

NEED FOR SOCIAL STUDIES CURRICULUM IN SENIOR SECONDARY SCHOOLS IN NIGERIA EDUCATIONAL SYSTEM

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Abstract

Social Studies is a core subject in Nigeria educational system. The subject is relevant from primary school to University levels, but is yet to be implemented at Senior Secondary School level of education. This study examined the need for implementation of Social Studies curriculum in senior secondary schools in Nigeria, also examined was perception of male and female teachers and students. The research adopted descriptive research of the survey type. The population consisted of all teachers and students of Social Studies in southwest Nigeria. The sample of the study consisted of 200 respondents' selected using multistage sampling procedure that include simple random sampling techniques and stratified random sampling techniques. The instrument used to collect data was a questionnaire titled "Need for Social Studies Curriculum in Senior Secondary Schools in Nigeria Questionnaire" (NSSCSSNQ). The validity of the instrument was established through face and content validity while the reliability of the instrument was determined using Cronbach Alpha method and a reliability co-efficient of 0.73 was obtained. The data collected were analyzed using descriptive statistics of percentage, mean and standard deviation and inferential statistics of t-test for research hypotheses. The study revealed that there is need for implementation of Social Studies curriculum in senior secondary schools, also there is no significant different between perceptions of male and female of both teachers and students on implementation of Social Studies curriculum in senior secondary schools. Recommendations were made such as Social Studies curriculum should be implemented in Senior Secondary Schools, this could compliment what students have been taught in Junior Classes and also enhance the effective teaching learning processes, non-experts should not be allowed to teach Social Studies at all educational levels in Nigeria and the benchmark for Social Studies teachers' qualification should be set because of the new innovation and technological advancement.

Keywords: Social Studies, Objectives, Curriculum Implementation, Educational System.

Introduction

Social Studies was prepared to take care of Nigeria social issues, national values and moral education in the post-independence era, however, the subject is not included in the Senior Secondary School curriculum, it seems that this is the major reasons why Senior Secondary School Students exhibited some delinquent behaviours in Nigeria. The federal Government re-introduced Civic Education in 2009 to cater for the moral laxity among the Secondary School Students, instead of implementing Social Studies curriculum in Senior Secondary Schools.

According to Ogundare (2001), Social Studies is a study of survival in an organized curriculum as well as the process of finding solutions to such problems. In this assertion, Social Studies as a subject in Nigeria educational system needs to be implemented in Senior Secondary Schools because of its objectives to cater for social problems, especially in a situation whereby Nigeria as a country is facing social problems such as religious intolerance, suicide bombing and acts of terrorism that pervaded the relationship of citizens especially in the north east region where many lives were lost, properties worth billions of naira were destroyed.

In his study, Ajiboye (2010) ascribed Social Studies as a school subject that is out to direct and give learners a free hand and opportunity to make enquiries, investigate, discover, discuss, experiment and acquire experiences in order to make decisions on social issues and problems and find solutions to them. Obebe,(2005) Social Studies is a subject that can enable the citizens to make enquiries, find out about issues and experiment social issues in the society, especially in the area of indoctrination that have led to fanaticism and terrorism among people in the country. Watts and Duncan(2017) posited that Social Studies is to help young people develop the ability to be informed, reasoned and take decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Jorgennsen, (2017) opined that Social Studies is the study of people, therefore, Social Studies should help students acquire knowledge, master the processes of learning and become active citizens.

National Council for Social Studies (1994) defined Social Studies as an integrated study of the social sciences and humanities to promote civic competences within the school program, Social Studies provides coordinated systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics; and natural sciences. Social Studies was introduced to solve national problems including religious intolerance, indiscipline, cultism, drug abuse, examination malpractices, armed robbery, drug counterfeiting, kidnapping, child abuse and trafficking. It was also inculcate moral values such as patriotism, trust worthiness, honesty, hard work, religious and political tolerance, obedience to parent and constituted authority (NCSS 1994).

According to Nigeria Educational Research and Development Council(2012), in the context of the current reduction, selection and harmonization of the UBE curriculum titled, Religion and National Values is the umbrella

embracing the previously autonomous subjects of Religious Studies (Christian Religion and Islamic Studies), Civic Education, Social Studies and a new addition, Security Education. The rationale for the new title is the need to emphasize the importance of values across the educational spectrum. In this new arrangement, each of the subjects that were merged becomes a theme under the umbrella subject title (Jekayinfa, 2011).

It is obvious that most of the National Values are embedded in Social Studies. Okam and Lawal (2011) posited that Social Studies creates an awareness and understanding of the evolving social and physical environment as a whole in its natural, man-made, cultural and spiritual resources, together with rational use and conservation of these resources of national development. Develop a capacity to learn and to acquire basic skill, including not only of listening, speaking, reading and writing, and of calculation but also those skills of hand and head together with those of observation, analysis and inferences which are essential for the forming of sound social, economic and political judgement;

In his study, Gotep (2013) observed that Social Studies is a vehicle that can be used to solve societal problems. He stressed further that the subject seeks to help the young learners to acquire the essential knowledge and skills to develop in them the ability to make informed and reasonable decisions pluralistically diverse and democratic nation. Baba Kudu, Ibrahim and Abubakar (2015) also noted that Social Studies is still an indispensable subject when it comes to promotion of moral sanity and discouraging undesirable ones. Omale, Mumini and Salisu (2018) posited that Social Studies provides the knowledge, skills and disposition of individuals and proficiency growth and development.

In the process of finding solution to the problem of national unity as stated in Social Studies objectives, Adaralegbe in Gbadebo (2012) listed general objectives of teaching Social Studies in Nigeria to include: development of individual towards total adjustment within the society: development of sympathetic appreciation of the diversity and

interdependence of all members of the local community and the wider national and international community: development of sense of responsibility, patriotism and effective citizenship as well as development of both intellectual and manipulative skills as well as positive attitudes and values such as honesty, dignity of labour, co-operation, justice, unity and love for development of the nation and individual.

Social Studies curriculum design is aimed at building a sound and balanced mind as a foundation for functional social education directed towards the development of intelligent, responsible and self-directing citizen. Integrating and dispensing social knowledge through the instrumentality of Social Studies curriculum design in Nigerian schools is directed towards the following objectives: Self-confidence and initiatives; Power of imagination and resourcefulness; Desire for knowledge and continued learning; Sense of compassion for the less fortunate; It brings about sense of respect for and tolerance of the opinion of others; Social values and attitudes such as: cooperation; participation; interdependence; open-mindedness; honesty; integrity; trustworthiness; diligence and obedience and spirit of national consciousness and patriotism are all embedded in Social Studies (Garb, Singh, Yusuf & Saad, 2012).

Towards achieving these basic goals, the subject is design to provide insights into the use of various knowledge structure and procedure from the social sciences that has relevance in modern civilizations; be concerned with fostering students better understanding of the movements, events and personalities that have influence the history of their immediate environment and the wider world as a global community; foster and improve human relations through a better understanding of others within the immediate environment and beyond. However, the sources of knowledge structure in Social Studies curriculum design is drawn mainly from the social sciences; though, with an orientation that differs from the individual subject disciplines of the social sciences (Adebayo, Obaje & Uzokife 2015).

One of the problems facing by Social Studies as a course of study in Nigeria educational system is non implementation of the curriculum in senior secondary schools. Ezeoba (2012) opined that Social Studies as interdisciplinary subjects deals with concept generalization meant for national integration, socio-economic development as well as the development of right attitude and values which are needed for national unity. Non implementation of Social Studies curriculum in senior secondary schools is jeopardizing the attitude of senior secondary school students on moral behaviour and character development. Torpey, (2007) agreed that Social Studies is a subject that orientate learners on how to live harmoniously and take advantages of the environment around them.

Social Studies was introduced to solve existing problems of Nigeria after the trauma of colonial era which created a vacuum of division among the citizen. Sebiomo, (2012) was of the opinion that Social Studies is a subject that could be used to achieve much needed unity, integration and stability, on the above premises, Social Studies is necessary in senior secondary school curriculum, its implementation is calling for national attention. Sebiomo (2012) asserted that Social Studies works towards the promotion of attitudinal change in the lives of the citizens which usually results in creating citizenship education. However, Social Studies objectives in senior secondary schools is to be implemented with Civic Education respectively.

In submission of Mezieobi (2011), Social Studies is described as a reformation academic knowledge put forward to change citizen to be a better people. Social Studies allows citizen to realize their duties and responsibility in the society, also to enlighten the citizen on how to contribute to national development such as paying tax, register as a voter and vote during the election, expression of opinion, activism among others. Social Studies and the concept of Civic Education can serve as correcting device of curbing the socio-political anomalies in the country. On the basis of the above, Social Studies curriculum is supposed to be implemented along with Civic Education in

senior secondary schools in order to curb social menace in Nigeria society.

According to Adefabi (2012), religious studies and moral teaching were given priority in the school system to compliment with home training in the past. There was the fear of God by people and social problems was minimal. With this assertion, moral education and religious teaching that was included in Social Studies curriculum need to be implemented in senior secondary schools in order to inculcate right attitude that could enable the students who are leaders of tomorrow to exhibit positive personalities that could allow them to contribute to development of the country.

As stated by Fadieye (2011), it is obvious that moral education is part of Social Studies curriculum which was meant to inculcate moral behaviour to the students in secondary schools especially students in senior secondary school where most of them are nursing ambition of gaining admission to higher institutions, this is part of the reasons Social Studies curriculum needs to be implemented in senior secondary school.

In the submission of Igbalajobi, (2002), moral values are higher among all natural values, such as purity, truthfulness, goodness, humility of man rank higher than genius, brilliancy, exuberant vitality, than the beauty of nature or arts, and the stability and power of a state. Ede and Godwin,(2015) corroborated the assertion that what is realised and shine forth in an act of real forgiveness, in a noble and generous renunciation is a burning and selfless love, is more significant and more noble, more important and more external than all cultural values.

In addition, Ayanwale, (2015) posited that Social Studies was introduced in Nigeria in 1976 when it became clear to every stakeholders in education that the type of education given by the colonial master hundred years ago did not inculcate, the right social values and attitudes into the lives of every Nigerians. The education provided hundred years ago was criticised for being narrow, parochial and socio-culturally irrelevant content to Nigerian children and students who were

trained to memorize facts, principle and generalization. They were not trained in reflecting thinking

The moral education that was imbedded in Social Studies curriculum needs to be taught in senior classes. Herbert (2013) affirmed that the aim and indeed the total aim of education should be summed up under morality. The concepts of moral education in Social Studies curriculum can be used to inculcate moral discipline in students, this could allow proper upbringing in line with societal values that promote peace and unity in the society. According to Katayeyanjue, (2008), morality is referred to as behaviours or action that are considered by most members of a group to be right. It is the principles concerning right and wrong or good and bad behaviour. Moral values however can be described as the upholding and displaying of certain beliefs, rules and regulations or behaviour which are generally considered good, right and acceptable by the society and to which every member of that society is bound.

Curriculum of Social Studies that contained moral education needs to extend to senior secondary schools. This could reduce the moral decadence that Nigeria is facing currently, such as disobedience, disloyalty, insincerity among others. However, Social Studies as defined by Ifegbesan in Solomon (2012) is an inquiry based interdisciplinary subject which provides opportunity for students to acquire knowledge and skills and develop attitudes necessary for them to become responsible citizens essential in a multicultural and contemporary like Nigeria.

It helps to develop critical thinking abilities: Social Studies inculcates higher order thinking abilities and skills like – Comprehension, Application, Analysis, Evaluation and Synthesis, Creativity in students. Learning a variety of topics such as – Natural Resources, Water Resources, Transport, Communication, Caste System, Political Ideologies, Social Reformers, Our Cultures, United Nations and others, give students a chance to gain appropriate information and data in various contexts. The information gained allow students to make relevant observations, identify

similarities and differences, and make connections between related concepts, ideas and resources.

Social Studies gives appropriate experiences which further enhance the students' knowledge about how different things and people affect their day to day lives. However, in order to investigate poverty in the society, students require knowledge of subjects like – History, Economics and Politics. Students first have to gain information and comprehend ideas such as discrimination, resource allocation and political priorities. Students need to aware, analyze and evaluate the existing connections between those ideas and theories to make sense of how poverty affects certain populations in the country. The knowledge could be further put to use to foster creativity, if students are asked to think about ways or come up with new solutions and policies which they think can help reduce poverty. They could be given a chance to present their ideas in the form of debates, essays, role plays or class projects.

Social Studies helps to enhance the social understanding of Students: Different topics included in the Social Studies curriculum for various age groups like – Festivals of India, Different types of Families, Clothes We Wear, Food We Eat, Our Country, Socio-Religious Reforms, Challenging the Caste System – help students to observe, learn and realize human behaviour, values and attitudes and the interrelationships which exist among different people. Students are aware of the different religions and cultures which exist in the world other than their own. They also learn about the societal strata and norms of society and the need of various governing bodies and other institutions. The above listed could in turn help the students to develop a wider perspective of society and the human condition.

Furthermore, learning about the different religions, social and cultural beliefs, castes and creed, nationalities and ethnicity, values, languages, festivals, food and clothing, types of families, makes students be aware that the society they live in, is diverse and multicultural and yet there is interdependence and inter-relatedness between different people, families, cultures, religions and countries. This helps

students to recognize the benefits and challenges of living in a world with multiple cultures and ideologies. The awareness help them to be aware of the importance of democracy, rights and freedoms and the fact that in order to live and coexist peacefully each and everyone needs to respect, trust and balance the various opinions, values and attitudes, lifestyles, cultures and practices and ideologies existing in society.

Again, it helps students to become better citizens: Subjects in Social Science like Economics, Political Science and History educate students on Political Ideologies, Constitutional Laws, Citizenship, Rights and Duties, Morals and Virtues, Social Code of Conduct, thus making children aware of their roles and responsibilities particularly in relation to social and civic affairs.

It should be equally noted that Social Studies as a subject with its objectives originated from the Nigeria National Policy on Education (2013). It is the structure of a free, just and egalitarian society. It also denotes the fact that the society should be united, strong and self-reliant. As a result, it will attain the status of a great and dynamic nation full of opportunities for all citizens. Thus, it will enjoy a strong and stable economy (FRN, 2013).

Statement of the Problem

It has been observed that there are some forms of delinquent behaviour exhibited by Senior Secondary School Students that negate National Development such as disobedience and moral laxity, among others, which need to be addressed. Social Studies curriculum that embedded with moral education and societal values needs to be implemented in Senior Secondary Schools in order to address the problems of moral laxity among secondary school students, such as lack of respect for constituted authority, indecent dressing, disobedient, waywardness, among others. However, this study deemed it necessary that Social Studies curriculum should be implemented in senior secondary schools in order to curb the menace of moral decadence among the students in Nigeria.

Purpose of the Study

The purpose of this study are to:

1. Investigate the need for implementation of Social Studies Curriculum in senior secondary schools in Nigeria educational system.
2. Seek the perception of Social Studies teachers and students on implementation of Social Studies curriculum in senior secondary schools.
3. Investigate the perception of both teachers and students base on gender.

Research Question

1. Is there need for Social Studies curriculum in Senior Secondary Schools in Nigeria?

Hypotheses

H₀1: There is no significant difference between Social Studies teachers' perception and senior secondary school students on curriculum of Social Studies in Nigeria.

H₀2: There is no significant difference between perception of male and female Social Studies teachers and senior secondary school students on Social Studies curriculum in Nigeria.

Methodology

The descriptive research design of the survey type was adopted in this study. The population consisted of all Social Studies Teachers and Senior Secondary School Students in Nigeria. The sample of this study comprised of 200 respondents' selected using multistage sampling procedure. The first stage involved the use of simple random sampling technique to select six state in Southwest Nigeria. Second Stage involve simple random sample technique to select Oyo State out of the six selected state. Last stage involved the use of stratified random sampling technique to select 100 Social Studies Teachers and 100 Senior Secondary School Students from each school used for the study.

A questionnaire designed by the researchers tagged "Need for Social Studies Curriculum in Senior Secondary Schools in Nigeria (NSSCSSNQ)" was used for the study. The instrument is divided into three sections.

Section A sought the bio-data of the respondents such as Sex, Position, and Name of School. Section B consists of twenty (20) structured items. It measured the general understanding and familiarity of respondents to curriculum of Social Studies. The scale adopted was a 4-point Likert scale format rating from strongly agree, agree, disagree and strongly disagree. Section C consists of twenty (20) structured items. It measured the general understanding and familiarity of respondents to objectives of Social Studies using the same scale.

The validity of the instrument was ascertained by expert in Tests, Measurement and Evaluation and Social Studies. The experts determined the face and content validity of the instrument by rejecting some items in the instrument and replaced it with appropriate ones. The reliability of the instrument was estimated through the use of Cronbach Alpha in a trial testing. The instrument (NSSCSSNQ) was administered on 20 Social Studies Teachers and Senior Secondary School Students. The respondents were drawn from Osun State. Cronbach Alpha was applied on the responses of the respondents for the estimation of internal consistency of the items. The formula yielded a reliability coefficient of 0.73 which was adjudged high enough to make the instrument reliable and useful for the study.

Two research assistants were trained to assist in the administration of instrument to the respondents. The researchers visited schools to be used for the study and seek permission from the respondents. The researchers also discussed the relevance of the research with them. This is to enable the researchers to solicit for their cooperation and request for the date and time convenient for them for the administration of the instrument. The instrument was administered to the respondents by the researchers with the help of trained research assistants. The researchers were able to retrieve all the questionnaires immediately from the respondents.

The data collected were analysed using both descriptive and inferential statistics. Descriptive statistics such as percentage, mean and standard

deviation were used to answer the research questions raised while the hypotheses formulated were tested using inferential statistics of t-test. All hypotheses were tested at 0.05 level of significance.

Research Question 1: Is there need for Social Studies curriculum in Senior Secondary Schools in Nigeria?

Table 1: Needs for Social Studies Curriculum in Senior Secondary Schools

| | Frequency | Percentage | Mean | St. Deviation |
|-----------------|-----------|------------|-------|---------------|
| Strongly Agreed | 92 | 46 | | |
| Agreed | 108 | 54 | 70.14 | 2.49 |
| Total | 200 | 100.0 | | |

Table 1 shows that 92 (46%) of the respondents strongly agreed that, there is needs for Implementation while 108 (54%) of respondents sampled also agreed. Based on this result, there is needs for Implementation of Social Studies curriculum in senior secondary schools in Nigeria.

H₀₁: There is no significant difference between male and female Social Studies Teachers’ and students’ perception on implementation of curriculum of Social Studies in senior secondary schools in Nigeria.

Table 2: t-test Comparison of Male and Female Teachers’ and Students’ Perception towards implementation of Social Studies Curriculum in Senior Secondary Schools

| Teachers and Students | N | Df | Mean | Std Deviation | T | Sig | Remark |
|---|-----|-----|-------|---------------|---|------|-----------------|
| Male Teachers’ and Students’ Perception | 108 | 198 | 69.68 | 2.47 | | 0.02 | |
| Female Teachers’ and Students’ Perception | 92 | | 70.67 | 2.41 | | .005 | No Significant. |

P>0.05

Independent t-test was used to examine sex difference of Social Studies teachers’ and students’ perception towards implementation of Social Studies curriculum in senior secondary schools. The result indicates that there is no significant difference in perception towards curriculum implementation (t (df=198) = 0.005, p >.05). This implies that the mean of male respondents (mean= 69.68, SD=2.47) is significantly different from the mean of female respondents (mean =70.67, SD= 2.41).

However, the null hypothesis was not rejected. Based on the table, the result revealed that there is no significant difference between male and female Social studies teachers’ and students’ perception towards implementation of Social Studies Curriculum in senior secondary schools in Nigeria.

H₀₂: There is no significant difference between Social Studies Teachers’ and students’ perception on implementation of curriculum of

Social Studies in senior secondary schools in Nigeria.

Table 3: t-test Comparison of Social Studies Teachers’ and Students’ Perception towards implementation of Social Studies Curriculum in Senior Secondary Schools

| Teachers and Students | N | Df | Mean | Std Deviation | T | Sig | Remark |
|-------------------------------------|-----|-----|-------|---------------|-------|------|------------------|
| Social Studies Teachers’ Perception | 100 | | 69.12 | 2.56 | | .000 | Not Significant. |
| Social Studies Students’ Perception | 100 | 198 | 71.32 | 1.78 | 0.001 | | |

P>0.05

Independent t-test was used to examine Social Studies teachers’ and students’ perception towards implementation of Social Studies curriculum in senior secondary schools. The result revealed that, there is no significant difference in perception towards curriculum implementation ($t(df=198) = 0.000, p >.05$). This implies that the mean of teachers respondents (mean= 69.12, SD=2.56) is significantly different from the mean of students (mean =71.32, SD= 1.78). However, the null hypothesis was retained. Based on the table, the result revealed that there is no significant difference between Social Studies teachers’ and students’ perception towards implementation of Social Studies Curriculum in senior secondary schools in Nigeria.

Discussion

The findings shows that, there is needs for implementation of Social Studies curriculum in senior secondary schools in Nigeria, this may be possible because Social Studies was introduced to curriculum of Nigeria educational system in order to cater for national values and social problems in the nation. The study is in line with that of Baba Kudu, Ibrahim and Abubakar (2015) who posited that there is need for commencement of the teaching of Social Studies at Senior Secondary school level. The study also corroborated that of Adebayo, Obaje and Uzokife (2015) who suggested that Social

Studies should be introduced in the senior secondary schools either as a distinct school subject or as citizenship education. The study was in agreement with that of Abdu-Raheem (2018) who recommended that Social Studies should be made a general and compulsory course to be offered at all levels of education including senior secondary schools for drastic and all-round promotion of moral values among youth in Ekiti state and Nigeria in general. Findings also revealed that, there is no significant different between perception of male and female both teachers and students on implementation of Social Studies curriculum in senior secondary schools. The study was in support of Abdu-Raheem (2018) who found that teachers generally consisting (males and females) perceived Social Studies as a value-laden subject. It was also revealed that, there is no significant different between the perception of teachers and students on implementation of Social Studies curriculum in senior secondary schools in Nigeria. Teachers and students of Social Studies may have agreed because of the objectives of Social Studies that include national values.

Conclusion

It was concluded in this study that, there is needs for implementation of Social Studies curriculum in senior secondary schools in Nigeria. There is no significant different in perception of male and female teachers and

students of Social Studies, also there is no significant different in perception of both teachers and students of Social Studies on implementation of Social Studies curriculum in senior secondary schools in Nigeria.

Recommendations

1. Social Studies curriculum should be implemented in senior secondary schools to compliments what students have been taught in Junior Classes and also enhance the effective teaching-learning process.
2. Non-experts should not be allowed to teach Social Studies at all educational levels in Nigeria.
3. The benchmark for Social Studies teachers' qualification should be set because of the new innovations and technological advancement.
4. Seminars and workshop should be organized by the government and non-governmental organizations for the Social Studies teachers to update their knowledge on the subject for effective and efficiency service delivery.

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