

## Teachers' Quality: Implications for the Implementation of Social Studies Curriculum Contents in Nigerian Secondary Schools

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### Abstract

*This study investigated the place of teachers in the Implementation of Social Studies Curriculum in Secondary Schools in Nigeria. It examined the influence of teachers' qualification, experience and specialisation on the implementation of Social studies curriculum. The study adopted the descriptive design of the survey type. The population comprised of all the Social studies teachers in Ekiti State. 100 teachers were randomly selected as the sample for the study. Two instruments were used. These were Social studies Teachers Questionnaire and Analysis of curriculum coverage in Social studies. Data generated were subjected to descriptive and inferential statistics. Face and content validity were given to the questionnaires by experts, while reliability coefficient was calculated to be 0.81 and 0.85 respectively and thus the instruments were highly reliable. Results showed that there is a significant difference in the implementation of Social studies curriculum among teachers of different qualification areas of specialisation, experience and recommendations were made.*

**Keywords:** Teacher's Quality, Implementations, Social Studies, Curriculum contents

### 1. Introduction

Curriculum describes the sum total of learning experience for a course of study, given to a set of students for a specified period under the guidance of the school. Bello (2010) posted that curriculum is a societal engineering arena. Wheeler (1978) asserted that curriculum is planned experiences which learners need under the guidance of the school. Thus, curriculum describes a design that incorporates the totality of a lesson, method and material suggested for teaching and learning process in a given discipline over a period of time. Ogunleye (2002) maintained that curriculum is the content of formal education that contains organized knowledge in given or specific field. It is a plan or blue print of a deliberately provided education, including deliberate planned learning experience which the learner acquires after taking part in a course of study. Cookey Gam (1980) summed curriculum to embrace the experience and activities of children while in school. Famuyide (2015) described curriculum as a distinctive, psychological viewpoint of teachers, which is graded according to Social needs of students and the society. He firmly described it as a means of achieving educational objectives and needs of the learners and society.

Ogunyemi (2009) noted that curriculum was described to mean course of study, rightly planned to help student's master specific contents in a subject or discipline of a school. According to him, curriculum content of this nature may not be helpful if the goals of Socialstudies education are not considered in relation with it. A curriculum does not only deal with the subjects in schools but also learners, the society where the learners live and the nation as a whole. Ajayi (2007) explained curriculum to mean what a child partakes in schools (predetermined, planned, sequenced ones, hidden or incidental). He concluded that these experiences are directed at developing the learner physically, mentally, Socially, morally, and spiritually which in turn assist to develop the society economically, politically, Socially, technologically and culturally. Therefore, a good curriculum would help the pupils develop cognitive, psychomotor, and affective domains.

Adewuyya (2002) defined Social studies as a way of life and of how man influences and is being influenced by the various environments, he finds himself. To Osalusi (2002), it is the study that positively influences, modifies and change behavioural patterns in the direction of acceptable norms, values, attitudes, beliefs and practice of the society. It is evident therefore that Social studies as a subject revolve around man and his environment. It is a study that helps the individual to interact and influence his environment positively, in a way that leads to productivity. Generally, it is seen as a discipline that studies man in totality. Ekiugbo (2015) sees Social studies as problem solving

approach, discipline and Socialization process through which man studies and learns about problems of survival in his environment.

Planners of Social studies curriculum must always consider the problems of the society for which it's meant, Ibiem (2002). So also must these who implement it. Those who are planning and implementing the Social studies curriculum must be aware and really understand the purpose and objectives of Social studies as a discipline. According to Olawepo (1995) the general pattern of content arrangement follows a spiral or expanding horizon format. Man is the central theme and every other environmental attitudes are arranged around him. NERDC (2007) adopted the spiral arrangement of topics for the upper Basic Education (Junior Secondary School) Social studies curriculum. It explained that for Social studies to be presented in a holistic manner to students, the thematic approach to content organization should be adopted. Hence it claimed that topics from the major themes selected were arranged in a spiral manner in order to sustain the interests of the students.

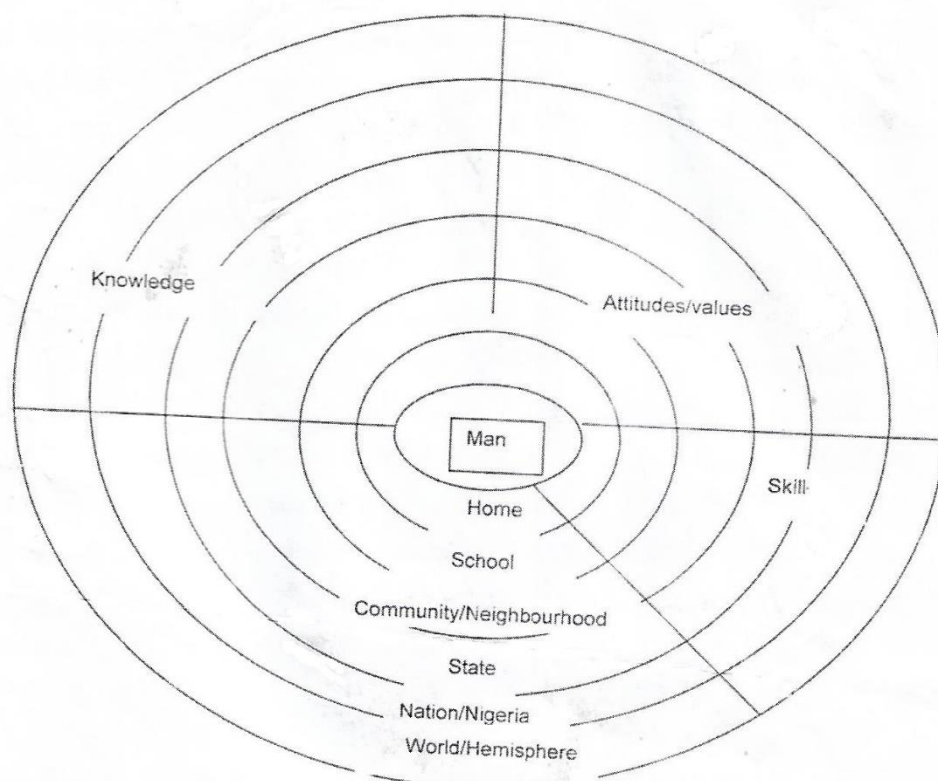


Fig. 10: Spiral Manner of Content Arrangement

Sources: Banks 1977.

Figure 1 above shows the spiral manner of content arrangement. Man is the central focus in the arrangement, and how he relates with his environment. His environment include activities at home, school, state, nation and the whole world. As he relates with the environments, he acquires knowledge, values and skills that will help him to live effectively in the society. The teacher therefore, needs to understand the content arrangement for proper and adequate implementation of the curriculum so as to sustain the interest of the students.

The Social studies teacher is no doubt important in the course of the implementation of the Social studies curriculum. There is the need for teachers who are more than classroom technician, who are sensitive to human needs, who are more than classroom technicians, who are sensitive to human needs, who are culturally aware, who can plan and develop learning materials and who are creative and also create learning environment in schools to be professionally prepared and experienced enough to implement the Social studies curriculum not only to attain the Social studies objectives but also to bring the reality of everyday societal living to the students with the desire to make them acquire knowledge, attitudes, values and skills required to live efficiently and be responsible members of their societies. This assertion is an epitome of philosophy of Social studies.

In most Nigerian classrooms today, there is the celebration of mediocrity and it is believed that all can teach the subject Social studies, including those who are not professionally qualified to do this. Experience has shown that in most Nigerian schools, every teacher with a certificate either in History, Geography Economics, Christian Religion Studies or Government can teach the subject Social Studies and thus Implement the curriculum. Ekiugbo (2015) laments that learning and implementation of the curriculum is too important to be left in the hands of incompetent or insensitive, inexperienced or non-professionally qualified teachers considering, the fact that the students are in their formative years and thus their minds are too young and impressionistic to be left in the hands of such category of teachers. Unless teaching and implementation of Social studies curriculum is left in the hand of competent professionally trained teachers, systematic destruction of young minds and feelings will be the outcome. Education need to recognise the far societal implications of the entire process of teaching learning paradox and more rapidly in a coordinated form to systematically remove practices that may have negative consequences for teachers and students.

Ogunyemi (2008) asserted that the American government introduced the subject with the support of Nigeria government into the school curriculum without adequate preparation. This resulted in recruiting teachers of history and geography to teach the subject. These history and geography teachers accused Social studies teachers as unguided hybrids who are only interested in simplifying concepts needed for the development of human family. Social Studies is not the same as History and Economics but it is an integrated subject distinct from Geography, History and Economics. However, it draws its subject matter from these various Social science subjects and integrate them in a way that makes it an independent subject.

Olawepe (1995) lamented the non-implementation of Social studies curriculum in Nigeria Schools especially at the senior secondary school level. He explained that the curriculum was designed to emphasize the development of a strong sense of responsibility and of effective citizenship in the individual. Aderogba (2001) asserted that since government kept mute in the ill implementation of Social studies curriculum, it indicated that she was paying lip service on citizenship education.

Curriculum researchers like Armstrong (2000) and Adediwura & Bada 2007 stressed the roles of the teachers in the curriculum implementation process. In a more specific term, Bajah (1999) asserted that success of science programme depends greatly on the classroom teacher because he transfers the thought of curriculum developers into action. The findings of Afonike (1982) revealed that the qualifications is a major factor in the implementation of chemistry curriculum. Njiogu (1999) in agreement opined that in order to improve on any aspect of education, it is imperative to involve a well-articulated teacher education programme which would help prepare teachers for their role. Burnet (2000) observed that Social studies teachers are confronted with a series of problems and curriculum implementative challenges of great magnitude. He opined that the greater the teachers exposure to learning the more he is presumable likely able to manipulate teaching activities.

Okobiah (2011) in a study conducted on Social studies teachers' perception of JSS Social studies curriculum, asserted that the level of qualification did not influence teachers perception of the subject. Richard & Zamarro (2014) in a research on teachers qualification and students achievement in urban schools revealed that teachers qualification are unrelated to teachers success in the classroom. Jimoh (1992)research in History on students achievement found out that it is influenced by the experience and qualifications of teachers and therefore related that the duo of experience and qualifications play very important role in the implementation or teaching of curriculum content. While Badmus (2007) submitted that qualification does not influence the level of value internalization of teachers of the curriculum in Home Economics in South Western State, Akinbote (2018) studies on methods, qualifications and experience of teachers as correlates to academic achievement in Junior Secondary Schools Social Studies reveal that qualification and experience of teachers are very important variables for high academic achievement.

Okojie (2009) asserted that for adequate implementation of Social Studies curriculum, this is the need for well trained, experienced and competent skilled educators in Nigeria. This study therefore is an attempt to investigate empirically the place of qualifications and experience of teachers as they constitute important variables that may influence the implementation of Social studies curriculum in junior Secondary Schools in Nigeria.

## 2. Statement of Problem

Nigeria as a notable country not only in west Africa and the entire continent, but in the whole world, faces an unprecedented worrisome socio economic problems of great magnitude. Nigeria is currently entangled in the web of combustible lingering ethnic and religious conflict coupled with very high rate of poverty and insecurity challenges. One of the main objectives of Social studies education is to provide solution to a myriad of societal problems and evolve individuals that would effectively occupy the office of citizen or live efficiently and effectively in the society. Social studies is a way of looking at the society in order to understand Social problems and seek solutions to them. With all the robust and laudable objectives of Social studies, the country continue to witness crime and moral decadence and insecurity challenges on a daily basis. The concept of citizenship and national identity is forgotten on a daily basis. Most Nigerians are no longer loyal and patriotic as national consciousness national unity is bygone. The average Nigerian values and attitude is that of greed and avariousness. Nigeria today is a county that is desperately menaced from within by all sorts of evils ranging from corruption to the problem of child abuse, hooliganism, the celebration of mediocrity, to insecurity problems. All these stand at variance with the objectives of Social studies and recommendations of the committee of primary school curriculum guide on Social studies sponsored by the Nigerian Educational Research and Developing council. What could be wrong along the line, if teachers are the ones to implement the curriculum, could it be that teacher recruited to teach the subject are not competent, or experienced enough. Are they professionally qualified to teach the subject or does the qualification of the teacher influence the implementation of the curriculum, this study is an attempt to provide answers to these and other related questions through the empirical study of the teachers' factor and how it affects the implementation of the school curriculum at the Junior Secondary School level in Nigerian Schools.

## 3. Purpose of the Study

The study investigated the teachers' factors (Qualification, Experience and Competence) on the implementation of Social studies curriculum at the Junior secondary school in selected schools in Ekiti State Nigeria. Inadequate and inappropriate implementation of the curriculum is bound to spell problems not only to schools but also to the entire nation as what is currently happening in Nigeria today is directly opposite of what Social studies stands for. The finding is therefore part of efforts to predict if any relationship exist between the teachers factor and problems associated with the implementation of the curriculum. The study also examined the mode of implementation and of the depth covered in the curriculum have influence on the end results of Social studies teaching and learning.

## 4. Research Hypotheses

The following null hypotheses were raised for the purpose of study.

1. There is no significant relationship between teachers of various qualifications and the level of implementation of Social studies curriculum.
2. There is no significant difference in the implementation of Social curriculum among teachers of different years of experience
3. There is no significant difference in the implementation of Social studies curriculum among teachers of different areas of specialization.

## 4. Methodology

The study employed the descriptive research design of the survey type. The descriptive research design was used to collect data used to test hypotheses. The data was collected through the questionnaires survey. It was adopted for this study because it enabled the researchers to study carefully data collected through questionnaire. The population consisted of all Social studies teachers and students in all the Junior secondary school in Ekiti State. The schools were made up of only public schools (co-educational and single sex), all the schools used the same curriculum prepared by NERDC (2007). A sample of 100 teachers constituted the sample drawn from six secondary schools in the three senatorial districts of the state. Two schools each were selected from each of the senatorial

district. Each school had 30 students drawn from it. Two research instruments were used to collect data for the study. The first was Social studies teachers' questionnaire (SSIQ) and Curriculum coverage in Social studies Questionnaire (CCISSQ).

Respondents reacted to each of the test items along a 4 point likert scale of Strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD), which were scored 3, 2, 1 and 0 respectively. All the hypotheses were tested using one way analysis of variance (ANOVA) at 0.05 level of significance. The two instruments were given face and content validity. Pearson Product Moment Correlation Coefficient formula was used to determine the reliability co-efficient. The correlation coefficient calculated were 0.81 and 0.85 respectively indicating that the instruments were reliable. The research instruments were administered by the researcher and research assistants after seeking permission from the principal of schools, respondents were assured of the confidentiality of information provided. All hypotheses were tested at 0.05Level of significance using the inferential statistics, Person Product Moment Correlation and one way Analysis (ANOVA).

## 5. Results and Discussion

### 5.1 Data Analysis

**Table 1:** Distribution of Social studies Teachers based on Qualification.

Total = 150

S/N	Qualification	Frequency	Percentage
1	NCE	60	40%
2	B. Ed, B.A Ed, B.Sc. Ed	40	26.6%
3	M.Ed.	10	6.67%
4	B.A/B.Sc.	30	20.1%
5	Others: HND, OND	10	6.67%
	<b>Total</b>	<b>150</b>	<b>100.0</b>

Table1 revealed that out of the 150 teaches sampled 60 (40%) had NCE, B.Ed., BA(Ed) B.SC(Ed) 40 (26.67%) M.Ed. (6.67%) B.A/B.Sc. 30 (20%) and others HND and OND 10 (6.67%).

**Table 2:** Teachers' teaching Experience

S/N	Experience	Frequency	Percentage
1	0-4 yrs	45	30%
2	5-8 yrs	32	21.33%
3	9-12 yrs	30	20.1%
4	13-17 yrs	20	13.33%
5	17 yrs above	23	15.33%
	<b>Total</b>	<b>150</b>	<b>100.0%</b>

Table 2 indicated that out of 150Social studies teaches sampled, 45 (30%) had between 0-4 yrs teaching experience, 32 (21.33%) had between 5-8yrs, 30 (20%) had between 9-12yrs, 20 had between (13.33%) and 23 (15.33) had between 17yrs and above.

**Table 3:** teachers Area of Specialization

S/N	Specialization	Frequency	Percentage
1	Social studies	55	36.67%
2	Geography	20	13.33%
3	History	25	16.67%
4	Economics	15	10%
5	Government	20	13.33%
6	Political Science	10	6.67%
7	others	05	3.33%
	<b>Total</b>	<b>150</b>	<b>100.0%</b>

Table 3 indicated that 22 (36.67) of the 150 teachers teachings Social studies sampled was Social studies specialists 20 (13.33%) studied geography, 21 (16.67%) studied History, 15(10%) Studied Economics,20 (13.33%) Studied Government,10 (6.67%) Studied Political Science, and others 0.5 (3.33%) graduated in other disciplines.

## 5.2 Research Hypotheses

1. There is no significant difference on the level of implementation of Social studies curriculum among teacher of various qualifications. The result is shown below.

**Table 4:** One way Analysis of variance showing difference in the level of implementation of Social studies curriculum among teachers of various qualifications.

S/N	Source	Sum of Square	df	Mean square	Table value	F-cal.	Table	Sign
1	Between groups	23.979	3	7.993				
2	Within groups	1655.01	236	7.013	2.60		1.140	
	<b>Total</b>	<b>1678.99</b>	<b>239</b>					

Table 4 shows that F cal (2.60) is less than F table (1.141) at 0.05 level of significance. This implies that there is significant difference in the level of implementation of Social studies curriculum as a result of difference in qualification. Hypotheses 1 is rejected.

To ascertain where the significant difference lays, Scheffe post hoc test was carried out and the output shown below.

**Table 5:** Teachers Qualification

S/N	Teachers Qualification	N	Subset for Alpha = 0.05				
			1	2	3	4	5
1	Others	10	30.4974				
2	BA. /B.Sc.	30		31.1524			
3	NCE	60			32.1000		
4	B.Ed./B.Sc. Ed	40				34.1432	
5	M.Ed.	10					37.5000
	<b>Total</b>	<b>150</b>	<b>1.000</b>	<b>1.000</b>	<b>1.000</b>	<b>1.000</b>	<b>1.000</b>

Table 5 revealed that teachers with M.Ed. qualification indicated that implementation of school studies curriculum is on the high side with a mean of 37.500 in subset 5, this is closely followed by teachers with B.Ed./ B.A(Ed) with a mean score of 34.1432 in subset 4. Teachers with NCE qualification with a mean of 32.1000 in subset 3, is closely followed by teachers with B.A, B.Sc. qualification with a mean of 31.1524 in subset 2. The least group in the category is the teachers under the others qualification with a mean sum of 30.4974 in subset I.

**Hypotheses 2:** There is no significant difference in the implementation of Social studies curriculum among teachers of different years of experience.

**Table 6:** One way Analysis of Variance showing difference in the implementation of Social studies curriculum among teachers of different years of experience.

S/N	Source	Sum of square	df	Mean square	Cal F.val	Table F.val
1	Between groups	23.979	3	7.993		
2	Within	1655.01	236	7.013	1.140	2.60
	<b>Total</b>	<b>1678.99</b>	<b>239</b>			

The table above shows that the calculated f. value is 1.140 and the table f, value is 2.60 computed at the level of significance of 0.05 level. That the calculated f value is greater than table F value, it implies that there is a significance difference in the level of implementation of Social studies curriculum among teachers of different years of experience.

To explain the area of significant difference among teachers of different years of experience. Scheffe Post Hoc Test was carried out and the result shown as below.

**Table 7:** Post Hoc test showing significant difference in the implementation of Social Studies curriculum among teachers of different years of Experience.

S/N	Years of Teaching Experience	N	Subset for alpha = 00.5				
			1	2	3	4	5
1	0 to 4 yrs	45	30.4213				
2	5 to 8 yrs	32		31.3373			
3	9 to 12 yrs	30			33.4214		
4	13 to 17 yrs	20				35.1114	
5	17 yrs above	23					35.1424
	<b>Total</b>	<b>150</b>					

Table 7 revealed that teachers with experience of 17 years and above ensures a very high implementation of the Social studies curriculum with a mean score of 38.1424 in subset 5 closely followed by teachers whose years of experience fall into the range of 13-17 years subset 4 with a mean of 31.3373 followed by those in the range of a 9-12 years subset 3 in with a mean of 9-12 years, 5-8 years subset 2 with a mean of 31.3373 and lastly 0-4 years with a mean of 30.4213 in subset 1.

**Hypotheses 3:** There is no significant difference in the implementation of Social studies curriculum among teachers of different areas of specialization.

**Table 8:** one way analysis variance showing difference in the implementation of Social studies curriculum among teachers of different area of specialization.

S/N	Source	Sum of square	df	Mean square	Cal F.val	Table F.val
1	Between groups	250.251	6		4.005	
2	Within	1305.791	390			2.190
	<b>Total</b>					

Table 8 revealed that the calculated f value 4.005 is greater than table val. 2.190 hence the hypothesis 3 is rejected. It therefore indicates that there is a significant difference in the implementation of Social studies curriculum among teachers of different areas of specialization.

In order to ascertain the significant difference in the implementation of Social studies curriculum among Social studies teachers of different area of specialization. Scheffe Post Hoc Test was carried out and the result is presented in table 9 below.

**Table 9:** Post Hoc Test showing significant difference in the implementation of Social Studies curriculum among teachers of Different Area of specialization.

S/N	Area of Specialization	N	Subset for alpha = 0.05	
			1	2
1	Social Studies	55	35.00	
2	Geography	20	30.8333	
3	History	25	31.8248	

4	Economics	15	30.4321	
5	Government	20	30.8333	
6	Political Science	10	30. ..201	
7	Other	05		30.001

Table above shows that teachers who are specialists in Social studies curriculum differs in their opinion on implementation of Social studies curriculum with a mean value of 35.000, in subset 1, closely followed by the History in subset 3 with a mean value of 31.5248, closely followed by Geography and Government in subset 2 and 5 with a measure of 30.8333 each followed by political Science and others in subset 5 and 6 with mean value of 30.2201 and 30.0001 respectively.

### 5.3 Discussion of findings

The findings of study revealed the significance of teachers in the implementation of Social studies curriculum. In agreement with this findings, Ogunyemi (2007) asserted that the American Government introduced the subject with the support of the Nigeria Government into the school curriculum without adequate preparation. This result in recruiting teachers of History and Geography to teach the subject and implement the curriculum. Ekiugbo (2015) laments that learning and implementation of the curriculum is too important to be left in the hands of incompetent, inexperienced or non-professionally qualified teachers, considering the fact that the students are in their formative years with very tender, young impressionistic minds. This is clearly opposite of the findings of Okobiah (2011) whose study in teachers perception of Social studies curriculum found out that the level of qualification of teachers play very little or no role in the perception of the subject.

The findings of this study also revealed that there is a significant difference in the implementation of Social studies curriculum among teachers of different years of experience. This finding agreed with that of Okolie (2009) who asserted that the adequate implementation of Social studies curriculum required the need of a well-trained experienced and competent skilled educators in Nigerian classrooms. The findings show that the more experienced a teachers is, the better his presentation and implementation style.

The findings of this study also revealed that there is a significant difference in the implementation of Social studies curriculum among teachers of different area of specialisation. This finding confirmed the observation of Burnet (2000) that Social studies teachers are confronted with content selection and curriculum implementation problems because not all of them are Social studies specialists as some are trained in subjects like Geography, History, Economics and so on. Therefore, the attainment of the goals of Social studies will become a mirage if the implementation is left in the hands of unqualified teachers. The National policy of Education (2004) equally recognized the importance of teachers in an educational system. Hence, it says that no education system can rise above the quality of teachers pledging that the government will continue to give major emphasis to teachers education in all the country's education planning.

## 6. Summary and Conclusion

The result of this study has revealed the importance of teachers in the implementation of Social studies curriculum in Nigerian schools. Teachers no doubt are the largest input of an educational system. Therefore, the quality of the teachers as reflected in their qualification, competence, experience and specialization can exert a very great influence on the quality of educational output especially, in the implementation of the curriculum in Nigerian schools. Nigeria, a country entangled in the web of combustible lingering crisis of insecurity, poverty, high rate of unemployment and a myriad of Social problems, needs more than anything else an adequate implementation of the curriculum so that contemporary problems will be met head in with holistic way of tackling the problems besetting the country education system.

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