



Influence of Social Studies Education on Religious Tolerance among National Certificate of Education (NCE) Students in Kaduna State

¹Agbo, Eunice Oada, ²Yaro, Linda Kiritmwa & ³Ayuba, Anita Bishara

^{1&3}Department of Educational Foundations, Faculty of Education, University of Abuja

²Department of Social Studies, Federal College of Education, Pankshin, Plateau State

Email: ¹oadaagbo@gmail.com; ²yarolinda@gmail.com, ³anitabishara@gmail.com

ABSTRACT

Nigeria has been experiencing religion intolerance over the years and this has encroached into the educational institutions. Students are expected to live harmoniously among themselves but unfortunately this is not evidence in Colleges of education in Kaduna State which is the thrust of this study. The study aims at assessing the influence of social studies education on religious tolerance among the NCE students in the two colleges of education in Kaduna State. Three research objectives, questions and hypotheses were raised for the study. A sample of 250 respondents was drawn from a population of 940 NCE II and NCE III students of Federal College of Education Zaria and College of Education GidanWaya in Kaduna State. The data for the study was collected and analysed using percent, mean, standard deviation t-test and one-way ANOVA. At the end of the research, the study revealed that there was a significant difference between the mean perception scores of NCE II and NCE III students on the influence of Social Studies on religious tolerance with the p value of 0.006 which is less than the significance level of 0.05 indicating that the opinion of NCE II and NCE III students did differ in the perception regarding the influence of Social Studies education on religious tolerance in the state. While on the other hand, the influence of the subject matter on religious affiliation and college type revealed that there was and there was no significant difference between the mean opinion scores of the students based on college type and religious affiliation of the students respectively. The influence of Social Studies education based on college type revealed the p value of 0.001 which is also less than the significance level of 0.05 while the influence based on religious affiliation was given at 0.327 which is more than the required significance level of 0.05. Based on the outcomes of the result the following recommendations were given; government should encourage the teaching of Social Studies Education on religious tolerance by non NCE Social Studies students as electives so as to ensure that the citizenry has all information needed for ensuring ethnic and religious tolerance; teachers of Social Studies Education at NCE level should be made to update their knowledge and skills on how to effectively translate the content of ethnic and religious tolerance through seminars, workshops and conferences organized by governments and professional bodies; and Social Studies Education should be taught in senior secondary school to enable smooth transition to NCE level.

Keywords: Social Studies Education, Religious Tolerance

INTRODUCTION

In the world over, societies experience various forms of civil unrests irrespective of their level of development. Students of different religious background live and study in our Colleges of Education to obtain their NCE in Nigeria. They are expected to live harmoniously among themselves. Unfortunately, not all NCE students of different religious background relate in harmony with one another which sometimes lead to religious intolerances. This is the case with the two renounce colleges of education in Kaduna State – the Federal College of Education (FCE) Zaria and Kaduna State College of Education (COE) Gidan Waya. These colleges of education had one time or the other witnessed religious and ethnic intolerance over the years. In 1987 State College of Education in Gidan Waya was in the centre of the start of religious riots in the State while in 2002, the Federal College Education Zaria, on the other hand had student election which later resulted into religious crises. These incidences, unleashed mayhems



on the Christian students of which many were injured, raped and killed. It is against this backdrop that this study was initiated to find out whether Social Studies Education could be used as a means by which students of colleges of education in Kaduna State can attain religious tolerance. The study only focuses on NCE II and NCE III students of the two colleges of Education in the state. To achieve the success of the research, the study was able to find out the difference in the mean perception of students regarding the influence of Social Studies on religious tolerance between NCE II and NCE III students, based on religious affiliation and based on college type in colleges of education in Kaduna state. Meanwhile, the study aims at providing answers to the following questions; What is the difference in the mean perception of students regarding the influence of Social Studies on religious tolerance between NCE II and NCE III students in colleges of education in Kaduna state; What is the difference in the mean perception score of students regarding the influence of Social Studies on religious tolerance based on religious affiliation and college type in the colleges of education in Kaduna state? Nevertheless, the following null hypotheses were formulated for testing. There is no significant difference in the mean perception of students regarding the influence of Social Studies on religious tolerance between NCE II and NCE III students in colleges of education in Kaduna state; and there is no significant difference between the mean perception score of students regarding the influence of Social Studies on religious tolerance based on religious affiliation and college type in colleges of education in Kaduna State.

REVIEW OF LITERATURES

Concept of Social Studies Education

It is worthy to note that Social Studies covers a wide range of studies since it takes and uses concepts, ideas, skills, knowledge, attitudes and values from the Social Science subjects like geography, government, economics, religion, sociology and others. The researcher view Social Studies as a neutral school subject, that can be applied to any situation man is found, and can be used to solve any societal problems. As clearly put by Hackett (1999), Social Studies is an area of the curriculum designed specifically for the study of man and how his problems are solved. From the definitions above, it can be deduced that Social Studies is an academic discipline which studies man his interrelationships with his physical and social environments with a view to identifying and solving problems emanating from such interrelationships. According to Bayero (2010) opined that Social Studies is the sum of learning derived from the various aspects of human thoughts and experiences for the purpose of solving 'man's interminable problems. Je'adayibe (2004) opined that Social Studies are a study of problems of survival in an environment and how to find solutions to them. It is a multidisciplinary study of topic, a problems, an issue, a concern or an aspiration," Best (1997). Social Studies are "the studies of man and his physical; social environment and how man interacts with others". From the definition so far given, it is clear that Social Studies Education is organized as a school subject to serve two closely related purposes.

- (a) To guide student towards understanding people at various distance from them; the condition in which people find themselves and the method they employ to cope with problems.



- (b) To guide students in ways of reacting to an interacting with people conditions and actions to ensure the survival and growth of themselves as individuals in their society and of the total society of man.

Philosophy of Social Studies Education in Nigeria

In Nigeria Social Studies came as an answer to national problems. The second world war, (1939 -1945), Social Studies did not exist as a separate subject in the school system of many countries. Certain factors gave rise to its development as a separate school subject. After the war, there was the need to re-establish and promote good human understanding and relationship among the peoples of the world. Besides, it was necessary to promote democratic principles and values among the people of Europe and America, (Kaaure, 1989). In Nigeria, Social Studies came as an answer to specific national problems. In late 1960s, most educators in Nigeria agreed that the school must be Nigerian in outlook rather than emphasizing foreign ideals. It was through Social Studies Education, a love of the world developed in Nigerian child in such a way that they would develop a strong attachment to their country and government. Furthermore, to expose them to the problems in the society and equip them with the necessary skills needed for their survival, Social Studies was considered very relevant Kaaure (1989). There was also another reason which arose from the deficiencies of the separate Social Science subjects (e.g. History, geography, political science, and economics) as the means of studying the entire society. After the Nigerian civil war (1967 -1970) it came to be felt that the study of the society and its proper understanding could be better done through an integrated subject that would enlist various aspects of separate Social Science subjects and look at the realities of life in their interconnectedness. Kuku (1993) also observes that the main philosophy behind the birth of Social Studies in Nigeria during the 1960s is aimed at mobilization of youths, students and young learners for the purpose of helping them cultivate an awareness and understanding that would transform them into citizens with skills, attitude, competencies, moral values and reasoned judgment to effectively live, interact, interrelate and contribute positively to the economic, social, political and social development of the Nigerian society.

Objectives of Social Studies Education in Nigeria

Social Studies objectives are derived from the national education objectives and are aimed at the realization of the aspirations of the national educational objectives. The two are similar because they aim at the achievement of similar goals such as national consciousness, national unity, development of positive attitude towards democratic values and citizenship, trained development of skills and acquisition of knowledge. The general objectives of Social Studies Education as identified by Best (2000) can be seen as follow; Creation of awareness in the learners about their surroundings, the development of specific fundamental dispositions such as the attitudes, values and norms of the society, the promotion of effective and active citizenship, the promotion of an understanding of the social problems of the locating and finding possible solutions to them, helping the learners to develop the right attitude towards the leaders of the



government, the creation of an understanding of their role during elections especially of how to discharge their duties efficiently, and The demonstration of flexibility and willingness to accept necessary changes within a system for the good of all.

Fadeiye (bid) expressed his views on the following as objectives of Social Studies which include Social Studies emphasizes discovery, dialogue and experiences as learners discover things themselves; Social Studies enable their learners to understand their environments in all ramifications., It affords the learners the opportunity of understanding the society, identifying its problems and also finding satisfactory solutions to them; It inculcates healthy social attitudes and values in its learners such as kindness , patriotism, resourcefulness, open- mindedness as well as the capacity to learn and acquire skills that are essential for forming sound judgment; It is essential build a strong and united nation by combating social vices plaguing the nation; Social Studies enable individuals to be alive to their social and civic responsibilities; Social Studies promote the appreciation of our cultural heritage; Social Studies promote international understanding and worldwide peaceful co –existence. It aids co – operation, unity and clear understanding among nations; and Social Studies enable its learners to become well informed citizens who are capable its learners to become well informed citizens who are capable of contributing their quota to the healthy development of their country.

Objectives of Social Studies at Nigerian Certificate in Education Level

The objectives of Social Studies at the NCE level are derived from the goals of tertiary education. According to Kwajah (2011) generally Social Studies in tertiary institutions seeks to make the students see the world as one social community for all, made from different races religions, economic wealth etc. He outlined the objectives of Social Studies in tertiary institutions, follows: Receive proper information and knowledge about the world, Be equipped with the skills, abilities and competencies to help to contribute towards world development and progress, Acquire intellect, skills abilities and promote in him the spirit of inquiry discovery, thinking and curiosity, which will spur further investigations. To know what the society expects of her members, to enable him judge him and others actions, to develop the necessary democratic values and attitudes that would help him become a good citizen, to become familiar with societal norms and values as well as become socialized with such norms so as to be able to improve and perpetuate the society, to know about the differences existing between people, places, goals, abilities and productions, as appreciate and respect other people's human rights, to develop major functional approach to the solutions to such problems, to develop proper value, judgment and ability, to criticize, analyze, select and objectively assess issues and events in their proper perspective and to acquire psychomotor skills, creative skills as well as physical and non-physical or perceptual ability or skill types.

Social Studies of Education programme at the NCE level is to teachers who are both professionally committed and academically competent in its philosophy, content and methodology (Best, 2001). The objectives of Social Studies Education at this level therefore include: to produce professionally and academically competent NCE social



studies teachers for the basic 1-9 schools; to prepare teachers who will inculcate in their pupils rational adjustment to their physical and social environment through acquisition of knowledge, attitudes, values, appreciation and skills necessary for developing social and civic responsibilities; and to produce students who are capable of benefiting from further education in social studies and other related areas (Best, 2001:7).

RESEARCH METHODOLOGY

Research Design

A descriptive survey research design was employed for this study. Survey research method used to collect data using questionnaire which attempts to document current condition or attitudes to describe what exist at a moment (Gwamna, 2002). The design is relevant to this research work as it enables the researcher to describe an event, situation or phenomenon as it is at the time of the study (Gambo, 2006).

Population of the Study

The population of this study consisted of Social Studies students of the second and third levels of the Nigeria certificate in Education (NCE), and students of the Federal College of Education Zaria and the Kaduna State College of Education GidanWaya, Kafanchan. The two levels N.C.E 2 and N.C.E 3 were used for this study because they have more knowledge of social studies than N.C.E 1 and have acclimatized with their learning environment. The population of the two levels of NCE students both colleges was 940 (see table 3.2 below).

Table 3.2: Distribution of Students Population

College Type	NCE II		NCE III		TOTAL
	MALE	FEMALE	MALE	FEMALE	
FCE ZARIA	124	186	126	174	610
COE G/WAYA	57	93	67	113	330
TOTAL	181	279	193	287	940

Source: Field Survey, 2019

Sample and Sampling Procedures

The sample of study was drawn from the population of the second and third levels of the Nigerian certificate in Education (NCE) at the Federal College of Education Zaria and the Kaduna State and College of Education GidanWaya. The two levels had a population of 940. Thus out of the total population of 940 students, a sample of 250 students were used for this study. This sample represented 26.60% of the total population of the study. For a population of the magnitude, Alanamu (2003) suggests that 25% can be used to select the sample size. The researcher therefore adopted 25% sample for this study. In order to ensure that certain characteristics such as course of study, level of study, gender and religion stratified sampling technique was used. A table of random numbers was used to select the sample for this study. This technique ensured that all sub- groups (Christians, Muslims and African Tradition Religious females, males level of study and course of study) were fully represented. From each sub –



group, random selection was used to ensure that every sub-group was represented in the study. The researcher adopted this mode of sampling in order to ensure the representation of all sub-groups in the study.

Table 3.3: Distribution of Students Sample

College Type	NCE II		NCE III		Total
	Male	Female	Male	Female	
FCE ZARIA	22	32	31	42	127
COE G/WAYA	19	32	27	45	123
TOTAL	41	64	58	87	250

Source: Field Survey, 2019

Instrumentation

The instrument used in data collection in this study was researcher made Questionnaire. The instrument is a close ended or structured questionnaires title: "Influence of Social Studies Education on ethnic and religious tolerance among NCE students of Kaduna State. The instrument contained 31 items which was used to measure the influence of Social Studies Education on ethnic and religious tolerance among NCE student of Kaduna State. The response format was structured along the modified 4-points Likert-scale of summing rating (Ajamu 2007). The respondents were required to indicate on the adjusted Likert scale type the extent to which they agreed or disagreed with the statements provided by ticking as follows: SA = Strongly Agreed (4 points), A = Agreed (3points), D = Disagreed (2points), SD = and Strongly Disagreed (1point) with decision rule of $4+3+2+1 = 10/2 = 2.50$

Reliability of Instrument

The reliability of an instrument involves the consistency of an instrument involves with which the instrument measure what it's required to measure. Aderidigbe (1997) it is observed that, what an instrument supposed to measure, it is expected that the same result will be obtained after a time, consistently under the same condition. There are various methods for establishing the reliability, of an instrument, the most appropriate methods of reliability to this study is the Cronback alpha method which is used to compute variance of each test item. It is also used for essay test item scale that provide response such as strongly agreed, agreed, disagree and strongly disagree responses. Reliability of the instrument arrived at after pilot study was established in order to find out the degree of consistency which the instrument is supposed to measure in order to establish the test item which is reliability coefficient value is 0.78 and 0.80 shows that the test instrument is reliable and can be used for the aim of this research work.

Data Collection Procedure

The researcher first collected an introductory letter from the department and proceeded to the institutions where it was presented to the authority of which it was accepted and permission granted to conduct the study. The researcher engaged the help of two research assistants, one for each of the two colleges, Federal College of Education



Zaria and College of Education GidanWaya Kaduna State. The researcher and the research assistants carry out administration and collection of the research instruments in the two Colleges of Education on the same day, in order to avoid loss of questionnaires and external influence while filling the questionnaire.

Method of Data Analysis

For the purpose of this research, the data collected were organized in table and frequency distribution and percentage for the personal data and the research questions were answered using mean scores and standard deviation. The statistical tools used to test the hypotheses are independent sample t-test and ANOVA. All hypotheses were tested at significance level of 0.05. The statistical package for social sciences (SPSS) was used for the computation and analysis of data.

DATA ANALYSIS AND PRESENTATION

The Influence of Social Studies on Religious Tolerance between NCE II and III Students

The table 4.1a shows the distribution of the respondents by level. Out of the total number of students involved in the study (250), 105 or 42.0% were NCE II while 145 or 58.0% were NCE III. In the distribution NCE III respondents outnumbered NCE II. In answering the question on the difference in the mean perception score of students regarding the influence of Social Studies on religious tolerance between NCE II and NCE III students in colleges of education in Kaduna state. Descriptive statistics method and standard deviations were carried out this analysis. As revealed in table 4.1b, the mean opinion score of NCE II was 108.68 and that of NCE III was 110.29. The difference in the mean perception scores of NCE II and NCE III was - 0.925 in favour of NCE III. This showed that there was a difference in the mean perception scores NCE II and NCE II students about influence of Social Studies on religious tolerance in Kaduna state.

In testing the hypothesis to show a significant difference in the mean perception score of students regarding the influence of Social Studies on religious tolerance between NCE II and NCE III students in the state, an independent sample t-test was carried out and the result as revealed in table 4.1c shows that there was a significant difference between the mean perception scores of NCE II and NCE III students on the impact of Social Studies on religious tolerance as supported by $t(248) = -2.527, P = 0.006 < 0.05$. The result indicated that there was a significant difference in the mean opinion scores of NCE II and NCE III students on the influence of Social Studies on religious tolerance; hence the null hypothesis which says no significant difference was rejected.

Table 4.1a: Distribution of Respondents by Level

Level	Frequency	Percent
NCE II	105	42.0
NCE III	145	58.0
Total	250	100.00

Source: Field Survey, 2019



Table 4.1b: Mean perception score and Standard Deviation for NCE II and NCE III students in Kaduna state

Level	N	Mean	Std. Deviation	Mean Difference
NCE II	105	108.68	4.016	- 0.925
NCE III	145	110.29	4.941	

Source: Field Survey, 2019

Table 4.1c: Sample t-test Scores for NCE II and NCE III Students in the State

Level	N	Mean	Std	t	df	P-value
NCE II	105	108.68	40.16	-2.527	248	.006
NCE III	145	110.29	49.41			

Source: Field Survey, 2019

The Influence of Social Studies on Religious Tolerance Based on Religious Affiliation

The table 4.2a shows the distribution of the respondents by religious affiliation. Out of the total number of students involved in the study (250), 137 or 54.8% were respondents with Christianity affiliation while 113 or 45.2% were respondents with Islam affiliation. In the distribution, respondents with Christianity affiliation outnumbered respondents with Islam affiliation. As revealed in table 4.1b, revealed the differences between the mean perceptions score of students regarding the influence of Social Studies on religious tolerance based on religious affiliation in the state. The table indicates that the mean opinion score of respondents with Christianity Religious Affiliation was 109.35 and that of respondents with Islam Religious Affiliation was 109.93. The difference in the mean perception scores of respondents with Christianity religious affiliation and respondents with Islam religious affiliation was 0.58 in favour of respondents with Islam religious affiliation. This showed that there was a difference in the mean perception scores of respondents with Christianity religious affiliation and respondents with Islam religious affiliation about influence of Social Studies on religious tolerance in the state. For hypothesis testing, a t-test sample was also used. In table 4.2c, the study shows that there is no significant difference in the mean perception scores of Christians and Muslims in Colleges of Education on the influence of Social Studies on religious tolerance. The mean opinion score of Christian students was ($M=76.79$, $SD=3.936$) and that of the Muslims was ($M=76.52$, $SD=3.603$), with a mean difference of .266 in favour of Christian students. This is supported by $t(248)=.553$, $p=.581>.05$, which showed that there is no significant difference in the mean perception scores of Christian and Muslim students in Colleges of Education on the influence of Social Studies on religious tolerance. Therefore, the null hypothesis which stated that there is no significant difference is retained.

Table 4.2a: Distribution of Respondents by Religious Affiliation

Religious Affiliation	Frequency	Percent
Christianity	137	54.8
Islam	113	45.2

Source: Field Survey, 2019



Table 4.2b: Mean Perception Score and Standard Deviation of Respondents Based on Religious Affiliation

Religious Affiliation	N	Mean	Std. Deviation	Mean Difference
Christianity	137	109.35	4.425	0.58
Islam	113	109.93	4.880	

Source: Field Survey, 2019

Table 4.2c: Sample t-test for the Mean Perception Score of Students Based on Religious Affiliation

Religion	N	Mean	SD	SEM	t	Df	p-value	Mean Difference	Std. Error Difference
Christianity	137	76.79	3.936	.336	.553	248	.581	.266	.482
Islam	113	76.52	3.603	.339					
Total	250	153.31							

Source: Field Survey, 2019

The Influence of Social Studies on Religious Tolerance Based on College Type

In table 4.3a, the study shows the distribution of the respondents of students by college type. As it is shown, out of the total number of students involved in the study (250), 127 or 50.8% were FCE respondents while 123 or 49.2% were state COE respondents. In the distribution, FCE respondents numbered state COE respondents. In providing answer to what the mean score of the respondent based on college type, the result in table 4.3b indicates that the mean opinion score of FCE students was 108.66 and that of COE students was 110.59. The difference in the mean perception scores of FCE students and COE students was 1.93 in favour of COE students. This showed that there was a difference in the mean perception scores of FCE students and COE students about the influence of Social Studies on religious tolerance in Kaduna state. For the hypothesis testing, table 4.3c showed that there is a difference in the mean perception scores of students in Federal and State Colleges of Education on the influence of Social Studies on religious tolerance. The mean opinion score of Federal students was ($M=75.99$, $SD=3.917$) and that of the State was ($M=77.37$, $SD=3.523$), with a mean difference of -1.374 in favour of state college of education students. This is supported by $t(248)=-2.912$, $p=.004<.05$, which showed that there is a difference in the mean perception scores of students in Federal and State Colleges of Education on the influence of Social Studies on religious tolerance. Therefore, the null hypothesis which stated that there is no significant difference is rejected.

Table 4.3a: Distribution of Respondents by College Type

College Type	Frequency	Percent
FCE	127	50.8
State COE	123	49.2
Total	250	100.00

Source: Field Survey, 2019



Table 4.3b: Mean Perception Score and Standard Deviation of the Students Based on College Type in the State

College Type	N	Mean	Std. Deviation	Mean Difference
FCE	127	108.66	4.345	1.93
State COE	123	110.59	4.739	

Source: Field Survey, 2019

Table 4.3c: Sample of t-test for Mean Perception of Respondents Based on College Type

College	N	Mean	SD	SEM	t	df	p-value	Mean Difference	Std. Error Difference
Federal	127	75.99	3.917	.348	-2.912	248	.004	-1.374	.472
State	123	77.37	3.523	.318					
Total	250	153.36							

Source: Field Survey, 2019

DISCUSSION OF FINDINGS

Hypothesis one states that there is no significant difference in the mean perception score of students regarding the influence of Social Studies on religious tolerance between NCE II and NCE III students in colleges of education in Kaduna state. This study found that there was a significant difference between the mean perception scores of NCE II and NCE III students on the influence of Social Studies on religious tolerance, $F_{cal} = 7.572$ at $df = 1$ and 248 , $p = 0.006 < 0.05$. This implies that NCE II and NCE III students did differ in their perception regarding influence of Social Studies on religious tolerance in Kaduna state. The descriptive statistics shows that mean opinion score of NCE II (108.68) was slightly lower than that of NCE III (110.29). This finding could be the length of time the students spend in college. This goes to show that level of students is a factor influencing perception of Social Studies students. This finding is in disagreement with Ibrahim (2014) and Abacarian (1974) who found no difference in the perception Social Studies students' base on class level. It is however, in contrast with the finding of Adams (2011) who found no difference between the opinions of NCE II AND NCE III students.

Hypothesis three states that there is no significant difference between the mean perception score of students regarding the influence of Social Studies on religious tolerance based on religious affiliation in colleges of education in Kaduna state. This study found that there was no significant difference between the mean opinion scores of the students based on religious affiliation on influence of Social Studies on religious tolerance, $F_{cal} = .965$ at $df = 1$ and 248 , $p = .327 > 0.05$. This implies that the perception of students based on religion did differ regarding the influence of Social Studies on religious tolerance in Kaduna state. This goes to show that religious affiliation of students is not a factor influencing perception of Social Studies students. This finding corroborates Adams (2011) who found no difference between the perceptions of NCE Social Studies student's base on religion.



Hypothesis five states that there is no significant difference between the mean perception score of students regarding the influence of Social Studies on religious tolerance based on college type in colleges of education in Kaduna state. The finding of this study reveals that there was a significant difference between the mean perception scores of the students based on college type on influence of Social Studies on religious tolerance, $F_{cal} = 11.302$ at $df = 1$ and 248 , $p = 0.001 < 0.05$. This implies that the perception of students based on college type did differ regarding influence of Social Studies on religious tolerance in Kaduna state. This goes to show that college type of students is a factor influencing perception of Social Studies students.

CONCLUSION

Based on the result arising from the findings in this study, the following conclusions were drawn:

- i. Perception of students differs between NCE II and NCE III on the influence of Social Studies on religious tolerance among NCE students in Kaduna state;
- ii. No significant difference between the perception of the students based on religious affiliation on influence of Social Studies on religious tolerance among national certificate of education students in Kaduna state;
- iii. A significant difference exists between the perception of the students based on college type on influence of Social Studies on religious tolerance among national certificate of education students in Kaduna state; and

RECOMMENDATIONS

Based on the result emanated from this study, the following recommendations are offered:

- i. Social Studies Education courses on religious tolerance should be offered by non NCE Social Studies students as electives. This is necessary to ensure that the citizenry has all information needed for ensuring religious tolerance.
- ii. The teachers of Social Studies Education at NCE level should be made to update their knowledge and skills on how to effectively translate the content of religious tolerance through seminars, workshops and conferences organized by governments and professional bodies.
- iii. Social Studies Education should be taught in senior secondary school to enable smooth transition to NCE level.

REFERENCES

- Abacarian, G. & Palmer, M. (1974), "Society in conflicts" An introduction to social science, Canfield press, San Francisco P.79
- Adams, H. (2011), The Jos crisis: a current Recurrent Nigeria Tragedy. Discussion paper No.2 (Abuja, Nigeria. Friedrich Ebert Shirting Nigerian Journal 2011:27). <http://www.africancenter.org>.
- Aderibigbe, G. (1997) Religion: Study and Practice Ibadan: Olu- Akins Publishers.
- Ajamu, T.K. (2007), "Religion in Society. In Ololobou, Y.P.S (Ed) Social Studies for Social Engineering, Pankshin: Academic Trust Fund.



- Alanamu, A. K. (2003), an Introduction, to Comparative Religion in Nigeria. Ilorin: Ahnour International.
- Bayero, H.I.R. (2010) "The Impact of information Technology on Social Studies Learning: Prospect and challenges", in Journal of Educational Research and Development". (2007, Vol.2 No. 1) Zaria, Faculty of Education, A.B.U.
- Best, S. et al (1997), "Communal Conflicts and Possibilities of Conflicts Resolution in Nigeria" Research for Academic Associates, Lagos
- Best, S. G. (2000), "The Historical Roots of Religious Identity Conflict in Northern Nigeria" Humanity, Jos Journal of General studies 2 (1)
- Best, S. G. (2001), "Religion and Religious Conflicts in Northern Nigeria", University of Jos journal of political sciences vol.II No.III.
- Choudhury, A. (2009), independent Two- Sample T-Test <http://www.experiment-resources.com>.
- Gambo, S. (2006), "The Social Forces behind Religious Crisis/ Ethno religious Crisis: A Study of Jos North L.G.A" unpublished B.Sc. (Sociology) project Submitted to the Dept. of Sociology, Faculty of the Social Sciences, Bayero University Kano.
- Gwamna D.J. (2002), "The Urban factor in Ethno-Religious crisis in Jos and Bauchi Areas". Research report submitted to the Africa Center for democracy governance (AFRIGON), Abuja. P.28
- Hackett, R.I.J. (1999), Managing or Manipulating Religious Conflicts in Nigerian Media. Retrieved 25 April 2019
- Ibrahim J. (ED) (2004), "The Settlers phenomenon in the problem: National Integration in Nigeria, Jos: Midland press Ltd
- Je'adayibe, G.D. (undated) The Turning Tides of Religious Intolerance in Nigeria: The External Connection". Unpublished paper, Department of Religious Studies, University of Jos.
- Kaaure, M. Z. et al (Ed) (1989), "Strategies for promotion of Muslim and Christian Tolerance in Nigeria. Nigeria Studies of Religious Intolerance, Vol. IV Lagos: Jeromeilaiho and Associates Ltd.
- Kukuh, M.H. (1993), Religious, Politics and Power in Nigeria, Ibadan: Spectrums Book Ltd.
- Kwaja, C. (2011), "Nigerian Pernicious Drivers of Ethno-Religious Conflict". <http://www.africancenter.org>.
- Okonkwo, M.E. (2002) Citizenship Education and Social Studies Education: The Problem of Producing Effective citizens in Nigeria. Through Social Studies Education; paper presented at SOSAN Conference, Abeokuta.