

ASSESSMENT OF IMPLEMENTATION OF SOCIAL STUDIES THEME IN CONTEXT OF SECONDARY SCHOOL RELIGION AND NATIONAL VALUES CURRICULUM IN IBADAN METROPOLIS

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Abstract

This study examined the implementation of Social Studies theme under the umbrella of Religion and National Values curriculum in upper basic schools in Ibadan Metropolis. The study adopted a descriptive survey research of ex-post facto design, self-designed questionnaire titled “Teachers’ Assessment on Social Studies Questionnaire” (TASSQ) ($r=0.83$) which was used to collect data from sixty sampled respondents, using a multi-stage sampling technique. Descriptive statistics of frequency counts, simple percentage, Mean and standard deviation were used to answer three research questions. The study revealed that Social Studies promotes acquisition of knowledge necessary for solving social problems confronting Nigeria (Mean=3.65) and also promotes dutiful and responsible citizenship (Mean=3.65) among others. It was also discovered that the challenges confronting effective implementation of the curriculum include inadequate provision of teachers’ guide (Mean=3.32), unwillingness of the students to learn (Mean=3.18) and inadequate quality Religion and National Values textbooks (Mean=3.18) and so on. The study, however, revealed that Social Studies curriculum if well implemented could help to promote Nigeria’s moral/social values, solve contemporary social problems and increase students’ interests in learning Social Studies. Based on these findings, it was recommended among others that Social Studies should maintain her formal status as a single subject, teaching facilities should be made available, curriculum implementation should be monitored, curriculum distribution should be timely and decentralized, in-service training should be frequently organized for Social Studies teachers on 21st century skills for effective teaching of Social Studies.

Key words: *Relevance, Prospects, Challenges, Social Problems, Teachers’ guide, Tolerance,*

Introduction

Education is a continuous process of acquiring knowledge, skills, values, beliefs, norms and habits of a group of people with a view of transmitting them from one generation to another. Education in its generic and global context is a strategic

instrument for social and economic transformations (Igbokwe, 2015). Nigeria’s educational system is geared towards producing individuals who can survive life hurdle, adapt to dynamic environmental conditions and ultimately become good, responsible and functional citizens.

Curriculum is a systematic and intended packaging of competencies (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organised learning experiences both in formal and non-formal settings (United Nations Educational Scientific and Cultural Organization, 2017). In the words of Seweje, Akinlua and Adeosun (2007), curriculum is a label for a programme of action which is explicitly organised as a means whereby pupils may attain the desired goals. This curriculum is structured for school subjects including Religion and National Values.

Religion and National Values curriculum is an umbrella subject housing Social Studies, Civic Education and Security Education as an outcome of basic education curriculum restructuring in 2007, 2013 and 2017 respectively. Its implementation commenced in 2014. The curriculum was designed with a view of promoting right altitude and values in the learners in such a way that they would be able to be self-reliance and be useful to themselves and the society at large.

Social Studies which is one of the themes that make up Religion and National Values curriculum was formerly a core and autonomous subject but surprisingly, it was compressed and made as a theme, thereby causing some important issues such as environmental education, family life education, population education and some unresolved emerging issues to be apparently removed. In spite of reduction in its content, with four (4) sub-themes and less than twenty topics spread across Basic 7 to 9, Social studies is expected to perform the following roles in Nigeria - the development of national consciousness and commitment as necessary ingredient for nation building; the inculcation of social values and skills for active social life; the development of

intellectual skills; knowledge and abilities for better understanding of the immediate and remote environment; developing rational thinking ability for practical social life; identifying and solving problems using problem solving approaches and promoting value awareness and utilisation in tackling dynamic problems of the society (Abubakar, 2013; Gbadamosi, 2013).

Furthermore, it is worthy to note that Social Studies has been successfully used by many advanced countries such as United States of America and Great Britain to proffer solutions to national problems (Parker, 2014; Kahne & Middaugh, 2010). The roles of Social Studies in engineering sustainable national development were highly appreciated when Obama (2009) in Ikem (2012) asserted that we need the insights and critical thinking skills gained in History and Social Studies to fight poverty and homelessness, crime and discrimination and to make our nation fairer and freer. With the view of preferring solutions to national and continental problems, seventeen African countries present at the historic Mombassa Conference of 1968 adopted Social Studies as a school subject (Merryfield, 1988). These experiences are instructive to Nigeria in her bid to transform for the better. Having highlighted these roles, it shows that if Social Studies contents are adequate and well selected from proper situational analysis of societal needs, it would be a useful instrument, not only to achieve Nigeria's educational objectives, but also to the learners who are the potential agents of transformation. It becomes necessary to examine how Social Studies theme under Religion and National Values curriculum is designed to achieve its overall objectives.

However, over time, effective implementation of Social Studies has been marred by some challenges. Akpan (2012)

observed that most teachers only select contents that are simple and easy in favour of their traditional methods of teaching. Oladokun (2016) postulated that top-down curriculum transfer is a challenge as many teachers are ignorant of the contents and their reasons. Other challenges include unconducive school environment, inadequate materials, and poor teacher motivation, non-professionalization of Social Studies teachers, unwillingness of students to learn, poor monitoring, inadequate funding, and unfavourable government policy among others (Ajiboye, Ajitoni & Gbadamosi, 2016; Oladokun, 2016; Opoh, Sunday & Ogbaji, 2014). As a result of various challenges, little seems to have been achieved in education, which has led to instability in system of education in Nigeria and invariably affected the curriculum.

Several efforts have been made by education stakeholders in Nigeria to fathom a rich, adequate and useful Social Studies curriculum in particular with little or no effect in the achievement of its overall objectives (Nnamani & Oyibe, 2016; Tosanwumi, 2016; Gbadamosi & Adebajo, 2016; NERDC, 2012). There seems to be confusion on whether Social Studies theme under Religion and National Values is desirable and useful to meet the needs of the learners and the society at large in the view of many challenges. Shuaibu and Shuaibu (2015) posited that teachers' inputs are important for any curriculum to achieve its useful goals. It is important to gather and analyse the opinions of teachers as regards the relevance of Social Studies theme. Identified relevance and prospects of a subject will invariably influence learners' beliefs, values and attitudes. A relevant educational programme nourishes individuals' values and has implications on the society as it transfers its heritage from

one generation to another. For Social Studies to achieve its goals, the curriculum must be well-planned and strictly related to solving the problems ravaging the country. It, however, seems that many problems persist despite the teaching and learning of Social Studies both during and after formal education training. There is the need to investigate whether Social Studies theme is carefully designed to achieve its overall objectives.

Statement of Problem

In spite of many changes in educational policies, programmes and curricula, little seems to have been achieved. What is not known is whether the Social Studies theme is widely desirable and relevant to the needs of the learners as well as that of the society. There is need for the teachers to understand the immediate and future benefits that are inherent in Social Studies theme. Due to inadequate planning, much has not been accomplished in many educational targets. There seems to have been persistent high level of uncertainty confronting the implementation of Social Studies theme and on the learning outcome to include application, transfer and relearning effects. There is also a question to be answered on the long term impact of Social Studies theme beyond formal education training.

Previous studies have focused on the implementation of Social Studies curriculum in secondary schools with little or no emphasis on religion and national values. Therefore, this study investigated the relevance and prospects amidst challenges, confronting the implementation of Social Studies theme under the umbrella of Religion and National Values curriculum in upper basic schools in Ibadan Metropolis.

Research Questions

In addressing the problems stated above, answers were sought to the following questions:

- (a) What is the relevance of Social Studies theme under the umbrella of Religion and National Values curriculum?
- (b) What are the prospects inherent in Social Studies theme under the umbrella of Religion and National Values curriculum in upper basic schools?
- (c) What are the challenges confronting effective implementation of Social Studies theme under the umbrella of Religion and National Values curriculum in upper basic schools?

Methodology

The study adopted a descriptive research design. The population consisted of Social Studies/Religion and National Values teachers in upper basic schools in Ibadan Metropolis, Oyo State. Out of eleven Local Government Areas in Ibadan Metropolis, three Local Government Areas (Ibadan North, Ibadan North East and Ibadan North West) were selected through balloting. Purposive sampling was further employed by

restricting the sampled respondents to 60 teachers who teach Social Studies/Religion and National Values in 45 public secondary school schools randomly selected from three Local Government Areas. A self-designed Teachers' Assessment on Social Studies Questionnaire ($r=0.83$) of five (5) point Likert Scale was designed to elicit information on the study. It consisted of four (4) sections. They are: Section A: Demographic information on respondents; Section B: Relevance of Social Studies theme under the umbrella of Religion and National Values curriculum; Section C: Prospects of Social Studies theme under the umbrella of Religion and National Values curriculum; Section D: Challenges confronting Social Studies theme under the umbrella of Religion and National Values curriculum. Descriptive statistics of frequency counts, simple percentage, mean and standard deviation were used to analyse the data collected.

Results

Research Question 1: What is the relevance of Social Studies theme under the umbrella of Religion and National Values curriculum?

Table 1: Relevance of Social Studies Theme in Religion and National Values Curriculum

N	Relevance of Social Studies	SD	D	NAD	A	SA	Mean	STD. D
1	Social Studies promotes inter-ethnic/religious tolerance in Nigeria.	9 15%	1 1.7%	-	23 38.3%	27 45%	3.967	1.378
2	Spirit of patriotism is enhanced in Social Studies.	7 11.7%	3 5%	3 5%	29 48.3%	18 30%	3.800	1.256
3	Social Studies adequately promotes spiritual development of learners.	10 16.7%	9 15%	12 20%	23 38.3%	6 10%	3.100	1.272
4	Social Studies enhances active participation of learners in civil matters.	13 21.7%	9 15%	27 45%	11 18.3%	-	3.600	1.028
5	Social Studies promotes innovation and creativity.	10 16.7%	3 5%	4 6.7%	26 43.3%	17 28.3%	3.617	1.391
6	Social Studies equips learners with balanced skills that are required to function in their everyday life. (e.g. manipulative and life-coping skills)	9 15%	7 11.7%	2 3.3%	24 40%	18 30%	3.583	1.418
7	Social Studies promotes acquisition of knowledge necessary for solving social problems confronting Nigeria. (E.g. corruption, kidnapping etc.)	13 21.7%	1 1.7%	1 1.7%	24 40%	21 35%	3.650	1.516
8	Social Studies reinstates eroded moral/social values and heritages. (E.g. probity, justice, sincerity etc.)	7 11.7%	10 16.7%	-	32 53.3%	11 18.3%	3.500	1.295
9	Social Studies helps to eradicate poverty from Nigeria	4 6.7%	16 26.7%	17 28.3%	21 35%	2 3.3%	3.017	1.017
10	Social Studies helps in realizing the goals of Nigerian education.	1 1.7%	14 23.3%	6 10%	27 45%	12 20%	3.583	1.109
11	Social Studies helps in preventing juvenile delinquencies in Nigeria. (E.g. truancy, stealing, etc.)	4 6.7%	10 16.7%	10 16.7%	23 38.3%	13 21.7%	3.517	1.200
12	Social Studies helps to solve insecurity challenges in Nigeria.	1 1.7%	20 33.3%	10 16.7%	17 28.3%	12 20%	3.317	1.186
13	Social Studies promotes orderliness in the society.	12 20%	4 6.7%	29 48.3%	15 25%	-	3.783	1.043
14	Social Studies helps to prevent harmful traditional practices. (E.g. female circumcision, tribal marking, widowhood betrothal etc.)	1 1.7%	11 18.3%	7 11.7%	27 45%	14 23.3%	3.700	1.078
15	Social Studies promotes dutiful and responsible citizenship.	-	12 20%	10 16.7%	25 41.7%	13 21.7%	3.650	1.039
Grand Mean: 3.56								

Table 1 shows the relevance of Social Studies theme under the umbrella of Religion and National Values curriculum. It is shown in the table that the respondents agreed that Social Studies promotes inter-ethnic/religious tolerance in Nigeria (Mean=3.97), the spirit of patriotism is enhanced in Social Studies (Mean=3.80), Social Studies promotes orderliness in the society (Mean=3.79), Social Studies helps to prevent harmful traditional practices (Mean=3.70), Social Studies promotes acquisition of knowledge necessary for solving social problems confronting Nigeria (Mean=3.65), Social Studies promotes dutiful and responsible citizenship (Mean=3.65), Social Studies promotes innovation and creativity (Mean=3.62), Social Studies enhances active participation of learners in civil matters (Mean=3.60), Social Studies equips learners with balanced skills that are required to function in their everyday life (Mean=3.58), Social Studies helps in realizing the goals of Nigerian education (Mean=3.58), Social Studies helps in preventing juvenile delinquencies in

Nigeria (Mean=3.52), Social Studies reinstates eroded moral/social values and heritages (Mean=3.50), Social Studies helps to solve insecurity challenges in Nigeria (Mean=3.32), Social Studies adequately promotes spiritual development of learners (Mean=3.10) and Social Studies helps to eradicate poverty from Nigeria (Mean=3.02).

It can, therefore, be concluded that the Social Studies theme under the umbrella of Religion and National Values curriculum is relevant to the needs of the nation as it promotes religious tolerance, civility, and functional life skills among others with grand mean of 3.56.

Research Question 2: What are the prospects inherent in Social Studies theme under the umbrella of Religion and National Values curriculum in upper basic schools?

Table 2: Prospects inherent in Social Studies Theme in the Context of Religion and National Values Curriculum in Upper Basic Schools

N	Prospects of Social Studies	SD	D	NAD	A	SA	Mean	Std. D.
1	Social Studies has the potential of solving many contemporary social problems (e.g. kidnapping, cultism, examination malpractices etc.) confronting Nigeria if well taught.	3 5%	-	3 5%	22 36.7%	32 53.3%	4.333	0.969
2	Nigeria's moral/social value system such as integrity, social understanding, togetherness, love, respect, tolerance, dignity of labour etc. could be promoted through effective teaching of Social Studies.	2 3.3%	1 1.7%	-	21 35%	36 60%	4.467	0.873
3	The inclusion of Social Studies in Religion and National Values curriculum improved students' interests in Social Studies.	3 5%	1 1.7%	6 10%	30 50%	20 33.3%	4.050	0.982
4	Social Studies could instil in learners substantial skills (manipulative, life-coping and innovative) for future use.	1 1.7%	8 13.3%	10 16.7%	24 40%	17 28.3%	3.800	1.054
5	Social Studies can encourage active participation of learners in issues of national importance.	4 6.7%	6 10%	9 15%	31 51.7%	10 16.7%	3.617	1.091
6	Students can acquire adequate civic knowledge from Social Studies.	-	13 21.7%	3 5%	31 51.7%	13 21.7%	3.733	1.039
7	Social Studies can improve learners' morality.	3 5%	6 10%	5 8.3%	22 36.7%	24 40%	3.967	1.163
8	Social Studies has the potential to equip with skills aimed at reducing poverty level in Nigeria.	-	7 11.7%	8 13.3%	28 46.7%	17 28.3%	3.917	0.944
Grand Mean: 3.99								

Table 2 shows the prospects inherent in Religion and National Values curriculum in upper basic schools. The table shows that Nigeria's moral/social value system such as integrity, social understanding, togetherness, love, respect, tolerance, dignity of labour etc. could be promoted through the teaching of Social Studies (Mean=4.47). Social Studies has the potential of solving many contemporary social problems (Mean=4.33), the inclusion of Social Studies in Religion and National Values curriculum could improve students' interests in Social Studies (Mean=4.05). However, Social Studies theme was rated as lacking prospects in some critical areas of learners' life. These include:

(a) Social Studies can instil in learners substantial skills (manipulative, life-

coping and innovative) for future use (Mean=3.80).

(b) Students can acquire adequate civic knowledge from Social Studies (Mean=3.73).

(c) Social Studies can encourage active participation of learners in issues of national importance (Mean=3.61).

However, the grand mean of 3.99 implies that if Social studies is well taught, it has the potential of solving many contemporary social problems (mean=4.33).

Research Question 3: What are the challenges confronting effective implementation of Social Studies theme under the umbrella of Religion and National Values curriculum in upper basic schools?

Table 3: Challenges Confronting the Implementation of Social Studies Theme under the umbrella of Religion and National Values Curriculum in Upper Basic Schools

N	Challenges facing Social Studies	SD	D	NAD	A	SA	Mean	Std. D.
1	General unwillingness of the students to learn	9 15%	14 23.3%	1 1.7%	29 48.3%	7 11.7%	3.183	1.334
2	Inadequate finance for the purchase of materials or textbooks.	9 15%	19 31.7%	1 1.7%	24 40%	7 11.7%	3.017	1.347
3	Inadequate time/period allocated for Social Studies theme.	9 15%	31 51.7%	9 15%	9 15%	2 3.3%	2.400	1.028
4	Inability of authors to design Social Studies textbooks to be readable and illustrative.	12 20%	26 43.3%	2 3.3%	11 18.3%	9 15%	2.650	1.388
5	Inadequate specialised Social Studies teachers.	18 30%	25 41.7%	7 11.7%	9 15%	1 1.7%	2.167	1.076
6	Inadequate funding of Social Studies programme.	8 13.3%	11 18.3%	10 16.7%	27 45%	4 6.7%	3.133	1.200
7	Insufficient availability of instructional materials/teaching aids.	9 15%	10 16.7%	15 25%	20 33.3%	6 10%	3.067	1.232
8	Ineffective utilization of instructional materials.	10 16.7%	22 36.7%	14 23.3%	7 11.7%	7 11.7%	2.650	1.233
9	Higher institutions and society have negative attitudes to Social Studies education.	11 18.3%	24 40%	11 18.3%	13 21.7%	1 1.7%	2.483	1.081
10.	Non-inclusion of many teachers in Social Studies curriculum development.	4 6.7%	19 31.7%	13 21.7%	22 36.7%	2 3.3%	2.983	1.049
11	Overloading of five themes in Religion and National Values curriculum.	3 5%	21 35%	17 28.3%	12 20%	7 11.7%	2.983	1.112
12	Shortage of topics selected for Social Studies theme.	3 5%	16 26.7%	14 23.3%	24 40%	3 5%	3.133	1.033
13	Quality RNV textbooks written are inadequate.	5 8.3%	13 21.7%	15 25%	20 33.3%	7 11.7%	3.183	1.157
14	Use of traditional methods of teaching.	12 20%	18 30%	7 11.7%	19 31.7%	4 6.7%	2.750	1.284
15	Inadequate provision of teachers' guide.	6 10%	9 15%	14 23.3%	22 36.7%	9 15%	3.317	1.200
16	There is no teacher's motivation.	8 13.3%	16 26.7%	10 16.7%	17 28.3%	9 15%	3.050	1.304
17	There is no well-equipped library/workshop in my school.	12 20%	12 20%	10 16.7%	15 25%	11 18.3%	3.167	1.420
18	Schools have different curriculum for Social Studies.	12 20%	20 33.3%	9 15%	11 18.3%	8 13.3%	2.717	1.341
Grand Mean: 2.89								

Table 3 reveals the challenges confronting effective implementation of Social Studies theme under the umbrella of Religion and National Values curriculum in upper basic schools. The table indicates the challenges include inadequate provision of teachers' guide (Mean=3.32), general unwillingness of the students to learn (Mean=3.18), inadequate quality RNV textbooks (Mean=3.18), absence of well-equipped libraries/workshops (Mean=3.17), inadequate funding of Social Studies programme (Mean=3.13), shortage of topics selected for Social Studies theme (Mean=3.13), absence of teacher's motivation (Mean=3.05), inadequate finance for the purchase of materials (Mean=3.02), insufficient availability of instructional materials/teaching aids (Mean=3.01), non-inclusion of many teachers in Social Studies curriculum development (Mean=2.98), overloading of five themes in Religion and National Values (Mean=2.98), use of traditional methods of teaching (Mean=2.75), differences in Social Studies curriculum among schools (Mean=2.71), inability of authors to design Social Studies textbooks to be readable and illustrative (Mean=2.65), ineffective utilization of instructional materials (Mean=2.65), while negative attitudes to Social Studies education in higher institutions and the society (Mean=2.48), inadequate time/period allocated for Social Studies theme (Mean=2.40) and inadequate specialised Social Studies teachers (Mean=2.17) were reported not to constitute to the challenges confronting effective implementation of Social Studies theme under the umbrella of Religion and National Values curriculum.

It can be deduced from grand mean of 2.89 that teaching of Social Studies is being undermined by some problems though, the mean is low.

Findings and Discussion

On the relevance of Social Studies in the context of Religion and National Values curriculum, the findings of this study showed that majority of the respondents agreed that Social Studies promotes inter-ethnic/religious tolerance and spirit of patriotism. This is consistent with the reports of Gbadamosi (2013); Abubakar (2013) and Asmau (2014) that Social Studies enables the citizens to understand the diversity among the people of Nigeria and further leads them to see the cooperation and inter-dependence among them which are essential elements of nation building. It also agrees with the findings of Adesina (2013) who found out that Social Studies at junior secondary school level was appropriate and adequate enough in the area of inculcation of national consciousness, values, and unity.

Findings revealed that Social Studies ensures knowledge acquisition that is necessary to solve social problems. It showed that Social Studies promotes social values and dutiful citizenship and also helps in the realization of Nigeria's educational goals. These findings are consistent with the reports of Ajiboye, Ajitoni and Gbadamosi (2016) that Social Studies education contributes to the attainment of national goals through citizenship education. Also, Enu (2012) and Olusegun (2013) found that Social Studies has the capability to perform its mission of promoting civic competence, good and functional citizens.

Findings revealed that Social Studies equips learners with balanced skills that are required to function in everyday life. This is consistent with findings of Sofadekan (2012) that Social Studies equips students with skills to function in their daily lives during the course of schooling. The findings of this study revealed that Social Studies promotes creativity and innovation. This is consistent

with the assertion of Nnamani and Oyibe (2016) who postulated that Social Studies is designed to promote self-confidence and initiative, sense of imagination and resourcefulness. This study also found out that Social Studies helps in preventing harmful traditional practices.

On the other hand, findings showed that Social Studies was found to be deficient in promoting adequate security but great in instilling acceptable moral and social values in recipients. During and after formal education training, other societal ills that Social Studies was found not to be capable of tackling include high level of poverty, high rate of unemployment, juvenile delinquencies among others. As keenly observed, this could be largely due to the fact that some important themes, such as environmental education, peace education and family life education, have been removed from Social Studies to streamline the content of Religion and National Values curriculum.

On challenges confronting effective implementation of Social Studies theme in the Religion and National Values curriculum, the findings of this study revealed that non-use of effective instructional materials as well as inadequate funding of Social Studies programmes negatively affect effective implementation of Social Studies theme. This is consistent with the findings of Oladokun (2016) that the state of secondary school curriculum in Nigeria has been hinged on many factors including inadequate funding and obsolete educational facilities etc. We could see that lack of adequate infrastructural facilities, non payment of teachers' salaries, inadequate dissemination of teachers' guides and copies of curriculum are practical problems in the appropriate implementation of the Social Studies theme in the new

Religion and National Values curriculum. This corroborates with the findings of Obe (2009) and Ige (2013) that the standard of education at any level shall be tantamount to a mirage without adequate funding as it is necessary for the purchase of instructional materials and infrastructural facilities.

Moreover, the findings of this study revealed that non-inclusion of many teachers in Social Studies curriculum development affects Social Studies theme's implementation. This is inconsistent with the recommendations of Ikwumelu, Mbang and Ogene, (2015) that teachers should be well-informed, trained and involved in the process of curriculum development. Other challenges confronting effective implementation of Social Studies include inadequate quality Religion and National Values textbooks, shortage of topics selected for Social Studies theme, absence of teachers' motivation and absence of well-equipped libraries in schools (Tosanwumi, 2016; Oladokun, 2016; Ajuboye, Ajitoni & Gbadamosi, 2016).

Conclusion

The findings imply that effective implementation of Social Studies could help to promote Nigeria's moral/social value system such as integrity, social understanding, togetherness, love, respect, tolerance, dignity of labour etc. It is capable of solving contemporary social problems such as raping, drug abuse, cultism, examination malpractices, and political apathy among others. However, there is a high level of uncertainty in the face of huge challenges confronting effective implementation of Social Studies theme under Religion and National Values curriculum. If Social Studies will take its rightful position as a problem solving subject as in its objectives, there is a lot to cover in content to meet with emerging trends of the 21st century.

Recommendations

In view of these findings, the following recommendations were made:

Teaching facilities that would ensure the effective implementation of curriculum should be made available by the government, Non-governmental and private organizations before the commencement of curriculum implementation.

Through thorough situational analysis, representatives of Social Studies experts and other stakeholders should be involved in Social Studies curriculum review to ensure authenticity and adequate coverage to address past events, current trends, and social issues to promote long life learning such as environmental education and drug education among others.

Social Studies programme should be adequately funded by the government, corporate bodies and private philanthropists since its effective learning could help to achieve the overall goals of the Nigerian society.

Teachers should mostly adopt and use active knowledge reception methodologies rather than the conventional passive pattern of transmitting information.

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