

ASSESSING THE IMPLEMENTATION OF SOCIAL STUDIES CURRICULUM IN PRIVATE
SECONDARY SCHOOLS IN FAGGE LOCAL GOVERNMENT AREA, KANO STATE, NIGERIA

BY

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Abstract

The study assessed implementation of social studies curriculum in private secondary schools in Fagge Local Government Area, Kano State, Nigeria. Three (3) research questions guided the study. A descriptive survey research was adopted. The population of this study is all Social Studies teachers in Fagge Local Government Area of Kano State, Nigeria. They were one hundred and five (105) Social Studies teachers in ninety eight (98) private secondary schools in the Local Government Area. The sample of this study was made of sixty-two (62) Social Studies teachers from thirty one (31) private secondary schools. Thirty one (31) private secondary schools were selected using simple random sampling technique from the study area. The instrument for data collection was questionnaire titled Social Studies Curriculum Implementation (SSCIQ) Questionnaire. Thus, the questionnaire was designed with forty one (41) items using four (4) points modified Likert scale. The questionnaire (SSCIQ) was subjected to face and content validation by the two experts from the field of Curriculum. The instrument was tested on different population and analysed using Cronbach Alpha which was 87. The research questions answered were analysed using the frequencies, percentages and means. Criteria mean set for accepting an issue or item is 2.50. The result shows that inadequate funding, lack of adequate time to cover the curriculum, large class size, lack of infrastructural facilities, Inadequate Social Studies teachers, Ineffective use of innovative teaching methods and Poor utilization of the available instructional materials are factors affecting the effective implementation of social studies curriculum. Recommendations were made in line with the findings, which include Seminars, workshops, and conferences on methodology should be regularly organized for teachers at all levels by the ministry of education and other concerned organizations.

Keywords: *Assessment, Implementation, Social studies, Curriculum and Private school*

Introduction

Curriculum has been defined in various ways. Ugwu (2008) defined curriculum as the experience a school system provides for its students. According to Agusiobo (2003) Curriculum is an organised framework that sets out the content that children are to learn and the process through which children achieve goal which the curriculum sets for them. Therefore curriculum can be seen as all experiences students have under the guidance of the teacher in a school system. Curriculum implementation has been defined in many ways by different people. Mkpa in Saidu (2015), viewed curriculum implementation “as the execution of the contents of the curriculum document.” he further describes curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined effort of the students, teachers and others concerned.

Okebukola (2004) defined curriculum implementation as the translation of the objectives of the curriculum from paper to practice. He further notes that the process of curriculum implementation begins when the teacher is handed the curriculum and ends when learners have been exposed to the learning experiences prescribed in the document. To Okebukola (2004), the intermediate steps in curriculum implementation include teaching through verbal and non-verbal exposition, practical work in laboratories, workshops and in the field, student-student interactions, student-material interactions and ten evaluation and feedback. Ivowi (2004), defines curriculum implementation in a nutshell as “the translation of theory into practice, or proposal into action”. To Babalola (2004) curriculum connotes the multifarious activities of translating a complex curriculum conception in the form of a design or plan into new patterns of practical action useable and realizable in a teaching learning milieu. Saidu in Garba (2014), is of the view that curriculum implementation is putting the curriculum into work for the achievement of the goals for which the curriculum is designed.

Curriculum implementation is an important segment of teaching learning process. It has to do with the translation of the curriculum into action. This exercise of the curriculum requires personnel, facilities, instructional materials,

good administration and teaching methods among other things needed for curriculum implementation. Besides, for any curriculum plan or innovation to become fully meaningful, it must be adequately implemented. The way and manner it is implemented influences the degree of success. Dele (2005) observes that the problem of Nigeria education system is not planning but implementation. The task of curriculum implementation therefore is not a simple one. This is because enough funds, personnel and instructional materials are needed. Educational resources as a matter of fact play an important role in curriculum implementation. Teachers in teaching learning process cannot operate well without educational resources. The purpose of instructional materials in teaching is to aid the teacher teach effectively.

Teachers as key figures in curriculum implementation must use all the skills and techniques of teaching acquired in teacher education programme for sound teaching. To put the curriculum into action requires trained teachers that are capable of teaching the content of the curriculum through the use of adequate educational materials. This will help in the achievement of the stated educational objectives for the betterment of the country. Open educational resources widely open as the name implies for usage by teachers all over the nation is an attempt to achieve the stated objectives of the curriculum. In view of fact that nothing on this earth is problem free, often educational resources, curriculum implementation and teaching learning process encounter one problem or the other. However, all participants of curriculum implementation in this fight against the barrier should make sure that the curriculum is properly implemented for the growth and the development of education in the country. Teachers in particular feel good when the curriculum is properly implemented. Failure of the students is the failure of the teachers that taught the students. Samuel (2013) observes that the success of any teacher in teaching learning process depends on the performance of his or her students. This is what one may call achievement of objectives of teaching from lesson level to graduation level. Thus, despite the barriers, teachers should strive to achieve the stated objectives of the curriculum.

Inadequacy of educational resources in the schools constituted another problem to curriculum implementation. Computer centers, libraries and instructional materials needed for teaching must be on ground to make sure that teaching is done properly for achievement of the stated goals, aims and objectives of the curriculum planned. Teachers' according to Kelo (2007) need materials to work with in teaching learning process. This is because generally teaching requires a team work to go on smoothly. Learning which is permanent in once behaviour as a result of previous experiences requires conducive teaching. Absence of them can constitute a problem in Nigeria and any other nation. Teaching cannot be successful without adequate facilities on ground. For the country to grow in education from strength to strength, all required materials for teaching learning process must be available for the teachers to use them. The more nation is growing in population the more the curriculum calls for change, the more changes are made the more facilities are demanded for curriculum implementation. The absence of any of the facilities affect curriculum implementation in schools.

Social Studies was introduced into the official school curriculum following its success in solving societal problems not only in Britain but also in America as well as Nigeria in the late 1960s. This programme of study was first introduced in Britain after the 1st and 2nd world wars in order to appease the conscience of the citizens to respect constituted authority, submissive to their parents, show regards to the elders of the society, help to protect public property, value the lives of fellow citizens and contribute positively towards the development of the society (Edinyang, Mezieobi and Ubi, 2013). Social studies is a reformatory school instruction designed to equip learners with desirable attitudes, values, skills and knowledge for cohesive social existence in Nigerian society (Mezieobi, 2011). Social studies education is the science of doing or making (creative ideas, social inventions and objects). that will enable man interact with (and contribute productively to his) environment (development) efficiently (Orisa, 2011). To Ezezobor (2000), social studies is that aspect of learning which deals with how to get on with ones environment, and how to develop these skills, knowledge, attitudes and values that characterize a respective and responsive citizenship in a free society. Social studies is the study of problems of survival in an environment and how to find solutions to them. It is a multidisciplinary study of topic, a problem, and issues or an aspiration (Ogundare, 2000).

Social studies is defined by Garcia and Micheals (2006), as the integrated study of the social sciences and humanities to promote civic competence. Within the school programmes, social studies provides co-coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, political science, religion etc as well as appreciate content from the humanities, mathematics and natural science. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned

decisions for the public good as citizens of a culturally diverse democratic society in an inter-dependent world. Based on the above authors, the first author looked at social studies as an instructional process through which values and attitudes are instilled in the mind of citizens. The second definition sees it as an idea that will help an individual to become productive member of the society. The third one added some things on the first definition where social studies is considered as a guide to discover societal problems and provide possible solutions to those problems. While the last one sees social studies as an integrated study designed that covers different ideas from different disciplines. The social studies teacher is the central figure in the implementation of the social studies programme. His actions can make or mar the realization of programme goals.

Statement of the Problem

Social Studies Curriculum as a policy document and academic programme was introduced to educational system in Nigeria with the aim of inculcating positive values and building of better Nigerian society. This could be possible only when there is effective implementation of social studies curriculum objectives at all levels of education. However, According to Okam (2012) there is an indication that social studies education has not been properly implemented in the schools to equip students with the necessary knowledge, facts and ideas that can enhance positive values and attitudes for the survival of individuals and the society. Thus, social problems range from disrespect to elders and constituted authorities, chronic dishonesty, corruption, religious crisis, ethnic/tribal crisis, murder, arson, examination malpractices, drug abuse, cultism, indiscipline and other forms of mal-adaptive behaviours which has bedeviled the Nigerian society affect the implementation of social studies curriculum negatively, since the actors engage themselves with negative attitudes, thereby making the implementation of social studies curriculum difficult. Therefore, Positive values and attitudes must be the habit of the social studies curriculum implementation actors, for the success of the programme. In view of the above, this research intends to assess the implementation of social studies curriculum in Private Secondary Schools in Fagge Local Government Area, Kano State, Nigeria

Objectives of the Study

The major purpose of this study is to determine factors affecting the effective implementation of social studies curriculum in private secondary schools in Fagge Local Government Area, Kano State, Nigeria . The specific objectives of the study are to;

1. Find out the extent to which curriculum content in social studies are implemented in Private Secondary School in Fagge Local Government Area Kano State.
2. Find out teaching strategies used by teachers in implementation of social studies curriculum in private secondary school in the study area.
3. Find out the factors affecting effective implementation of social studies curriculum in Private Secondary School in Fagge Local Government Area Kano State.

Research Questions

The following research questions guide the study:

1. To what extent curriculum content in social studies are implemented in private secondary school in Fagge Local Government Area, Kano State?
2. What are the teaching strategies used by teachers in implementation of social studies curriculum in private secondary schools in Fagge Local Government Area, Kano State?
3. What are factors affecting effective implementation of social studies curriculum in private secondary school in Fagge Local Government Are, Kano State?

Methodology

A descriptive survey research was adopted to find out the factors affecting the implementation of social studies curriculum in private secondary schools in Fagge Local Government Area, Kano State. This survey research was carried out in private secondary schools in Fagge Local Government Area, Kano State. The population of this study is all Social Studies teachers in Fagge Lacol Government Areas of Kano State, Nigeria. They were one hundred and five (105) Social Studies teachers in ninety-eight (98) private secondary schools in the Local Government Areas. The sample of this study was made of sixty-two (62) Social Studies teachers from 31 private secondary schools. 31 private secondary schools were selected using simple random sampling technique from the studies area. The schools selected were through balloting, all the schools were given equal opportunity to be selected. All the Social studies teachers in the 31 private secondary schools constituted the sample and they were sixty two (62). The instrument for data collection was questionnaire titled "Social Studies Curriculum Implementation (SSCIQ) Questionnaire. The

questionnaire was designed with 40 items using four (4) points modified Likert scale: Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D).

After constructing the questionnaire (SSCIQ). It was subjected to face and content validation by the two experts from the field of Curriculum from Federal University Kashere, Department of Educational Foundations, Gombe State. This was done in order to ensure that the measuring instrument has measure thoroughly and accurately what it intends to measure. The instrument was tested on different population and analysed using Cronbach Alpha Statistics was adopted to determine the reliability coefficient of the instrument which was 0.87. The researcher personally administered the questionnaire to the respondents. The research questions answered were analysed using the frequencies, percentages and means. Criteria mean set for accepting an issue or item is 2.50.

Results

Research Question 1: To what extent curriculum content in social studies are implemented in private secondary school in Fagge Local Government Area, Kano State?

Table 1: Extent of curriculum contents implementation

S/N	Implementation of curriculum content of social studies in private secondary schools	SD(4)	A (3)	D(2)	SD(1)	TOTAL	Mean	Decision
1.	Social studies curriculum content is too wide to be implemented within the junior secondary school level in private secondary school to a large extent	47 (188)	12 (36)	1(2)	2 (2)	228	3.7	Accepted
2.	Period allocated to social studies curriculum content is too small which hinder the implementation of social studies curriculum to a large extent	51 (204)	8 (24)	3 (6)	-	234	3.8	Accepted
3.	There are adequate social studies teachers to implement the social studies curriculum content to a large extent	3 (12)	4(12)	34 (68)	11 (11)	103	1.7	Rejected
4.	The social studies teachers are competent enough to implement the social studies curriculum content to a large extent.	-	-	47 (94)	15 (15)	109	1.7	Rejected
5.	There is conducive atmosphere in private schools that helps achieving the implementation of social studies curriculum content to large extent	1 (4)	2 (6)	2 (4)	57 (57)	71	1.1	Rejected
6.	Social studies curriculum content of junior secondary schools is difficult to be implemented in private secondary school	-	3 (9)	-	59 (59)	68	1.1	Rejected
7.	Social studies curriculum content of junior secondary schools is easy to interpret by teachers.	56 (204)	7 (21)	-	-	245	4.0	Accepted
8.	Social studies curriculum content of secondary schools	51 (204)	11 (33)	-	-	237	3.8	Accepted

	can be used to inculcate the right types of values and attitudes in the mind of students to a large extent							
9.	All junior secondary schools in Fagge Local Government Area, Kano State are using the same social studies curriculum contents.	59 (236)	3 (9)	-	-	245	4.0	Accepted
10.	All schools in Kano State have recent social studies curriculum from Nigerian educational Research and Development Council (NERDC)	4 (16)	5 (15)	-	53 (53)	84	1.4	Rejected
11.	Social studies curriculum content of secondary schools is relevance to the need of Nigerian society.	58 (232)	4 (12)	-	-	244	3.9	Accepted

From table 1 above, the mean score of item: 1, 2,7,8,9 and 11 were above the criteria mean of 2.50. This means the respondents agreed with the statements on the questionnaire. This shows that, social studies curriculum content is not being properly implemented in private secondary schools due to wildness of the contents and period allocated for the teaching-learning. Items: 3,4,5,6 and 10 has criteria mean below 2.50 were rejected. This means that respondents agreed with the statement that inadequate teacher, incompetent teacher and poor conducive atmosphere hinder the implementation curriculum content to a large extent.

Research Question 2: what are the teaching strategies used by teachers in implementation of social studies curriculum in private secondary school in the study area?

Table 2: Teaching strategies used for curriculum implementation

S/N	Teaching strategies used by teachers in implementation of social studies curriculum in private secondary school.	Always (4)	Most Time(3)	So me times(2)	Never(1)	TOTAL	Mean	Decision
12.	Lecture/Telling Method	47 (188)	8 (24)	2 (4)	5 (5)	221	3.7	Accepted
13.	Discussion	10 (40)	2 (6)	-	5 (50)	96	1.5	Rejected
14.	Question & Answer	5 (20)	2 (6)	50 (100)	5 (5)	131	2.1	Rejected
15.	Demonstration	9 (36)	7 (21)	35 (70)	11 (11)	138	2.2	Rejected
16.	Project Method	1 (4)	2 (6)	-	59 (59)	69	1.1	Rejected
17.	Simulation/Game	-	-	40	22	102	1.6	Rejected
18.	Play-way	2 (8)	2 (6)	58 (116)	-	130	2.1	Rejected
19.	Discovery/Inquiry	-	-	5 (10)	57 (57)	67	1.1	Rejected
20.	Co-operative/Collaborative	-	-	-	62 (62)	62	1.0	Rejected
21.	Peer-tutoring	-	-	12 (24)	50 (50)	74	1.2	Rejected

22.	Contextual	-	-	-	62 (62)	62	1.0	Rejected
23.	Problem-based	1 (4)	2 (6)	1 (2)	58 (58)	70	1.1	Rejected
24.	Rote learning	43 (172)	18 (54)	1 (2)	-	228	3.7	Accepted

From table 2 above, the mean scores of item 12 and 24 were the only teaching strategies used frequently in implementation of social studies curriculum in private secondary school in the study area. This means that teachers always use lecture method, and rote learning method. Demonstration, Question and answer, and play-way methods are sometimes used, while discussion, project, simulation/game, and peer-tutoring methods are rarely used. Most of the discovery/inquiry, cooperation/ collaborative, contextual and problem-based methods are never used.

Research Question 3: What are the factors affecting effective implementation of social studies curriculum in private secondary school in Fagge Local Government Area, Kano State?

Table 3: Factors affecting effective implementation of social studies curriculum

S/N	Factors affecting effective implementation of social studies curriculum in private secondary school	SD(4)	A (3)	D(2)	SD(1)	TOTAL	Mean	Decision
25.	Inadequate funding	42 (168)	12 (36)	8 (16)	-	220	3.5	Accepted
26.	Inadequate social studies	40 (160)	20 (60)	1 (2)	1 (1)	223	3.6	Accepted
27.	Lack of effective supervision and monitoring of social studies teachers	20 (8)	42 (126)	-	-	206	3.3	Accepted
28.	Parent-guardian/societal pressure	12 (48)	7(21)	3	40	115	1.9	Rejected
29.	Lack of adequate time to cover social studies curriculum	35 (140)	25 (75)	2 (4)	-	219	3.5	Accepted
30.	Large class size	50 (200)	12 (36)	-	-	236	3.8	Accepted
31.	Limited time duration	43 (172)	16 (48)	3 (6)	-	226	3.6	Accepted
32.	Overwhelming number of activities demanded by the curriculum.	4 (16)	6 (18)	-	52 (52)	86	1.4	Rejected
33.	Inadequate professional development of teachers	56 (216)	6 (18)	-	-	234	3.8	Accepted
34.	Inadequate professional development of teachers.	30 (120)	20 (60)	7 (14)	5 (1)	195	3.1	Accepted
35.	Ineffective use of innovative teaching methods.	43 (172)	11 (33)	-	8	213	3.4	Accepted
36.	Poor utilization of the available instructional materials	59 (236)	3 (9)	-	-	245	4.0	Accepted
37.	Poor motivation of social studies teachers	28 (112)	30 (90)	4	-	210	3.4	Accepted
38.	The pressure of external certificate examination	10 (40)	41 (123)	7 (21)	4 (4)	188	3.0	Accepted
39.	Lack of current social studies text books	4 (16)	6(18)	2(4)	50(50)	88	1.4	Rejected
40.	Poor administrative support	12 (48)	25 (75)	10 (20)	15 (15)	158	2.5	Accepted

From table above, the mean scores of item: 25, 26, 27, 29, 30, 31, 33, 34, 35, 36, 37, 38, and 40, were above the criteria mean of 2.50. This means that the respondents agreed with the statements on the questionnaire, as the factors affecting the effective implementation of social studies curriculum while items 28, 32 and 39 has criteria mean

below 2.50 were rejected. This means that respondents disagreed with the statement as a factor affecting the effective implementation of social studies curriculum.

Discussion of Findings

From the study it was also discovered that social studies curriculum content is not being properly implemented in private secondary schools due to wildness of the contents and period allocated for the teaching-learning, it was also discover that that inadequate teacher, incompetent teacher and poor conducive atmosphere hinder the implementation curriculum content to a large extent. This finding agreed with Okam (2012), who stressed that social studies education has not been properly implemented in the schools to equip students with the necessary knowledge, facts and ideas that can enhance positive values and attitudes for the survival of individuals and the society. That is why social problems range from disrespect to elders and constituted authorities, chronic dishonesty, corruption, religious crisis, ethnic/tribal crisis, murder, arson, examination malpractices, drug abuse, cultism, indiscipline and other forms of mal-adaptive behaviours which has bedeviled the Nigerian society.

Findings of the study indicate that lecture method (traditional method) and rote learning are still the: predominantly used teaching strategy. This finding is in agreement with Ajelabi's (2000) who observation that lecture/telling method is probably the oldest well known and widely used method, still commonly practiced at all levels, and teachers find it very convenient to adopt. Also the study reveal that innovative methods discovery/inquiry, problem-based learning, and contextual methods are least used or never used, even though these are the research-proven strategies that enhance Jearner centeredness and active, deep learning which promote creativity, higher cognitive skills, self-directed, and lifelong learning that are very much needed in every functional education. This agrees with the findings of Onipe, (2004), Ubah and Shu'aibu, (2014) respectively, who found that the teachers place much emphasis on teacher-centered method than activity-based or student-oriented method and the implementation of the course contents is mostly dominated by the use of traditional techniques of instruction notably the lecture method to the detriment of other instructional strategies.

Finally, the findings of the study discover that factors affects effective curriculum implementation are inadequate funding,. lack of adequate time to cover the curriculum; large class size, lack of infrastructural facilities, Inadequate Social Studies teachers, Ineffective use of innovative teaching methods and Poor utilization of the available instructional materials. This is in agreement with Ayodele (2009) especially his finding that paucity of funds supplied to schools by government is the major causes of the problems in the implementation of science curriculum and this corroborates with the present findings. Also the findings of this study concerning over loaded curriculum, lack of qualified teachers, inadequate science teachers, poor utilization of available teaching materials and large class size are in agreement with the findings of Uzoechi (2006) who noted that above factors greatly affect effective implementation of science curriculum. The work also agreed with the finding Ajeyalemi (2014) who pointed out that lack of qualified teachers, lack of equipment and inappropriate teaching methods affect effective learning.

Conclusion

The study was carried out to determine factors affecting the effective implementation of social studies curriculum in private secondary schools in Fagge Local Government Area, Kano State, Nigeria. Based on the findings in this study, conclusions were drawn: inadequate funding, lack of adequate time to cover the curriculum; large class size, lack of infrastructural facilities, Inadequate Social Studies teachers, Ineffective use of innovative teaching methods and Poor utilization of the available instructional materials are factors affecting the effective implementation of social studies curriculum. Also social studies curriculum content is not being properly implemented. It also indicates that lecture method (traditional method) and rote learning are still the predominantly used teaching strategy in the study area.

Recommendations

Based on the research findings and what have been concluded, the following recommendations were made to help in effective implementation of social studies curriculum in Nigeria:

1. Seminars, workshops, and conferences on methodology should be regularly organized for teachers at all levels by the ministry of education and other concerned organizations
2. The curriculum planners should reduce the course load and number of subjects and contents to be covered within a given period.
3. Social studies teachers need to be conversant with the appropriate and innovative teaching methods and strategies and as well employ them while teaching.

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