), Imeli (2014), and Ogunlusi (2015) put youth unemployment figure in Nigeria at about 64 million and underemployment at 1.6 million. They identified the major causes of graduate unemployment in Nigeria as the consequence of outdated school curricula and lack of employable skills. Nwokuwu reported that some observers and critics have argued that as far as the formal sector is concern, the average Nigerian graduate is not employable because he or she does not possess the skills needed by employers in the sector. The argument extends further that the course content of most tertiary institutions in Nigeria, lack entrepreneurial components that could enable graduates become job creators rather than job seekers.

Apart from aligning with this view point, Nwokuwu (2013) added that graduate unemployment in Nigeria is also largely due to corruption that has crept into our education system whereby many university graduates now parade certificates they cannot defend. Nwokuwu noted that corruption has permeated the entire social structure of Nigeria and has robbed the country of developing a vibrant economic base. Consequently, there is no vibrant manufacturing sector which has the capacity to absorb unemployed graduates or unemployed youths in general. Even as corruption seems the biggest problem in Nigeria, affecting almost every segment of the society including university education, other factors

such as weak industrial support, graduate laziness, poor skill acquisition and very poor funding of education all fuel graduate unemployment in Nigeria (Uzochukwu 2015).

Emphasising the phenomenon of poor funding, Okon (2014), Uzochukwu (2015) and Abah (2015) noted that while UNESCO recommends 26 percent of national budgetary allocation to education to quicken development, Nigeria's expenditure on Education over the years has always been less than 10 percent whereas our neighbouring country like Ghana commits 27 percent of her national budget to her education sector (Okon, 2014). Some other African countries like South Africa, Botswana, Tanzania, Malawi and Tunisia have similarly surpassed the limit recommended by UNESCO in their budgetary allocation for Education (Abah, 2015). Consequently only very little could be given in terms of quality of attention in all levels of education in Nigeria.

It is pertinent to add here that budgetary allocation is one thing while it is completely another issue if the said meager amount budgeted ever got to the institutions they were meant for as a result of weak monitoring and endemic corruption in the country, If there had been effective monitoring, and direct application of the funds for the purpose for which they were meant whether 26 percent or not, the sector would have fared better (Abah, 2015).

Awareness and Perception

Awareness and perception are two closely related constructs that tend to overlap when being defined. Some see the constructs as two sides of the same coin. However there are still some basic differences between the two. While awareness implies having the knowledge of the existence of a thing, situation or any phenomena at all, perception

involves the assessment, judgment or evaluation of the situation, thing or the phenomena based on one's knowledge of it.

Though constructs are generally difficult to define, Reinhardt, Mletzko, Sloep and Drachsler (2015) defined awareness as the cognitive ability of a person to discern, decipher and judge a given phenomenon with reference to the background knowledge about the object and situation of the phenomenon in question. Poole (2016) defined perception as how your awareness is shaped and how you feel it in your mind's eye. A similar definition says perception is the mind's way of understanding events within consciousness (Cosmar, 2016). Points of overlap could be noticed in the above definitions. Situation awareness theory and Huemer's theory of perception depict the inter-relatedness and the salient distinction between perception and awareness.

Situation awareness was identified during the World War I by Oswald Boelke who realized the importance of gaining awareness of the enemy before the enemy gains a similar awareness of you (Santon, Chambers & Piggott, 2001). The theory points out that for people to maintain an adequate awareness about a system/phenomenon, the development of events within and around the phenomenon must be tracked as they unfold. Situation awareness as explained by the theory is the appropriate awareness of a situation or event.

Awareness implies to directly know and perceive, feel or take cognizance of events. In other words, it is a state of being conscious of something (Wikipedia, 2017). This definition shows the inter-relatedness between awareness and perception. Huemer's theory of perception suggests that perception is directed awareness of external reality leading to the knowledge of that reality without inference to previous experience or knowledge (Idiegbonyon-ose, Nkiko & Osinulu (2016). This has however come under strong criticism

because it implies that perception (the interpretation/ evaluation) of the object of awareness should be “mind-independent” (Crane, 2005).

Egbule (2009) described perception as the ability of the individual to learn about his surrounding through his sense organs, and that what the individual perceives depends on the previous experience and what the present needs and wishes are as he or she faces the situation. It follows therefore, that it is the perception the graduating student develops about the challenges of his new status that leads to rational thinking and understanding of the situation and how to forge ahead. Perception, Egbule added, is a very critical factor in the process of problem solving and very significant in the development of imaginative thinking and reasoning. It is the emotional force which helps in building our motivational tendencies to deal with challenges instead of giving up and resorting to some forms of psychological defensiveness. It is therefore ideal to find out the perception graduating students have about the wow as they prepare to commence their transition into it. Their perception no doubt will often influence their attitude and the eventual outcome of the transition process, which as Moon (2009) noted could range from smooth, to rough or somewhere in – between.

Perception of graduating students about the challenges of youth unemployment

Tomlinson (2012) investigated students and graduate perception and approach to future employment and employability in the United Kingdom. The study revealed that in the past, undergraduates were perceived as potential key players in the drive towards all round advancement of their nation and therefore demand sound skill-sets and advanced technical knowledge. They were seen as well preserved core of technocrats, professionals and managers. This recognition Tomlinson reported, has been lost due to the inter-play of

massive expansion of higher educational institutions, massive production of graduates, and massive contraction of available jobs as a result of technological advancement and globalization. The perception students now have, based on the current economic reality is that; the labour market engenders high risks and uncertainties. They perceive the labour market as a hazardous process that requires astute planning, sound preparation and foresight as graduating with relevant credentials no longer guarantee graduate level job (Tomlinson, 2012).

The labour market is highly competitive. Graduating students must package themselves well, equipped with not only academic credentials but also with personal and inter-personal behavioural attributes if they desire to make it into the WOW (Tomlinson, 2012). In addition, the study noted that the perception of students about their employability is subjective. It is often the product of their self concept. Tomlinson concluded that the fact that students show interest in life-long learning indicates that they perceive employability as a life-long exercise.

Accepting that the real world is the world of work, Tomlinson (2008) undertook an investigation involving 53 final year undergraduate students to examine the way higher education students perceive the role of their credentials in relation to their future employability. The finding revealed that students perceived their academic qualifications as having a declining role in shaping their employment outcomes. They also perceived that the graduate labour market is congested and very competitive. While academic credentials are still seen as relevant in their employability, students see a compelling need for additional impetus. Moreau and Leathwood (2007) had noted in employability discourse that the general assumption that the level-playing field in which graduates' credentials, (skills and personal qualities) are key to their success in securing job placements no longer holds. Instead social class, ethnicity, university attended and many more, all now significantly

influence opportunities available. This observation falls in line with what Okon (2014) described as personal connection being more vital than best results in Nigeria when it comes to securing graduate level employment in the present dispensation.

Perrone and Vickers (2003), in their research work titled “life after graduation as a very uncomfortable world: an Australian case study”, reported that:

- Some University students may be completely unaware of the challenges awaiting them after graduation. (Awareness)
- Students’ beliefs and expectations about the employment opportunities and privileges that awaited them after graduation led to disappointments and regrets. (Perception)
- Students tend to procrastinate with regards to life-altering decisions surrounding the direction of their career and employment future. (Attitudinal disposition)

It is clear from the above that the research report centered on the awareness, perception and the attitudinal disposition of their subjects. But in all, Perrone and Vickers concluded that life after graduation can be fraught with stress, anxiety, shock, fear, uncertainty, loss, loneliness, depression and low self worth. These are feelings according to the researchers not routinely anticipated by undergraduates. In other words as graduating students (fresh graduates in Perrone & Vickers, 2003) never anticipated the challenges that confronted them after graduation, they became prone to stress, fear, anxiety shock, depression and many other related psychological consequences.

According to Atfield and Purcell (2012), research reports on employers’ perceptions of labour supply have consistently shown that graduate recruiters generally have a positive impression of graduates overall abilities. They also noted some deficiencies in the capacities and competencies of many job seekers and recruits, particularly in the area of business

awareness and capacity for self-management. Atfield and Purcell reported that similar research findings by Institute of Director (IOD) in 2007 noted that only about 25 percent graduate recruiters believe that fresh graduates were well prepared for employment. 40 percent thought they were unprepared. Their employability skill was particularly lacking in areas such as team-working, IT and STEM generally. They noted that various attempts have been made to establish which skills are most sought after by employers and the most useful for graduates. Consequently, Atfield and Purcell (2012) undertook an investigation into graduating students' perception of the skills they have to offer and the skills employers seek. Their findings revealed that the list of skills provided by the students, while corresponding largely with general employability skills needed for entry-level graduate employment, a slight discrepancy was noticeable between the students' self evaluation of their skills and employment readiness when compared with employers' reported opinions about the skills and employability of new graduates. For instance, students identified that:

- Strong communication skill (both written and spoken)
- Strong work ethics and
- Ability to work in a team

are vital employability skills they need. Interestingly, while students are of the belief that they possess these skills, employers judge them as most deficient in these same areas, the research finding revealed.

Atfield and Purcell (2012) also reported that students are aware that the possession of specific "soft-skills are important to discriminate among similarly qualified applicants. Students in vocational areas such as medicine, law and education believe they have more advantage when looking for work. The research revealed that over 80 percent of students

about to graduate think they have the skills employers are seeking for in recruitment for the job of their choice. But only about 1/3 of the students felt they will readily secure the kind of jobs they wanted when they graduate. While 2/3 of the sampled students are not so sure they will readily find the kind of jobs they like and for which they possess the required skills.

Concerning long term career plan about 2/3 of the survey respondents believe they have the ability to achieve their long-term goals. Many of the students have short-term strategies of seeking employment in unrelated areas to their career aspiration, and show readiness to accept whatever job offer they can find. Another short-term strategy is going straight to graduate school to delay entry into the labour market, the findings revealed.

The conclusion of Atfield and Purcell (2012) is that the employment challenge of fresh graduates will persist whether their perception of the wow is correct or not. To secure employment will depend on the demand for labour in the economic and occupational context they find themselves as they graduate. Going by the current global economic trend, this conclusion will remain hard to fault.

Using a sample of 1019 respondents in an investigation into the perception of students as regards the importance of employability skills as provided in business undergraduate programme, Jackson (2013) discovered that in the perception of students, the skills they consider as important align closely with that of the employers and other stakeholders concerned with graduate employability. Jackson however noted that despite widespread initiatives in employability skill provision in higher education, gaps between graduate workplace performance and employers' expectations continue to persist. As a result of this, some research findings tend to conclude that fresh graduates are grossly lacking in employability skills.

In an attempt to unearth the root cause of this persistent gap between employability skills of students and the expectation of employers, Grasgreen (2013) noted that students often feel qualified in their own eyes as they graduate from school. They see themselves as capable of doing well in the wow. But from the synopses of articles on employment readiness of new graduates, Grasgreen found that a number of research, findings, including the findings reported in “Bridge that Gap: Analyzing the students skills index”, all identified varying degrees of the gap in question.

Analyzing the findings reported in “Bridge that Gap” Bailey (2013) revealed that just 39 percent of the 1000 employers surveyed see fresh graduates as prepared for the WOW. But 50 percent of the 2001 student respondents think they are ready. Over 70 percent of the students think they have the required ability to communicate well. But only 44 percent of hiring authorities believe fresh graduates could communicate with authority figures or clients effectively. Managers and hiring authorities identified “prioritizing”, (both resources and time) as extremely important basic skill in the WOW. They observed that this quality is grossly lacking among young graduate entrants into employment fields. This has lead many observers to conclude that students seem to focus more on developing less important skills and end up graduating “over confident and underprepared” as well as not being aware of how unprepared they are (Bailey, 2013).

Similarly, Bentley Preparedness Studies (2014) in an on-line survey involving 3,149 respondents and about 307 questions covering 11 different themes attempted to find out how stake holders define career preparedness and how this definition shape fresh graduates in readiness for the wow. The findings of the research amongst other things revealed that three skills (integrity, professionalism and positive attitude) which business

decision makers and corporate hirers rate as most important were significantly rated lower in importance by students and fresh graduates.

Stakeholders across the survey identified lack of preparedness as a real problem and blame higher education system for not doing enough to prepare graduates for the wow. The study thus slightly disagreed with Jackson (2013) that the perception of students and that of employers on skills vital for employment closely align. But to some extent, agrees with Grasgreen (2013) and Bailey (2013) that fresh graduates believe they are equipped with relevant skills for the WOW as the preparedness studies reported that only 50 percent of the student respondents share this belief.

Paadi (2014) also investigated the perception of what employability skills are necessary to enhance Human Resource management graduates prospects in securing placement in the labour market. The investigation which focused on South Africa revealed that, generic skills (sometimes called “character skills” or “soft skills”) are most sought after in the work place. Paadi noted that there is no correlation between the skills needed in the labour market to contribute to the economy of the country and those produced by Higher Education Institutions, resulting in shortage of skills in some areas such as the Engineering field in South Africa. The situation has consequently placed universities in the country under increasing pressure to produce employable graduates, Paadi added.

The divergent perception of students from that of the employers and the various degrees of gaps reported by different researchers are indicative of the fact that employability being a major factor in transition from school into the wow is a complex phenomenon. The perception of the challenges entailed in the transition process into the wow cannot be separated from the degree of awareness the graduating student has about the entire situation.

Awareness of Challenges of entering the world after graduation

Transition from school into the world of work is safer where one is aware of the numerous challenges involved (Dalmia, 2009; Hogan, 2014). Metaphorically equating this transition with a road, Dalmia said if one is made aware of the 'pot holes' on the world of work road map, the journey might be safer, noting that "the school roads" do not help students appreciate ahead of time the realities of the challenges involved in navigating one's way while in transition into the world of work after graduation.

In specific terms, Hogan (2014) noted that graduation from the university may be followed by some floundering period, a feeling of some form of insecurity and a looming sense of lack of focus, all accentuated by the difficulty in finding a job especially in a career field of one's choice and location. Hogan emphasized that if students are aware in advance of these challenges, they gain a head start to reduce the impact of possible disappointing experiences they may encounter as they navigate through this phase of life.

Unfortunately, the awareness of the challenges entailed in life after graduation is not known to most students, leading to their unpreparedness. Vital as securing an employment after graduation is, Rae (2009) revealed that after spending four years in crowded lecture halls in the university, frantically scribbling down notes and struggling to memorize phrases that could come up in the semester examination, there was no privilege of being told of what qualities or skills an employer would consider valuable. Students graduate under this scenario, noted Bailey (2013), not only unprepared for the workplace but also grossly unaware of how unprepared they are. This lack of awareness could lead to serious disappointment when confronted with the realities of life in the transition process. Most undergraduates do not seem to be aware of the vital skills they need for employment. They

tend to focus their preparation emphasis on skills that do not appeal to employers (Bailey, 2013; Grasgreen, 2013; Bentley Preparedness Studies, 2013). The current huge graduate unemployment figure world-over is generally believed to be sustained by this employability skill deficiency.

Concerned about the general deficiencies in employability skills of the products of virtually all the faculties in Malaysian universities, Othman, Musa, Mokhtar, Azizah, Latiff, Hussein, Mohammad and Kaur (2011) undertook an investigation into undergraduate awareness and readiness towards employability. The researchers believed their findings will help to bridge the gap between the University and the Malaysian industry as a whole. Othman et al (2011) reported that earlier researchers into causes of graduate unemployment in Malaysia had revealed that graduates were grossly deficient in spoken and written English leading to serious communication problems in this international business language. Othman et al then decided to find out amongst other things; the awareness level of undergraduates on how university courses equip them with employability skills.

Othman et al (2011) found that respondents were well aware that they need to search for job opportunities after graduation. The respondents especially graduates from faculty of Islamic studies have the mind set of securing jobs in government establishments. While many want to start their own business and pursue further education, most of the respondents were aware of the need for necessary preparations to enhance performance at interview sessions. The researchers reported that most of the respondents were aware of the need to have a plan 'B' if they find themselves unemployed over a period of time. Most respondents were also reported to have shown awareness of attributes of employability.

They identified soft skills, communication skills and personality as topmost attributes and believe they have these attributes which they acquired not in formal class settings as materials taught, but were acquired through interactions in extra-curricular activities and through interpersonal interactions with other students. Respondents were reported to be highly aware that weak proficiency in English is responsible for low rate of graduate employability. The researchers noted that these undergraduate respondents were also highly aware of the relevance and importance of English to their potential jobs in writing and reading documents.

Even though Othman et al (2011) reported high level of awareness in the employability areas in question, the awareness reported has not translated into any reduction in unemployment. A sincere response matched with appropriate action is expected to have generated some drastic reduction in unemployment. Oludayo and Ibrahim (2011) while investigating the prevalence of cyber crimes among undergraduates in Nigerian universities found out that many students involved in cyber crimes do not hide their membership of this criminal network. The on-line fraudsters said they are in it to prepare for their future since there is no prospect of securing employment after graduation. In other words they have the awareness of what obtains in the WOW but chose an illegitimate process to brace – up to it.

In Singapore, Jacky (2014) noted that fresh graduates like their counterparts in most parts of the world, especially in the west, have enormous challenges of transition from school into the world of work after graduation. Amongst many other findings, Jacky discovered from a survey of 390 students of tertiary institutions that the respondents were substantially aware of the numerous challenges associated with life after graduation. As

many as 80 percent of the respondents chose to narrow their concern to specific areas namely; finance, career and passion, instead of bothering themselves over the universe of problems that characterize this peculiar phase of their life.

Personal responsibility for one's career path through school in preparation to launch into the world of work is generally out of the scope of awareness of most students (Rae, 2009; Imeli, 2013; Elmore, 2013). Callahan (2009) observed that it is when the graduate comes face- to- face with the reality of the WOW that he/she comes to the realization that "everything is up to me now". This according to Callahan is when the individual starts reflecting on what was learned in school. Time management skills for example, acquired through efforts to complete and submit assignments on schedule. Group projects and similar group activities as foundation for team work. Complex and tough class works as basis for critical and analytic thinking required for problem solving, all readily come into retrospection. Callahan noted further that while in school, it might be difficult to pin-point exactly what one might need to take from most of the courses offered. But in essence the school curricula are designed to prepare individuals for some aspects of the future. What this implies is that the awareness fresh graduates have about the world of work come to them only when they are face-to-face with the realities in it. They hardly have any fore-knowledge about it while in school and as such most could not make any deliberate preparation

Attitudes of graduating students towards the challenges of securing employment after graduating

Attitude is defined as a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. It influences an individual's choice of action and responses to challenges, incentives and rewards (Business Dictionary.com). Main (2004) defined attitude as a readiness of the psyche to act or react in a certain way. Main maintained that attitudes very often come in pairs. Citing Carl Jung, Main (2004) identified some attitude dualities as follows: conscious and *unconscious* attitudes, extroversion and introversion attitude types, rational and irrational attitudes (and their sub divisions), individual and social attitudes, abstract attitudes and many more. Awareness as operationally defined in this study refers to the knowledge of the existence of something or a situation. And perception as also operationally defined refers to the evaluation of something or a situation based on one's knowledge of that phenomenon. The sum of one's awareness and perception largely determines one's attitude towards the phenomenon in question.

Harrell (2005) acknowledged the American Heritage Dictionary definition of attitude. The dictionary according to Harrell, defines attitude as "a state of mind or feeling with regard to some matter". Harrell however submitted that "attitude is life", in that it is the foundation and support of everything we do, and a key element in the process of controlling our destiny and achieving mastery in one's personal and professional life. Harrell argued further that:

the attitude (one) carries around makes an incredible difference in (one's) life. It can be a powerful tool for positive action or a poison that cripples (one's) ability to fulfill (one's) potential(s). Attitude determines whether you are on the way or in the way (p.2).

Though most of Harrell's assertions seem philosophical in outlook, they could be very helpful as road-map nuggets for graduating students as they confront the challenges of transition into the work.

Cherry (2017) defined attitude as a reasoned tendency to evaluate things in a certain way. And such evaluations are often positive or negative. This may include evaluation of people, issues, objects or events. Where one has mixed feelings about a particular person or issue, one's attitude may not be positive or negative but uncertain Cherry added. There are several components of attitudes such as; emotional component – how you feel about the phenomenon, cognitive component – this is your thought and beliefs about the phenomenon, and behavioural component – how the attitude influences your behavior (Main,2004; Cherry,2017). Attitude can be explicit or implicit. Explicit attitudes are those that we are consciously aware of and which clearly influence our behaviour and beliefs. While implicit attitudes are unconscious, but still have an effect on our beliefs and behaviours (Cherry, 2017).

Under the current economic situation, it is not always easy to get jobs in the career field and location of one's choice. But graduating graduates with the right attitude and skill set will be able to keep themselves afloat until better jobs come along (Hurd, 2009). Sometimes what may be available as a possible alternative may be jobs that require much lower qualification than the university degree. But according to Johnson and Nicastro (2012) and Hogan (2014) most times attitude gets in the way of accepting that alternative. There is often a strong tendency for both the graduate and their parents to think that such acceptance amounts to going backwards.

Johnson and Nicastro (2012) submitted that serious minded applicants must discountenance what is referred to as underemployment and start with whatever is available. They cited examples of numerous individuals who reached the pinnacle of success in various endeavours starting from such rudimentary humble levels. To Johnson and Nicastro, it is share pride and bloated ego that makes fresh graduates or applicants in general to classify any job as underemployment. As Hogan (2014) similarly submitted, there is no shame in taking up primary jobs as the young graduate navigates through this phase of life into what he or she really wants. From the unset, even before graduation, students need to develop strong enough awareness to sustain the consciousness that doing something is better than doing nothing. This mentality has the potentials of averting the frustration that often accompany endless search for “dream” jobs.

Elden (2009) identified dedication and consistency as very important traits students need to develop to succeed in making a stable and enjoyable work and adult life. Elden explained that students who decided to join extra-curricular activities at school are most likely to be more focused and committed when in the WOW. According to Paadi (2014), career resilience is the ability to adapt to changing circumstances even when such circumstances are disturbing or disruptive. It is one’s attitude that plays a more decisive part in one’s employability especially as a fresh graduate. Paadi explained further that career resilient people generally elicit such obvious characteristics as; teamwork ability, effective communication, adaptability to change, positive and flexible attitudes, continuous learning, self confidence, willingness to take reasonable risks and a commitment to personal excellence – All of which are also characteristics of employability.

Laguador (2013) emphasized that students must realize the importance and objective of having knowledge, skill and attitude which are significant for their future life and employment. Laguador noted that research findings reveal that employers consider that students need the necessary practical skills, tolerance for uncertainty, knowledge and real-world preparation. Beyond these, students need to develop before graduation the right attitude toward squaring up to all hardships and trials of university education in preparation for a more challenging work.

Theoretical Framework

The theoretical framework of this study is based on Logotherapy. Logotherapy is preferred because it is integrative and capitalizes on the unique human capacity to discover and create meaning and value out of the raw and often painful life experiences (Wong, 2010). Graduating into a harsh economic reality has turned anticipated “sweet success” and comfortable life after graduation into a mirage. And having to confront graduate unemployment situation that has no regard, not even for good academic credentials, are no doubt hopeless, painful and bitter life experiences. Logotherapy is preferred because of its general assumptions, views of human nature and its therapeutic technique which is not restricted. The therapeutic technique draws from various other models of psychotherapy such as cognitive and behavioural models, and focuses on psycho-educational approach to equip the client (the graduating students) with necessary tools to navigate the inevitable negatives in the struggle to secure gainful employment after graduation, and create a life worth living. Logotherapy believes that any negative situation that confronts a man is an opportunity to respond to the situation with a strong hope for a better future and overcome

the situation. This “never say die” approach to life makes Logotherapy a suitable theoretical framework for this study especially when one considers the enormity of the challenges graduating students must wade through to find job placement.

Background to the Theory

Logotherapy / therapy through meaning is a form of existential psychotherapy developed by Viktor Frankl (1905 – 1997). Logotherapy is also known as third Viennese school of psychology. Frankl based the theory on the underlying need of humans to find meaning in life. Frankl’s many experiences in German concentration camps during the World War II had a great impact on his later thinking. Much suffering and meaninglessness led Frankl to wonder about meanings and their psychological importance, especially in relation to dealing with suffering in life. Normally, people have a collection of meanings that lend sense and purpose to their lives namely; health, approval of one’s peers, material wealth, good love-life, family relations, comfort, and happiness. But where none of these usual meanings are present, such as when in concentration camp, where suffering, poor health, brutality, deprivation, lack of material comfort is the daily experience, with imminent death looming, some people simply give up on life, while some others do not but continue fighting to live on (Bulka, 1997).

Basic assumptions of Logotherapy

Some basic assumptions, philosophy and concept of man according to Logotherapy are particularly germane here. For example:

- Suffering, like death is part of life. Without them, life cannot be completed.
- Hope in the future propels people forward.
- Life has meaning in all circumstances.
- If we cannot change a situation, we can at least choose our attitude toward the situation, and many more.

Logotherapy deals with the meaning of human existence and the human need for meaning as well as with specific therapeutic techniques for finding meaning in life. Frankl explained that lack of meaning in life results in existential vacuum. When life has no meaning, it becomes empty. The individual now lives in what Frankl calls an existential vacuum. It is a state of inertia, characterized by boredom and apathy. Where this condition persists, it progresses into existential frustration, resulting in efforts to fill the vacuum with drug, violence, aggression, criminality and other similar antisocial behaviours, thereby worsening the situation. In Frankl's view, the modern social situations help foster existential vacuum (Bulka, 1997).

The major aim of Logotherapy is for the individual to accept responsibility for himself. The techniques of therapy for achieving this goal are primarily, teaching, directing and guiding. Cases of high anxiety and phobic conditions are dealt with through a technique described by Frankl, 1960 cited in Uba (2009) as paradoxical intention to help in changing one's orientation to the situation. Similarly, Logotherapy applies dereflection to improve the ability to ignore unpleasant, tough and seemingly bitter situations by focusing on the positive aspect of the situation to derive meaning and see reasons to have a change of attitude and to forge ahead. This could be particularly helpful to graduating students as they confront the challenges of unemployment.

Logotherapy is applicable and suitable in both individual and group counselling settings. Knowledge of the basic principles of the theory could be very useful. It is imparted to the group members in brief lectures usually at the opening of the therapeutic sessions. Logotherapy makes active use of bibliotherapy (books on Logotherapy). An individual group member is expected to read these books. Reading them in a way provides therapy.

Handling graduating students' challenges of youth unemployment using Logotherapy

Unemployment and its harsh realities which most graduating students contend with in their effort to find gainful employment are situations they (the graduating students) cannot do anything to change. A central point in Logotherapy is that if one cannot change a situation or circumstance, one can still choose one's attitude towards the condition or situation. A person must find meaning and purpose in life to forge on. Life in-itself, consists of these series of experiences, situations and circumstances. As Frankl puts it, the best way to find meaning, especially in situations one cannot change is to change one's attitude. It is the meaning discovered that motivates towards a productive life. The meaning of life is not found by questioning the purpose of existence when one encounters suffering, hardship and other adverse situations. Meaning arises from the responses that the individual makes to the situations (Frankl, 1962)

Logotherapy sees man as consisting of body, mind and spirit. While the body and the mind (psyche) can be affected by aborted dreams, hardships, suffering, sickness and other adverse situations, the spirit (the Noetic core) remains unassailable (Bulka, 1997). It cannot be sick, it remains free. This is what gives man the ability to maintain a kind of disposition that makes him less vulnerable to the realities of harsh and hostile situations. Thus one is not changed by these obvious realities instead one is able as a free agent, to choose how to behave and how to react to these circumstances (Bulka, 1997; Uba, 2009). This knowledge is

expected to be comforting to graduating students as they combat unemployment into the world. They do not have to resort to crime or other forms of anti-social activities as strategies for coping with their present harsh economic circumstances.

Generally, Logotherapy is educative, this provides for the counsellor to educate undergraduates especially those about to graduate that human beings determine their own existence, not the environment or the circumstances around them. Frankl (1962) pointed out that man lives within the laws of his culture but his life is not bound by them. They do not control or determine his life. Rather, "self" transcends them. In other words, entering into the work world, the life of the graduating student is not determined by; unemployment, uncertainties, inability to figure out what next to do in this new phase of life, and other prevailing endemic challenges. As a person, he has the capacity to maintain a sense of dignity and personal freedom, and in the face of it all the individual, through self discipline, determination and resilience is able to rise above the situation to discern the 'meaning' of the moment, and goes on to make responsible decisions within the available area of freedom. One's choice in this process will be based on one's values and the guidance received from the voice of one's conscience (Frankl, 1962). With reference to the power of the inner self, Simmonds (1998 -2004); and Dubois (2004) noted that people often look for external signs before embarking on a new beginning, but one's inner attitudes toward life, one's renewed self-knowledge and one's intuition are really the hallmarks of one's responses to the issues of life one is confronting. By relying on one's inner voice to reveal where to go in life, one is likely to have more motivation and meaning to life, than if one

depend on traditional expectations provided to us by others which translates into nothing but conformism.

Other ways of finding meaning in life in Logotherapy are through Creativity, and Experiencing. Creativity is realized in creative and productive activity in any kind of work. This is another argument in favour of doing whatever legitimate thing one's hand finds to do. There is no need waiting endlessly for graduate level job and pay. Creative values can be expressed in all areas of life. Meaning is given to life of the individual through the act of creating values expressible in any given area of life. It could be through the creation of a tangible product or an idea, or by serving others. While creativity involves giving to the world, Experiencing involves receiving from the world by surrendering one's self to the beauty in the world of nature or Art. It is very possible according to Logotherapy to experience full meaning in life by appreciating the beauty of nature. When the awareness of graduating students are drawn to these levels of finding meaning in life, most of them are likely to begin to look inward and in the process discover the latent gifts of nature in them. Every human-being is believed to be gifted in one way or the other. Again the inner voice will play a useful role in identifying your gift.

Also, 'experiencing' nature could be highly rewarding in finding meaning to life. It enhances meditation, reflection, deep appreciation and many more. This value in individuals enhances the appreciation of aesthetic values in nature, humans and animals. When young graduates are exposed to this value and they fully imbibe it, they will not only see meaning in life and existence, they will appreciate the work of nature around them. This frame of mind is capable of generating affection for nature creative impressions, such as lawns, parks and gardens. Human lives will be held sacred, culminating in a drastic reduction in wanton

killings, destruction of property, and reduction in the rate of violence being experienced throughout the country.

The World Health Organization 2002 report indicates that some 199,000 youth worldwide were murdered in year 2000. In other words, about 565 children and young people aged 10-29 years old died each day of that year (Shaw, 2007). This underscores the reason why aggressive awareness campaign is needed, targeting not only graduating students in transition to the world of work, but also the youths in general. The report cited above is the product of the effort of the world body at putting a check to this carnage. Only those who attach no meaning to life destroy lives for whatever reason. Such persons are most likely in a state of existential frustration.

Logotherapy holds that psychotherapy is about achieving an orientation toward the future, especially towards meaning to be fulfilled in the future. This makes it quite suitable for application at the undergraduate level even though the focus is helping graduating students to make smooth transition into life after school tagged the world of work. If the counselling programme commences from the year of entry into the university, it will afford the student enough time on the issues involved and the challenges of job placement before he/she graduates. The extended period of counselling on the phenomenon will enhance the effective coverage of the numerous principles and assumptions that underlie logotherapy.

Summary of the reviewed literature

Efforts have been made in this chapter to review the accessible relevant literature to this study. The concept of the world of work (wow) is a universal phenomenon also variously referred to as the “work world” or the “real world”. Work refers to any legitimate

engagement to earn a living either through self employment or paid job. But the global economic downturn has led to massive youth unemployment, especially in Nigeria thereby aggravating the challenges of youth unemployment in Nigeria to a seemingly uncontrollable level. Securing job placement now becomes a serious challenge to graduating students. Work is as old as mankind, the development of bipedal locomotion, and manual dexterity greatly enhanced productivity which in turn led to the development of more occupations, from hunting to fabrication of hunting tools, animal rearing, farming and many more. Trade and language development followed as well as property ownership and social class structure (Magdoff, 2008).

The world of work has continually been changing in response to technological development and advancement. Knowledge is identified by most literature as the most important factor for economic development with the capacity to enhance productivity. Knowledge constitutes the foundation for a country's growth and advancement (Saint, Hartnet & Strassner, 2003). In pursuance of this goal, universities were expanded to produce graduates for high level manpower capable of driving this advancement agenda. Subsequent upon this expansion, large number of graduates are turned out annually outstripping the available graduate level jobs. The situation is compounded with the much desired technological innovations. This product of knowledge began automating most jobs that were hitherto manually done.

The universities did not change their pedagogical approach. Most literature noted that the universities continued to produce more and more graduates yearly who now have difficulties in securing gainful employment mainly because the training received in school is out of tune with what is needed in the current labour market. Graduating from the university and entering into the work world is identified in the reviewed literature as an

uphill task of a global dimension. Graduate unemployment and employability have become a serious concern to all - the government, the universities, the students and the society in general (Ewumi, 2014). Nigeria is particularly hard hit by this phenomenon and most of the available local literature reviewed focused on the dangers and socio-economic implications of graduate unemployment in Nigeria. Local literature on students' awareness and perception of the challenges of youth unemployment after graduation are still scanty. Filling this gap was the focus of this study.

Ajiboye, Oyebanji and Awoniyi (2013) gauged the perception of university lecturers on the influence of course of study on the employability of graduating students in Nigeria. Effiong and Agboola (2014) measured the employability of graduates of Nigerian universities. Like most other literature, the graduates were adjudged unsuitable for job placement by employers. Some other literature noted that what is taught in school (the universities) is at variance with what the employers require. Lack of synergy between the universities and the industrial sector was also identified by most literature as the cause of turning out unemployable graduates. These research efforts focused on the phenomenon under investigation from the standpoint of lecturers, employers and labour market observers/ analysts. Students and particularly graduating students are yet to attract similar attention despite the fact that the phenomenon being investigated centre round them.

On the perception and awareness of graduating students about the challenges of securing employment after graduating, the literature reviewed included; Perrone and Vickers (2003), Tomlinson (2008), Othman, et al (2011), Tomlinson (2012), Jackson (2013) Atfield and Purcell (2013), Grasgreen (2013), Bailey (2013), Brentley Preparedness Studies (2014) and Paadi (2014) amongst others. Most respondents in the reviewed studies tended not to perceive the enormity of the challenges until they were confronted with them. It is

worthy of note that despite the spread of these studies, from America to Europe, Asia, Australia and to South Africa, the findings were similar in that deficiency in the employability skills of graduating students was identified as the major reason for graduate unemployment. This perhaps tends to give credence to the presumption that the university system is out of pace with technological advancement in preparation of students for the current graduate labour market. But paradoxically, technological breakthrough and advancements are products of universities and their affiliate institutions.

Most of the literature reviewed reported lack of awareness by students of the true state of the graduate labour market. Many students graduate from school with a perception of the graduate labour market and the employment world that left them confused and disappointed. Hanapi and Nordin (2013) reported some degree of awareness amongst students in Malaysia, but this was not matched with appropriate action plan and so the graduating students ended up like those who lacked awareness of the situation. Oludayo and Ibrahim (2011) reported that some undergraduate cyber criminals in Nigeria proudly own up that they were in the anti-social venture as a way of preparing for their future since securing employment after graduation is virtually a mirage.

Attitudinal disposition was identified as one of the major components of employability. It was the consensus of most of the reviewed literature that the right attitude by graduating students toward the prevailing graduate labour market and the world of work in general is what can facilitate job placement. Viktor Frankl (1905-1997) logotherapy was the adopted theoretical framework. The knowledge of the basic assumptions and principles of logotherapy, that though graduate unemployment and other harsh realities may persist, one's future cannot be determined by them. The spirit of man gives man the ability to maintain a kind

of stance that makes him less vulnerable to such hostile realities. Consequently, through logotherapy the graduating student can rise above the hard times with hope in a brighter future.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the methods and procedures that were used to carry out the study. The methodology is arranged under the following sub-headings:

- a. Research Design;
- b. Population Sample and Sampling Techniques;
- c. Instrumentation;
- d. Procedure for Data Collection; and
- e. Data Analysis Techniques.

Research Design

Descriptive survey method was adopted for this study because it is a design that aims at estimating precisely as possible the attributes of a population (Sambo, 2008). According to Daramola (2006), descriptive survey systematically described characteristics of a given population or areas of interest. The choice of the descriptive survey method; is therefore justified since the researcher is interested in collecting data from a representative sample of the target population; on an existing condition which is assessment of content adequacy and readability level of five most recommended Social Studies textbooks in Oyo State.

Population, Sample and Sampling Techniques

The population for the study comprised; all junior secondary school students and all Social Studies teachers in Oyo state, Nigeria. Students were requested to assess the textbooks readability while teachers assessed the content adequacy textbooks.

The target population comprised JSS III students because they have gotten a wide range of experience in the use of the Social Studies textbooks. There are 112,500

J.S. III students and 405 Social Studies teachers in Oyo State respectively (Oyo State Ministry of Education).

To this end, the research study used a multi-stage sampling; technique to select the sample needed for the study. This is in agreement with Sambo's (2008) submission that when population involves more than two clusters, the best approach a researcher can adopt for the selection of the research subjects is multi-stage approach.

The first stage involved stratified sampling of six (6) educational zones in Oyo state. These consist of Ibadan I Leaf Road, Ibadan II Moniya, Saki, Oyo, Ogbomoso and Eruwa zones (Oyo State Ministry of Education, 2016).

The second stage involved proportionate and stratified sampling techniques, which will be used to select the respondents from each school. This is in agreement with Sambo's (2008); submission that the best procedure for selecting sample from unequal population is proportionate sampling techniques.

Thus, the proposed selections are shown below:

Educational Zones	Number of Public Secondary Schools	Ten Percent Of School In Each Educational Zone	Number of JSS III Students	Number of Social Studies Teachers
Ibadan I Leaf Road	155	16	35,500	90
Ibadan II Moniya	145	15	32,000	85
Oyo	94	9	11,000	62
Saki	96	10	15,000	63
Ogbomoso	85	9	12,500	61
Eruwa	60	6	6,500	44
Total	635	65	112,500	405

Source: (Oyo State Ministry of Education, 2017)

The total population of all the JSS III students is one hundred and twelve thousand, five hundred (112,500). Out of these numbers, seven hundred and seventy eight (778)

students were selected for the study. The selection is in agreement with the research advisors (2006) sample size table (see appendix). It was analyzed and concluded that in a population of 100,000 at confidence level 95% seven hundred and seventy eight (778) respondents could be appropriately sampled.

All the Social and Studies teachers in public secondary schools; Oyo State were sampled and 10% of schools were selected from each total number of the schools in each of the six educational zones.

The third stage involved simple random sampling techniques in the selection of the students from each selected schools in each educational zone in Oyo State. This afforded every JSS III students of each selected school equal chance of being part; of the research and work. This is because Sambo (2008) pointed out that simple random sampling technique gives every element of the population equal chance or probability of being included in the sample selected.

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Instrumentation

The following instruments were used for the study:

1. 8-point quantitative assessment model
2. Cloze test

The instruments that was used for data collection; is the 8-point quantitative assessment; model for Social and Studies textbooks and it was developed by Emerole in the year 2008. The 8-point model assessments of readability of Social Studies textbooks used the following indices: “Topical coverage indices (TCI); Learning activities indices (LAI); Study questions indices (SQI); Illustration indices (ILI); Chapter Summary indices (CSI); Under-representation population indices (UPI); Readability and comprehensibility indices (RCI); and Teacher perception rating indices (TPI)”.

The 8-point quantitative evaluation model of Emerole (2008) for science textbooks; was adopted, that is an update of the 5-point QACEST model; developed by Nworgu (2001). The instrument does not need any other validation since the model is already a validated instrument.

The 8-point quantitative model for content evaluation of science and textbooks, an update of the 5-point (QACEST); model was used to assess for reliability using; Kendall's Coefficient of Concordance (W). Two teachers were used to rate each of the two textbooks.

The cloze test was used to assess the ability of reading of the students. According to Taylor (1959), the cloze test involves the ability of students to select appropriate words if occasional gaps occur in a passage based on their abilities to infer meaning from context. New passages of about 250 words which have not been taught by the teachers was selected in each of the Social Studies textbooks and every 5th word was deleted from

the passage; the first and the last sentences were left intact. The students were asked to insert the appropriate substitute or correct words for the 50 blank spaces in the passage. The tests will be administered to students in JSS III during the normal class.

To score the cloze passage, only the exact replacement was counted as correct answer. Spelling errors were not penalised. The raw score was the number of words that are correct; the correct numbers were double to find percentage, that is, if there were 40 correct replacements, it would be $40 \times 2 = 80\%$. The interpretation shows that the material is too easy, i.e. at independent level.

Table: Student's Reading to Score in the Cloze Test and Suitability of the Text Material

0-39%	Material is too difficult	Frustration level
40-60%	Material is about right	Instructional level
60-100%	Material is too easy	Independent level

Source: (Bachman, 1985)

Procedure for Data Collection

Letter of introduction was collected from the Department of Social Sciences Education, Faculty of Education, University of Ilorin. The "purpose of this letter was to use it to sought permission from relevant authorities in the sampled secondary schools. The purpose of the study was discussed with the respondents". The researcher handled the administration of the instrument also with research assistants. The research assistants were trained on how to use the manual; of the 8-point quantitative approach for the assessment of JSS III Social Studies textbooks to determine the indices of study questions, topical coverage, learning activities, chapter summaries, readability, illustration indices, under-representation population indices and comprehensibility indices and teacher perception rating indices.

Ethical Consideration: Due to the sensitive nature of the study, the researcher sought the permission of the respondents and assured them of confidentiality before administering the questionnaire. Furthermore, no respondent was compelled to give response to the questionnaires; the distribution of questionnaires was determined by the willingness of the respondents. Also, in the administration of questionnaires as regards this study, the right to privacy of respondents was put into utmost consideration and was not infringed upon. Conclusively among others, permission was sought from various authorities in consulted secondary schools in Oyo State, Nigeria.

Data Analysis Techniques

Research questions were answered using the 8-point model and quantitative formula. Teachers' perception; on how a textbook provides instructional support; to them was determined using Teachers' perception rating scale (TPRS) and cloze test of readability of Social Studies textbooks (CTRST) as specified by the 8-point model was used. The data collected from this study were analyzed in line with 8-point model formula in relation with each research question. The research questions 1, 2, 3, 4, 5, 6, 7 & 8 were answered using the following formula respectively: $TCI = \left(\frac{T_t - S_t}{T_s - S_s} \right)$, with

acceptance range = 0.75 – 1.00; $LAI = \frac{A-P}{A+P}$, with acceptance range 0.50 – 1.00; $CSI =$

$\frac{Is+Ns}{Ic-Nc}$, with acceptance range 0.60 – 1.00; $SQI = \frac{T-R}{T+R}$, Acceptance range 0.25 – 1.00; ILI

$= \frac{L_a - L_b}{L_a + L_b}$, Acceptance range (-1.00) - (+1.00); $RCI = n \times 2$, with acceptance range

40%; $UPI = \frac{G-B}{G+B}$, Acceptance range (-1.00) - (+1.00); and $TPRS =$

$\frac{\text{sum of the mean of all sets}}{\text{Total number of sets}}$ Acceptance range = 3.00 – 5.00”.

Research hypothesis formulated in this study was tested using the independent t-test statistic tool at 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter presents the results of analyses of the data collected in the study. The data were collected from a total of hundred and seventy-eight (778) junior secondary students and Four hundred and five (405) Social Studies teachers in junior secondary school, Oyo State. The chapter begins with presentation of descriptive statistics of the respondents which was followed by answers to the research questions and testing of hypothesis generated in chapter one. The chapter ended with summary of the research findings from the analyses.

Descriptive Statistics

Table 1: Distribution of Students Respondents by the Type of Social Studies Textbook they are using

Textbook	Frequency	Percentage (%)
Macmillan	376	48.3
Basic	402	51.7
Total	778	100.0

In Table 1, out of the 778 junior secondary students sampled, 376 (48.3%) were using Macmillan Social Studies textbook while 402 (51.7%) were using Basic Social Studies textbook. Teachers were asked to indicate Social Studies textbook they are using for teaching Social Studies. Their responses were summarised below

Table 2: Distribution of Teachers by Type of Social Studies Textbook they are using for Teaching Social Studies

Textbook	Frequency	Percentage (%)
Macmillan	203	50.1
Basic	202	49.9
Total	405	100.0

In Table 2, out of the Four hundred and five (405) Junior secondary school teachers sampled, 203 (50.1%) and 202 (49.9%) were using Macmillan and Basic Social Studies textbooks respectively to teach Social Studies. Junior secondary school teachers were asked to indicate their teaching qualification. Their responses were summarised below

Table 3: Distribution of Teachers by their Teaching Qualification

Teaching Qualification	Frequency	Percentage (%)
NCE	120	29.6
B.Ed.	116	28.9
B.A.(Ed)	35	8.6
B.Sc.(Ed)	61	15.0
M.ED	41	10.1
M.Sc.	18	4.4
PhD	14	3.4
Total	405	100

It is shown on Table 3 that out of the Four hundred and five (405) Junior secondary school teachers sampled, 120 (29.6%), 116 (28.9%), 35 (8.6%), 61 (15%), 41 (10.1%), 18 (4.4%) and 14 (3.4%) had NCE, B.ED., B.A(Ed), B.Sc. (Ed), , M.ED., M. Sc., and PhD education qualification respectively.

Answering Research Questions

Research Question One: *What is the content adequacy of the recommended Social Studies textbooks in Oyo State as measured by indices of Topical Coverage Indices (TCI), Learning Activities Indices (LAI), Chapter Summary Indices (CSI), Study Questions Indices (SQI), Illustrations Indices (ILI) and Under Representation Population Indices (UPI)?*

To answer Research Question 1, the content rating scores of Macmillan Social Studies and Basic Social Studies textbooks on each of the six indices out of the 8-point quantitative assessment model were calculated and shown on Table 4.

Table 4: Content Adequacy Score of Macmillan Social Studies and Basic Social Studies textbooks on Six Indices out of the 8-point quantitative assessment model

Content Rating Indicators	Textbooks	
	Macmillan Social Studies	Basic Social Studies
TCI	3.08	11.34
LAI	- 1.53	Nil
CSI	21.67	Nil
SQI	-0.56	2.72
ILI	-1.32	0.13
UPI	2.82	2.88
Σ_x	24.16	17.07
X	4.02	2.85

Table 4 showed 3.08 and 11.34 as the Topical Coverage Indices for Macmillan and Basic Social Studies textbook respectively. -1.53 is the Learning Activities Indices obtained from Macmillan Social Studies textbook but Basic Social Studies textbook has no Learning Activity. Chapter Summary Indices for Macmillan Social Studies textbook is 21.67 but Basic Social Studies textbook has no Chapter Summary. Macmillan and Basic Social Studies Textbooks' Study Questions Indices are -0.56 and 2.72 respectively. Illustrations Indices for Macmillan and Basic Social Studies

textbooks are -1.32 and 0.13 respectively. Macmillan and Basic Social Studies textbooks' Under-Representation Population Indices are 2.82 and 2.88 respectively.

Table 4 also revealed mean Content adequacy score of Macmillan Social Studies and Basic Social Studies textbooks on six indices as 4.02 and 2.85 respectively.

Research Question Two: *What is the content adequacy of the recommended Social Studies textbooks in Oyo State as measured by indices of Topical Coverage Indices (TCI), Learning Activities Indices (LAI), Chapter Summary Indices (CSI), Study Questions Indices (SQI), Illustrations Indices (ILI) and Under Representation Population Indices (UPI) on the basis of class (JS 1,2 & 3)?*

To answer Research Question 2, the content rating scores of Macmillan Social Studies and Basic Social Studies textbooks on each of the six indices out of the 8-point quantitative assessment model across the classes were calculated and shown on Table 5.

Table 5: Content Adequacy Score of Macmillan Social Studies and Basic Social Studies textbooks on Six Indices out of the 8-point quantitative Assessment Model for JSI, II & III

Content Rating Indicators	Textbooks							
	Macmillan Social Studies				Basic Social Studies			
	JSS1	JSS2	JSS3	Mean	JSS1	JSS2	JSS3	Mean
TCI	1.33	1.0	0.75	3.08	10.17	0.47	0.7	11.34
LAI	-0.39	-0.56	-0.58	-1.53	Nil	Nil	Nil	Nil
CSI	7.33	9.33	5.0	21.67	Nil	Nil	Nil	Nil
SQI	-0.19	0.21	-0.58	-0.56	0.56	0.54	1.63	2.72
ILI	-0.3	-0.47	-0.55	-1.32	0.03	0.10	0.00	0.13
UPI	0.9	0.92	1.0	2.82	0.88	1.00	1.00	2.88
Σx		8.68	10.43	5.04		11.64	2.11	3.33
X	1.44	1.74	0.84		1.94	0.35	0.56	

Table 5 showed 1.33, 1.0 and 0.75 as Macmillan Social Studies textbook TCI for JSS1, II and III respectively while TCI for Basic Social Studies textbook for JSS1,

II and III are respectively shown as 10.17, 0.47 and 0.7. LAI for JSS1, II and III of Macmillan Social Studies textbook are -0.39, -0.56 and -0.58 respectively, but Learning Activities are not in JSS1, II and III of Basic Social Studies textbook as such no indices is obtained. Macmillan Social Studies textbook CSI for JSS1, II and III revealed as -7.33, -9.33 and -5.0 respectively. However, no indices is obtained for the three classes in Basic Social Studies textbook because the book does not have Chapter Summary at all. SQI for JSS1, II and III in Macmillan Social Studies textbook are -0.19, 0.21 and -0.58 respectively while the same indices for the same group of students in Basic Social Studies textbook are 0.56, 0.54 and 1.63. Macmillan Social Studies textbook ILI for JSS1, II and III are -0.3, -0.47 and -0.55 respectively while ILI for JSSI, II and III in Basic Social Studies textbook are 0.03, 0.10 and 0.00 respectively. Also, UPI for JSSI, II and III in Macmillan Social Studies textbook are 0.9, 0.92 and 1.0 respectively while that of Basic Social Studies textbook for JSSI, II and III are 0.88, 1.00 and 1.00 respectively.

Table 5 as well showed mean Content adequacy score of JSSI, II and III in Macmillan Social Studies textbook on the six indices as 1.44, 1.74 and 0.84 respectively while 1.94, 0.35 and 0.56 are the mean Content adequacy score of JSSI, II and III in Basic Social Studies textbook respectively.

Research Question Three: *What are the readability levels of each of the Social Studies textbooks?*

To answer Research Question 3, the cloze test scores for all respondents were used in the computation. A “correctly filled word in the passage and was scored 5 marks”. Respondents’ maximum obtainable score was fixed for each of the recommended textbooks while the actual score (total score obtained) varied.

Table 6: Descriptive Statistics of Readability Levels of each of the Social Studies Textbooks

Textbooks	Total Score obtained	Maximum obtainable score	Over all readability scores in %
Basic Social Studies	32180	40200	80.1
Macmillan Social Studies	16420	37600	43.7

Table 6 showed that 32,180 was the obtained score in Basic Social Studies textbook out of maximum obtainable score of 40,200, this gives a readability of 80.1% percentage. The respondents’ total score obtained in Macmillan Social Studies textbook was 16,420 out of 37,600 maximum obtainable score resulted into a readability percentage of 43.3%. According to interpretation of cloze test :(0-39% which means the material is too difficult, 40-60% the material is about right and 60-100% material is too easy), it implies that Macmillan Social Studies textbook with readability score of 43.7% is a good material (textbook), while Basic Social Studies textbook with readability score of 80.1% that is too easy textbook.

Hypothesis Testing

Hypothesis One: *There is no significant difference in the teachers' perception on content adequacy of the two Social Studies textbooks?*

Table 7: Teachers' perception indices of two recommended Social Studies textbooks in used in Oyo State

Textbooks		
Content Rating Indicators Macmillan Social Studies Basic Social Studies		
S/N	Macmillan Social Studies	Basic Social Studies
1	4.25	3.85
2	3.91	3.75
3	3.70	4.01
4	3.60	3.87
5	3.55	3.50
6	3.85	3.45
7	4.50	3.60
8	3.30	3.80
9	3.45	3.25
10	3.90	3.70
11	3.85	3.55
12	3.60	3.65
	3.80	3.67

Acceptance range = 3.00 – 5.00

Table 7 shows the mean ratings of teachers' perceptions of the items in each of the two recommended Social and Studies textbooks assessed. The grand mean scores for the two Social Studies recommended textbooks are within the acceptance range of 3.00 to 5.00.

Table 8: Summary of t-test in Teachers' Perception on Content Adequacy of the Two Social Studies Textbooks

Textbooks	N	Mean	Std.	df	Cal. t-value	P-value	Decision
Basic	203	46.27	5.85	403	2.23	.02	Rejected (S)
Macmillan	202	47.31	2.62				

As shown on Table 8, the t-test calculated value is 2.23 while its P-value is 0.02 at alpha level of 0.05. The null hypothesis one is rejected since the P-value 0.02

is lesser than 0.05 alpha level ($0.02 < 0.05$). Thus, there was a significant difference in the teachers' perception on content adequacy of the two Social Studies textbooks. The difference in teachers' perception is in favour of Macmillan Social Studies textbook with higher perception mean of 47.31. This means that the Social Studies teachers are significantly different in their perception on content adequacy of the two Social Studies textbooks.

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Summary of the Findings

Based on the data collected, analysed and interpreted, the following findings were obtained.

1. Macmillan Social Studies textbook has overall highest content adequacy rating score of 4.02 on the six indices of TCI, LAI, CSI, SQI, ILI and UPI, while Basic Social Studies textbook has the least overall content adequacy rating score of 2.85 on the same six indices.
2. Mean Content adequacy score of JSSI, II and III in Macmillan Social Studies textbook on the six indices are 1.44, 1.74 and 0.84 respectively while 1.94, 0.35 and 0.56 are the mean Content adequacy score of JSSI, II and III in Basic Social Studies textbook respectively.

3. Macmillan Social Studies textbook with readability score of 43.7% is a good material (textbook) while Basic Social Studies textbook with readability score of 80.1% is a too easy textbook.
4. There was a significant difference in the Social Studies teachers' perception on content adequacy of the two Social Studies textbooks.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the discussion and conclusions based on the data analysed and results presented in chapter four. In view of the findings of this study, recommendations, educational implication, limitations to the study and suggestions were made for further studies.

Discussion of the Findings

The study assessed the content adequacy and readability level of recommended Social Studies textbooks in Oyo State Nigeria. From the analysis presented in the previous chapter, the following discussions of findings were made:

The results obtained revealed that the Topical Coverage indices for two Social Studies textbooks were as follow: Macmillan Social Studies textbook (3:08) and Basic Social Studies textbook (11:34). The results showed that two Social Studies textbooks are within acceptance range of Topical Coverage. This agreed with the work of Nwafor (2014) reported that the Indices of Topical Coverage (ICT) were high. Also,

Emereola and Ramuniki (2004) who evaluated the content of physics textbooks used in Botswana Secondary School and reported that the Indices of Topical Coverage was high. Moreover, Abonyi (2011) reported that three out of five Chemistry textbooks are within the acceptance range of Topical Coverage. It is necessary to note that chemistry for Senior Secondary School Certificate by V.I. Oyeyiola and pure chemistry for West Africa Schools by B.C Oluba fall below the baseline.

The result of data analysis obtained indicated that one out of two Social Studies textbooks need learning activities indices, Macmillan Social Studies textbook. With – 1.53 is adequate. However, Basic Social Studies textbooks do not have learning activities indices at all. This finding supports Nwafor (2014) who revealed that the learning activities of Basic science textbooks evaluated are adequate. Also, the finding agrees with the study of Baiyelo (2000) who reported that the learning activities in physics textbook evaluated are adequate. Also, Abonyi (2011) who evaluated chemistry textbooks in use in Nigeria Secondary schools. The study disagreed with others findings that none of the five chemistry textbooks evaluated are within the acceptance range of learning activities indices.

It was discovered from the study that one out of the two recommended Social Studies textbooks has chapter summaries indices, the Macmillan Social Studies textbook with (21.67) is accepted. However, basic Social Studies textbook has no summaries indices at all. The findings of the study agree with Nwafor (2014) who reported that two out of the four basic science textbooks evaluated need chapter summaries indices. They are basic science project by Learn Africa and Nigeria Basic Science project by STAN, with 0.88 and 0.72 respectively. However basic science for

Nigeria and Comprehensive save basic science do not have chapter summaries indices. The finding of the study agree with Omebe (2014) who reported that out of twelve approved basic science textbook only basic science for junior secondary schools textbooks had no chapter summary at all. Also, Abonyi (2011) disagreed with other findings that all the five Chemistry textbooks assessed are within the acceptance range of chapter summary. Therefore, Basic Social Studies textbooks cannot be considered adequate in terms of chapter summary.

The result obtained indicated that the Study Questions Indices (SQI) for two Social Studies textbooks are as follows: Macmillan Social Studies textbook (-0.56) and Basic Social Studies textbook (2.72) are adequate. The finding agrees with Abonyi (2011) who reported that all five Chemistry textbooks assessed are within the acceptance ranges of study question indices. Also this agrees with Nwafor (2014) who reported that all the basic science textbooks evaluated in Ebonyi state were at acceptance ranges of study question indices, but they should be reviewed periodically. Furthermore, Omiko (2011) who reported that some chemistry assessed in Ebonyi State contained few study questions and he recommended that chemistry textbooks in use in secondary schools in Ebonyi state of Nigeria should be reviewed so those study questions would be included in all chapters.

Furthermore, finding revealed that the two Social Studies textbooks recommended in Oyo state had the following Illustration indices scores: Macmillan Social Studies (-1.32), Basic Social Studies (0.13) the result is within the acceptance range of (0.05) (– 0.00) of Illustration indices. The finding is in consonance with Abonyi (2011) who reported that all the five chemistry evaluated are within the

acceptance range of Illustrations indices. Furthermore, Nwafor (2014) who reported that most of some approved basic science textbooks evaluated in Ebonyi state contain enough Illustration indices.

Another finding revealed that 2.82 was the under-representation population indices obtained from Macmillan Social Studies textbook and 2.88 is the under-representation population indices of basic Social Studies textbook. The finding indicated that UPT for the two Social Studies textbooks are very adequate. It implies that these Social Studies textbooks are ethnically, gender unbiased. They contained sometimes that are acceptable to both male and female. The finding is in agreement with Nwafor (2014) who evaluated some approved basic science textbooks in use in public and private schools showed that all the four basic science textbooks evaluated had adequate under-representation population indices. Also, Abonyi (2011) who reported that all the five chemistry textbooks evaluated attained the acceptance range of under-representation population indices, but none of the five chemistry textbooks evaluated met the specified ideal value of +1.00.

Another finding with respect to teachers' perception on Social Studies textbooks studied the mean rating scores of all the two recommended Social Studies textbooks. The questionnaire items which the teacher rated were drawn from Social Studies core curriculum it covered the following areas: Content coverage, presentation of content, Illustration, problems – solving activities and readability. The grand mean rating scores for the two Social Studies textbooks are as follows: Macmillan Social Studies textbooks (3.80) and Basic Social Studies textbook (3.67). The mean scores for the two Social Studies textbooks are within the acceptance range of (3.00) to

(5.00). It implies that the teachers agreed that these textbooks provide instructional support to them. This finding support that of Nwafor (2014) who reported that all the four Basic science textbooks assessed in Ebonyi state are within the acceptance range of teachers' perception indices, Basic science Learn Africa 3.20, STAN 3.17, Nigeria Basic science 3.35 and comprehensive Basic science 3.28.

The data collected and the results obtained showed that the two Social Studies textbooks are with readability scores as follows: Macmillan Social Studies textbook (43.7%), Basic Social Studies textbook (80.1%). The readability scores of the studied textbooks are within the acceptance range of readability. The finding is in agreement with Umoke, Nwafor (2015) who showed that all the three computer studies textbooks examined are readable. Also Nwafor (2014) who reported that all Basic Science textbook in use in private and public schools in Ebonyi state are readable. Furthermore, Abonyi (2011) who stated that out of five chemistry textbooks evaluated, only two (New school chemistry for senior secondary schools students by Osei Yaw Ababio and A new certificate chemistry by Holderness and Lambert) attained up to 50% readability score. It is expected that all the textbooks be very readable.

Also, the research finding revealed that mean Content adequacy score of Macmillan Social Studies and Basic Social Studies textbooks on six indices as 4.02 and 2.85 respectively. This findings support that of Nwafor (2014) who asserted the good textbooks with adequate topical coverage are inevitable for self-assessment of learning in the absence of the teacher and good topical coverage, and study questions are best criteria for content analysis.

Finally, the finding of this study shown that there was a significant difference in the teachers’; perception on content adequacy of the two Social Studies textbooks. This finding is in consonance with that of Zawua (2014) who reported that there was significant relationship between contents of Social Studies Education textbooks used in junior secondary school in Kaduna State and the national curriculum.

Conclusions

Quality textbooks should have adequate topical coverage, sufficient illustration, enough learning activities, and good chapter summary indices. It should contain adequate questions at the end of each chapter; should be written in a language that is readable to the learners, and should represent men and women equally. Good textbooks should provide instructional support to the teachers who use the books. This study exposes the fact that few of the Social Studies textbooks approved for teaching and learning of Social Studies in junior secondary schools in Nigeria are not adequate. Macmillan Social Studies JSS 1 – 3, by M. A. Orebanjo et. al., Macmillan publisher Lagos (2012) Lantern Comprehensive Social Studies JSS 1 – 3 K. A. Salawu, et. al., Latern Books, Lagos, Social Studies for JSS Book 1 – 3 Dayo Oguniyi, et. al., Spectrum Books Ibadan 2014 and Current Social Studies for Nig. JSS book 1 – 3 I.A. Adeoti pathfinder Global Ibadan 2014 for junior secondary schools for secondary school are good in terms of topical coverage and should be recommended for students and teachers of Social Studies.

However, authors of Social Studies textbooks should review the language structure and terminologies to enhance the readability of the textbook, and should be reviewed to ensure that the users get maximum knowledge and skills from the text.

The level of chapter summary exposes the quality of a textbook. A good textbook should provide chapter summary. The Social Studies textbooks do not have sufficient thought provoking and challenging activities aimed at better understanding of Social Studies concepts. Those textbooks did not provide sufficient illustration. The investigation into adequacy of study questions revealed that all the texts contain a good amount of critical questions that require students to involve in real thinking.

Recommendations

In line with the findings from the statistical analysis of the data collected for the study, the researcher recommended as thus:

It is recommended that authors and prospective authors of junior secondary school Social Studies textbooks should completely consult the senior Social Studies curriculum for junior secondary schools so as to draw topic, worked activities and examples, etc. from the said curriculum. This will ensure a higher textbook coverage of the curriculum topic; a higher learning activity indices, good illustrative indices, adequate study questions, as well as satisfactory chapter summary indices

1. Approved Social Studies textbooks use in junior secondary schools in Oyo State should be revised sporadically; this would help to enrich the content adequacy and readability of the textbooks. Those Social Studies textbooks whose readability levels was high should be recommended for the junior secondary schools.

2. The evaluation unit of the ministry of education should employ experts who will help them to determine the readability level of Social Studies textbooks to be used in junior secondary schools so that both teachers and students can choose appropriate Social Studies textbooks for teaching and learning.
3. Social Studies textbook authors and publishers should consult core curriculum in Social Studies when writing and publishing their books. This would help the authors to achieve high topical coverage, study questions, learning activities and chapter summaries indices.
4. Teachers should provide feedbacks on the readability of Social Studies textbooks to the authors and publishers who in turns should revise the recommended Social Studies textbooks in the light of comment raised.
5. Authors of Social Studies textbooks should select the appropriate language, diagrams, pictures dictions that will make their published textbooks highly readable to the target class of readers.
6. Book publishers in conjunction with universities and other tertiary institution should liaise among themselves to periodically mount workshops for junior secondary school Social Studies authors and perspective authors on how to write high quality and standard textbooks. Such workshops are directly needed so as to update and upgrade the writing skills of the authors and prospective authors.

Limitations

The findings and conclusions of this study may have been affected by a number of limitations. One of the limitations was the 8-points quantitative approach that was

adopted required the training of research assistances on how to use the approach. This had serious financial implications.

Another limitation was the difficulty in having access to all the subject of study whenever the researchers visited their schools. Because of the remoteness of some participant schools, mobility of some students and the constant interruption of school activities, of some of the school used in this study, access to students was very difficult, time-consuming and occasionally frustrating.

A third limitation was the problem of the assignment of some of the Social Studies teacher research subjects to different schools thus necessitating reaching them in their new places of work. This development led to some delay in the work.

Suggestions for Further Studies

This study was limited to only Social Studies Education textbooks at Junior Secondary School in Oyo State. The need therefore arises for further research undertaken considering how important Social Studies Education is in the school system and the attainment of the country's educational and national objectives. The below suggested areas can be research on as:

1. Researches can be done on Social Studies content adequacy and readability textbooks used at other level of Education in Nigeria e.g. primary and tertiary institution.
2. The research of the same kind can be conducted in other state of the nation so that teachers will not be misguided in the selection of textbooks.
3. Research can be conducted to assess the influence that Social Studies Education textbooks have on the behaviour of students.

4. Research can be conducted on the content adequacy and readability levels of junior secondary school Social Studies textbooks used in teaching Social Studies in other part of Nigeria

Educational Implication of the Study

The following evidence obtained in this study, formed the basis for the following implications:

1. Much of the knowledge, skills, value attitudes imported on students are expected to come from textbooks. If books used by students are deficient in terms of chapter summary and learning activities indices, the student cannot achieve much from the textbooks in terms of knowledge, values, skills and positive attitudes from using such books. This is why book development is important. For a start, books used for teaching in schools generally need to be periodically upgraded in terms of their chapter summary and learning activities indices. Based on the observed belated revision of the present edition of the two recommended Social Studies textbooks assessed in this study, it is not surprising that Basic Social Studies textbooks does not have chapter summary and learning activities indices at all.
2. The recommended junior secondary school Social Studies assessed in this study are generally of good quality since they are of high readability and

content adequacy rating. They are therefore sound and reliable repositories of information on Social Studies ideas, concepts, and practical work, which students can read and readily understand. The observed high readability and content adequacy rating score may well be partly responsible for why many junior secondary school Social Studies students do well. This implies that the current recommended Social Studies textbooks used for teaching Social Studies in junior secondary schools have good content adequacy rating indices. This would encourage Social Studies students to use recommended Social Studies textbooks.

Contribution to Knowledge

1. One contribution of the present research to knowledge is, it has discovered the previous researches done similar to the present study did not take care of presentation of culture and tradition of the people in pictures and illustration of the textbooks used in teaching Social Studies Education in our schools.
2. The research established that students and teachers guides, as supplementary materials in Social Studies Education textbooks aid students reading and teachers ability to teach easily is worthy of note.
3. The outcome of the research study indicated or established that, Social Studies Education textbooks at Junior Secondary School sufficiently cover the curriculum of Social Studies Education. Though not all the assessed books having the same in-depth coverage.

4. The research established that Social Studies Education textbook should be reviewed frequently in order to have in-depth and adequate coverage of the changing Social Studies Education curriculum.

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APPENDIX I

UNIVERSITY OF ILORIN

FACULTY OF EDUCATION

DEPARTMENT OF SOCIAL SCIENCES EDUCATION

TEACHER'S QUESTIONNAIRE

SECTION A

BACKGROUND INFORMATION

Bio-Data

1. Name of School: _____
2. Class: _____
3. Name of Social Studies textbooks you use: _____

SECTION B

S/N	ITEMS	SA	A	D	SD
4.	The textbooks are effective in aiding you teach your students.				
5.	The exercises in the textbooks encourage critical thinking of the students.				
6.	The textbooks take into account the logical links in the contents.				
7.	The content is in line with the curriculum.				
8.	The illustration, diagrams are good, they elaborate and aid students understanding of the topic.				
9	The text pictures, examples are within the environment of culture of the students.				
10.	The vocabulary used in the text is too high for students understanding.				
11.	Students find the text uninteresting.				
12.	The texts do not give room for students' collaborated learning.				
13.	Students' background helps the students understand the topics.				
14.	The topics in the text are treated from known to unknown.				
15.	The illustrations are enriching.				
16.	The textbooks have content organization and presentation.				
17.	The topics do not involve students' activities.				

THANK YOU!

APPENDIX II

SOCIAL STUDIES READABILITY AND COMPREHENSIBILITY TEST (CLOZE TEST) BASIC SOCIAL STUDIES FOR JUNIOR SECONDARY SCHOOLS

INSTRUCTION: *Answer all the questions in the blank space. Each question carries equal marks.*

Communication refers to the process by which people exchange information. It is also defined ___1___ the sharing of information ___2___ people. Communication is as ___3___ as man. This is ___4___ different means of communication ___5___ used, at the various ___6___ of man's development. There ___7___ two methods of communication: ___8___ and non-verbal communication. Verbal communication ___9___ communicating with words, written ___10___ spoken. Verbal communication

consist of ____11____, listening, writing and reading. ____12____ communication means communication without ____13____ words. It also means ____14____ with people using sign ____15____ or simple hand movements ____16____ also body language such ____17____ facial gestures and eye ____18____. You can also communicate ____19____ clothes and posture. The ____20____ are some of the ____21____ methods used in sending ____22____ to people in different ____23____ of Nigeria: the use ____24____ metal gong/drum. In villages, ____25____ are instruments whose sounds ____26____ put messages across to ____27____ who live in different ____28____. The sound of a ____29____ gong or drums such ____30____ dundun and bata alerts ____31____ on an important issue. ____32____ the eastern part of ____33____, it is a form ____34____ alert for people to ____35____ together for an important ____36____. It also reminds them ____37____ the time for something ____38____ they had agreed on. ____39____ is also used to ____40____ the arrival and departure ____41____ important persons. The use ____42____ town criers; a town crier is ____43____ individual, usually a man, ____44____ sends messages to people ____45____ different parts of the ____46____ by word of mouth. ____47____ town crier usually beats ____48____ gong after which he ____49____ at the top of ____50____ voice, relaying the information he has got from the king or community leaders to the people. This is the oldest method of communication.

Communication refers to the process by which people exchange information. It is also defined ____1____ the sharing of information ____2____ people. Communication is as ____3____ as man. This is ____4____ different means of communication ____5____ used, at the various ____6____ of man's development. There ____7____ two methods of communication: ____8____ and non-verbal communication. Verbal communication

___9___ communicating with words, written ___10___ spoken. Verbal communication consist of ___11___, listening, writing and reading. ___12___ communication means communication without ___13___ words. It also means ___14___ with people using sign ___15___ or simple hand movements ___16___ also body language such ___17___ facial gestures and eye ___18___. You can also communicate ___19___ clothes and posture. The ___20___ are some of the ___21___ methods used in sending ___22___ to people in different ___23___ of Nigeria: the use ___24___ metal gong/drum. In villages, ___25___ are instruments whose sounds ___26___ put messages across to ___27___ who live in different ___28___. The sound of a ___29___ gong or drums such ___30___ dundun and bata alerts ___31___ on an important issue. ___32___ the eastern part of ___33___, it is a form ___34___ alert for people to ___35___ together for an important ___36___. It also reminds them ___37___ the time for something ___38___ they had agreed on. ___39___ is also used to ___40___ the arrival and departure ___41___ important persons. The use ___42___ town criers; a town crier is ___43___ individual, usually a man, ___44___ sends messages to people ___45___ different parts of the ___46___ by word of mouth. ___47___ town crier usually beats ___48___ gong after which he ___49___ at the top of ___50___ voice, relaying the information he has got from the king or community leaders to the people. This is the oldest method of communication.

ANSWER TO CLOZE TEST QUESTIONS ON APPENDIX III

- | | |
|--------------|-------------------|
| 1. as | 12. non-verbal |
| 2. among | 13. using |
| 3. old | 14. communicating |
| 4. why | 15. language |
| 5. are | 16. also |
| 6. stages | 17. as |
| 7. are | 18. contact |
| 8. verbal | 19. using |
| 9. means | 20. following |
| 10. or | 21. traditional |
| 11. speaking | 22. messages |

- | | |
|-------------|--------------|
| 23. parts | 37. of |
| 24. of | 38. which |
| 25. there | 39. it |
| 26. help | 40. announce |
| 27. people | 41. of |
| 28. parts | 42. of |
| 29. village | 43. an |
| 30. as | 44. who |
| 31. people | 45. in |
| 32. in | 46. village |
| 33. Nigeria | 47. the |
| 34. of | 48. the |
| 35. gather | 49. talks |
| 36. message | 50. his |

APPENDIX III

SOCIAL STUDIES READABILITY AND COMPREHENSIBILITY TEST

(CLOZE TEST) MACMILLAN JSSSOCIAL STUDIES

INSTRUCTION: *Answer all the questions in the blank space. Each question carries equal marks.*

Communication means getting information or message across to people. It could be through ____1____ or non-verbal means. It ____2____ also be describe as ____3____ process or art of ____4____ meaning or understanding from ____5____ encoder/source to the ____6____/receiver. Before the advent ____7____ writing and other modern ____8____ of sending information, people ____9____ traditional societies made use ____10____ different methods. Some of ____11____ methods are drum as ____12____ popular musical instrument is ____13____ in sending messages to ____14____ in traditional

societies. People ____15____ sounds produced by drums ____16____ get whatever message is ____17____ put across. The tone ____18____ the rhythm will enable ____19____ listeners to interpret the ____20____ message correctly. This is ____21____ common in Yoruba land ____22____ a particular kind of ____23____ called talking drum is ____24____ popular. Flutes and gongs ____25____ also made use of ____26____ traditional societies to send ____27____ to people. The tune ____28____ the flute or the ____29____ of strokes applied to ____30____ gong carried definite messages ____31____ those who were capable ____32____ interpreting them. Traditional rulers ____33____ Yoruba and Igbo land ____34____ engaged the service of ____35____ in those days to ____36____ information to people. Town criers ____37____ to move from one ____38____ to another, beating gongs ____39____ gather people together and ____40____ relay the message of ____41____ kings to the people. ____42____ made use of symbols ____43____ symbolic objects to put ____44____ across, e.g. if gunpowder ____45____ sent to a community ____46____ from another leader, the ____47____ is that the community ____48____ prepare for attack or ____49____. A sponge with local ____50____ (osun) indicates that the receiver's wife has given birth to a new baby.

ANSWER TO CLOZE TEST QUESTIONS ON APPENDIX IV

- | | |
|-------------|------------|
| 1. verbal | 6. decoder |
| 2. can | 7. of |
| 3. the | 8. gadgets |
| 4. creating | 9. in |
| 5. an | 10. of |

- | | |
|------------------|-----------------|
| 11. the | 21. very |
| 12. a | 22. where |
| 13. used | 23. drum |
| 14. people | 24. very |
| 15. interpret | 25. were |
| 16. to | 26. in |
| 17. being | 27. information |
| 18. and | 28. of |
| 19. the | 29. number |
| 20. intended | 30. the |
| 31. to | 41. the |
| 32. of | 42. people |
| 33. in | 43. or |
| 34. respectively | 44. information |
| 35. town criers | 45. is |
| 36. send | 46. leader |
| 37. used | 47. information |
| 38. ward | 48. should |
| 39. to | 49. war |
| 40. them | 50. cream |

APPENDIX IV

Required sample size

Population size	Confidence = 95% Margin of error				Confidence = 99% Margin of error			
	5.0%	3.5%	2.5%	.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	51	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672

800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	2455
75,000	382	776	1506	8514	658	1330	2563	3583
100,000	383	778	1513	8762	659	1336	2585	4227
250,000	384	782	1527	9248	662	1347	2626	5555
500,000	384	783	1532	9423	663	1350	2640	6055
1,000,000	384	783	1534	9512	663	1352	2647	6317
2,500,000	384	784	1536	9567	663	1353	2651	6478
10,000,000	384	784	1536	9594	663	1354	2653	6560
100,000,000	384	784	1537	9603	663	1354	2654	6584
300,000,000	384	784	1537	9603	663	1354	2654	6586

APPENDIX V

BUDGET

The following are the estimated amount to be spent on the project.

S/N	ITEM	COST(₦)
1.	Stationery	30,000
2.	Instrumentation	50,000
3.	Administration questionnaire	50,000
4.	Travelling expenses	200,000
5.	Equipment: Laptop and Printer	200,000

6.	Literature review	70,000
7.	Printing materials, Analysis, Binding and other	90,000
8.	Miscellaneous expenses	60,000
9.	2 research assistance @ N 30,000 each	60,000
	TOTAL	N810,000