THE ADEQUACY OF CIVIC CONTENTS IN THE BASIC EDUCATION SOCIAL STUDIES CURRICULA FOR EFFECTIVE CITIZENSHIP TRAINING OF NIGERIAN YOUTHS

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ABSTRACT

This study sought to determine the adequacy of civic contents in the 9 year basic education social studies curricula especially with respect to goals and teachers’ awareness. A sample of 200 social studies teachers understanding in-service training were selected through stratified random sampling technique. Two major instruments namely a 12-item questionnaire titled “social studies goals and teachers’ awareness of civic content questionnaire” (SSATACCQ) and 9-year basic education social studies curricula published by NERDC (through content analysis) were used for data collection. The questionnaire was validated by experts and the relevant reliability coefficient was established. Data collected were analysed using percentages and qualitative content description/analysis respectively. The findings among other things showed that majority of the teachers (90%, 80%, 75% and 70% based on corresponding cluster items) seem to be aware of the need to use social studies to teach civic contents. Similarly, majority of teachers (100%, 90%, 80% and 70%) respectively agreed that the goals of basic education social studies curricula are very relevant to civic training of Nigerian youths. However, not with standing the above position, it was also shown that current basic education social studies curricula did not adequately reflect sufficient civic contents. These findings were discussed with far reaching implications and recommendation on how to improve the teaching of civic contents through basic social studies curricula. Conclusively, it was recognized that although basic education social studies curricula lack substantial civic contents, it can still be used to promote civic or citizenship training of Nigerian youths.

KEYWORDS: Civic, Basic Education, Social Studies, Citizenship Training

INTRODUCTION

Effective citizenship participation in democratic governance is a major concern of all democracies including Nigeria. This no doubt has influenced the premium placed on the education of citizens by the state for active participation in democratic governance and general well-being of the society (Ayeni, 2009).

In Nigeria, education is seen as the pivot of any meaningful development, be it social, economic, technological and political (Ezekwesili, 2006). Evidently, it is perceived not only as an instrument for accelerated national development but also the basis for the “Integration of individuals into sound and effective citizen” (Federal Republic of Nigeria 2004: p7). Education is “the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially, emotionally, politically and economically” (Offorma 2009:p94). It is also seen as the process through which individuals are made functional members of their society (Ocho, 2005). Thus, it is a process through which the young or inexperienced acquire knowledge, values and skills, which are needed to enhance his/her potentialities and self-actualization (Obemeata, 2003).

Arguably, the role of education (through the auspices of the school) in promoting civic competence seem to have been adequately reflected in relevant literature. (Ogundare, 2000; Grant & Vandscedright, 1996, and Cross &
For instance, it has been argued that any school subject in the educational system is capable of educating for citizenship depending on how it is taught (Odoh, 2000). However, other schools of thought (Osho, 2002, Obebe, 2005) believe that certain school subjects by virtue of their philosophy, nature, contents and methodological insight or approaches are better strategically positioned to provide effective citizenship education. Social studies is one of such subjects.

Social studies is one of the innovative elements in the Nigerian educational system. Its inclusion at the basic education level in Nigeria i.e, primary and junior secondary school and its subsequent elevation to the status of core or compulsory subject is a clear reflection of its perceived importance (Federal Republic of Nigeria, 2004). In Nigeria, social studies is generally defined to mean “the study of man’s interaction with his environment – Physical and social (Nigerian Education Research and Development Council, 2007; v-vi). It is therefore concerned with the reciprocal relationship between man and his environment in respect of how he is influenced by it and vice versa (Adaralegbe, 1981). These influences (Physical and social) define and determine man’s belief, occupation, use of natural and man-made resources etc.

Similarly, the National Council for Social Studies (NCSS, 2007) define social studies as “the integrated study of the social sciences and humanities to promote civic competence”. This position is further collaborated by Ajiboye (2008) who argues that the ultimate goal of social studies education is citizenship training and that civic issues had always been part of the subject since its inception. Currently, the goals of basic education social studies curricula in Nigeria include to help Nigerian pupils:

- Develop the ability to adapt to their changing environment;
- Become responsive and disciplined individuals capable and willing to contribute to the development of the societies.
- Imbibe the right types of values.
- Develop a sense of comprehension towards other people, their culture, history and those fundamental things that make them human.
- Develop the capacity to recognize the many dimensions of being human in different cultures and social contents.
- Develop a sense of solidarity and sharing based on a sense of security in one’s own identity (NERDC 2007, v-vi).

Primarily, the basic education social studies curricula are not only based on the needs, problems and aspirations of the Nigerian society but also geared towards helping pupils to acquire basic literacy, numeracy, life skills and appropriate values which they require for lifelong education and learning (Universal Basic Education Commission, UBEC, 2008). Social studies is therefore a major part of the school curriculum which provides students with the ability to understand the values associated with being a good citizen (Udoh, 2000).

Curriculum as an educational term implies “planned learning experiences offered to learners in the school” (Offorma, 2005:p3). It is a programme consisting of three major components namely programme of studies, programme of activities and programme of guidance respectively. These components represent contents, activities and related experience/guidance given to learners by teachers through the auspices of the schools (Tanner & Tanner, 1980). Thus, curriculum is viewed as a vehicle for achieving the educational goals or aspirations of the society.

In Nigeria, one major curricula as aspirations in recent times is the upsurge of interest in civic education not merely as an instructional segment of social studies but as a separate school subject (Ezekwesili, 2006). This position no doubt was
provoked by certain prevailing negative practices in the society such as official corruption, electoral malpractices, indiscipline, lack of patriotism, violence, political apathy etc. (FRN, 2000). Currently civic is compulsorily taught at the basic and senior secondary school levels in Nigeria (NERDC, 2007).

Civic education simply defined is that education which assists citizens to become actively involved in their own governance (Centre for civic Education 1991). Indeed, participation which is vital to civic is not merely for its own sake but based on informed critical reflection, understanding and acceptance of the roles and responsibilities that go with being a citizen. In a related sense, civic education is concerned with promoting understanding of the ideals of democracy and a reasoned commitment to its values and principles in a very realistic manner (Carter and Elshatain 1997). This could be done by making political teaching real and relevant to the child’s environmental needs, situation and demands.

Civic education also refers to the teaching given to citizens on how to play their civic roles especially within the context and confines of national and global citizenship (Centre for Civic Education, 1991). That is, it is concerned with how citizens exercise their rights as free human beings (Kerr, Nelson and Cleaver, 2006). In this respect, Etetegwung (2006) perceives civic education as the bedrock of national co-existence, values and identity in Nigeria. This position agrees with Dudley (1977:p3) earlier definition of civic education as “that education which makes the individual conscious of himself as a citizen or as a member of a political community…” To him, it is “education for citizenship”

The aims of teaching civic in schools among other things are to develop and transform Nigerian youths into effective and responsible citizens who are law abiding and knowledgeable in institutions of governance and democratic processes and rules as well as rights and duties of citizens (Centre for civic education, 1991). It is also envisaged that civic education will help young people to develop sense of loyalty, honesty, discipline, courage, patriotism etc. which are essential requirements for effective and functional citizenship in a democratic setting (NCSS, 2007).

These aforementioned goals, vividly reflect the essential components of civic education namely civic knowledge, civic skills and civic disposition (Centre for civic education, 1994). Civic knowledge is concerned with the subject matter of what citizens ought to know about civil life, politics and by implication the roles of citizens in a democracy. Civic skills include intellectual and participatory skills of critical thinking and other related ones involving identifying, describing, analyzing, evaluating etc which are essential for an informed responsible citizen. Civic dispositions on the other hand, are traits which are developed overtime as a result of learning and experiences at home, schools, community, organizations and civil society. These promote certain democratic values such as moral responsibility, self-discipline, respect for human dignity, civility, rule of law etc. (Centre for Civic Education, 1994).

Civic Education is therefore geared towards helping Nigeria as a state to live in unity and harmony as one “indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and practice” (FRN, 2004:p6). Thus, civic education if effectively taught either as a separate school subject or part of social studies can encourage the development of the individual into a sound and effective citizen as well as promote a full integration of the individual into the community…” (FRN, 2004:p7). The major issue however based on the foregoing premise is to determine the perceived adequacy of the basic education social studies curricula in achieving envisaged civic competences of Nigerian youths. This calls for inquiry into the adequacy of civic contents of the current 9-year basic education social studies curricula in Nigeria.

Theoretical Perspectives and Review of Related Literature

Available literature in education are replete with issues bothering on the teaching of civic concepts within social
studies (Barth, & Shermis, 1970; Brubaker, Simon & William, 1977), Barth and Shermis (1970) identified three theoretical traditions of the social studies namely citizenship transmission, the social science and reflective thinking models. These theoretical positions embody the philosophical and instructional goals of civic education in social studies. The citizenship transmission model encourages those instructional approaches which inculcate the norms, values, rules, beliefs and principles of democratic living to students especially through interaction processes that are persuasive. The main goal is to make children good and effective citizens.

The social science model emphasizes the training of students as junior historians and social scientists. It is more or less a reflection of the disciplinary influence of the social sciences on social studies education especially with respect to encouraging students to become active and critical thinking citizens. The reflective model on the other hand encourages the process of thinking and problem-solving attitudes required by pupils to become active political citizens.

Brubaker, Simon and Williams (1977) argue that social studies as an instructional approach or the knowledge of the past could act as guide to good citizenship training. To achieve this goal, student centred instructional approaches such as reflective thinking, debate active interaction and other related teaching strategies which promote socio-political involvement or active participation of students on societal issues and problems are recommended. Thus, this approach perceives social studies classroom as “laboratory” for social issues and problems with corresponding potentials of promoting education for social responsibility. Basically these theories have no doubt influenced the philosophy or goals of social studies and to a large extent guided instruction in the subject especially with respect to civic competence or citizenship training in a democratic setting like Nigeria.

Indeed, there has been a long and sustained debate on the civic and citizenship role of social studies education (NCSS, 2007). In Nigeria, social studies contents have been used traditionally to promote civic competence or citizenship training (NERDC, 2007; Ogundare 2000, Udoh, 2000). Ordinarily, civic is not entirely new in Nigeria’s educational system. Prior to and after independence in 1960, it had existed as part of both General studies and social studies. However, in 1998 and 2004, social studies curricula at the primary and junior secondary schools were re-christened “social studies and citizenship education” (FRN, 2004). The close relationship between social studies and civic education was therefore among other things predicated on the fact that both subjects are guided by similar philosophy and mandate of promoting effective citizenship training (Obebe, 2005).

However, the recent introduction of civic as a separate school subject both at the basic and senior secondary school levels has provoked mixed reactions from scholars especially social studies educators (Obebe, 1991, Imogie, 1993). Thus, while some regard civic teaching as a core duty of social studies, some others perceive it as mere duplication of it (Ajiboye, 2008; Dube & Moffat; 2009).

Indeed, part of the general argument in support of the introduction of civic as a separate school subject is that students are no longer acquiring requisite knowledge and skills which they need to become good and effective citizens (Etetegwum, 2006). This position among other things may have informed the presidential directive re-introducing civic into Nigerian schools in 2006. Egwu (2008) argues that the re-introduction of civic education was part of a general strategy by the federal government to strengthen, deepen and reinforce democracy and democratic culture in Nigeria. Similarly, Faruk (2008) contends that the re-introduction of civic by the Federal government would help in the inculcation of right attitudes of doing things into Nigerian youths. This position ostensibly is without prejudice to the teaching of social studies which has civic competence or citizenship education as one of its major intellectual goals or mandate (Obebe, 1991, NCSS, 2007).
Statement of Problem

It is now generally argued that the separate existence of civic as a school subject may constitute recognizable threat to the civic mandates of social studies. This position is based on the assumption that since civic education was largely disarticulated from social studies, the subject can no longer achieve its traditional role of promoting civic competence. Although Adeniyi (2009) argues that the disarticulation of civic from social studies may not have affected the fortunes of the subject (in terms of contents and structure) there is still the need to establish the veracity of this claim, hence this study which sought to ascertain the adequacy of civic contents in the basic education social studies curricula for the purpose of promoting effective citizenship training of Nigerian youths. By and large, the problem of this study revolves around three basic related issues which have serious implications for social studies curriculum with respect to civic contents. These are:

- Social studies teachers’ awareness of the need to use the subject to enhance civic education,
- Provisions made for civic education in the instructional goals of basic education social studies curricula,
- The extent basic education social studies curricula are structured to reflect civic contents.

Research Questions

Three research questions guided the study.

- Are the goals of the 9-year Basic Education social studies curricula relevant to civic education needs, problems and aspirations of Nigerian pupils.
- Are social studies teachers aware of the need to use the subject to enhance civic competence of Nigerian pupils?
- To what extent have the 9-year Basic education socials studies curricula reflected civic contents?

Methodology

The study adopted a descriptive survey design with curriculum content bias. The population consisted of all the in-service Social studies teachers from the South East States of Abia, Anambra, Imo, Ebonyi and Enugu respectively who attended the 2013 sandwich session at the University of Nigeria Nsukka. Specifically 200 social studies teachers were selected as sample with the use of stratified sampling technique. That is, 40 teachers each were selected across the levels (1-5) from each of the States making a total of 200.

Two major instruments were used by the researchers for data collection namely 9-year Basic Education Social studies curricula and a 12-item questionnaire titled “social studies goals and teachers awareness of civic content questionnaire”. The 9-year Basic Education Social studies curricula covering Primary1-3, 4-6 & JSS 1-3) representing Lower, middle and Upper basic respectively were subjected to content analysis by the researchers who are familiar with the implementation strategies of the subject at various levels. Incidentally, the researchers are also facilitators for UBEC and NTI Teachers in-service training workshops in South-East States of Nigeria. This exposure made them familiar with the philosophy, contents and methodologies of basic social studies education.

The questionnaire contained two sections which dwelt on teachers’ perception of the relevance of the goals of social studies to civic education and their awareness of the need to use the 9-year social studies to teach civic education contents in schools. The questionnaire was validated by three experts in Measurement and Evaluation from the Departments of Science Education and Social Science Education, University of Nigeria, Nsukka who corrected the items
for appropriateness and confirmed its suitability for the purpose of this study. The reliability of the instrument was also determined through the process of test-retest within two weeks interval. Schools and sample that did not participate in the study were used. A reliability co-efficient of 0.79 using Kuder-Richardson correlation co-efficient was established. This was considered appropriate. Frequencies and percentages were used to analyze data generated.

Findings

The findings of the study are presented in tables below based on the research questions.

Research Question 1

Are the goals of the 9-year basic education curricula relevant to education needs of Nigerian pupils?

Table 1: Teachers’ Opinions on the Relevance of the Goals of the 9-Year Basic Education Social Studies Curricula to Civic Education Needs of Nigerian Pupils

<table>
<thead>
<tr>
<th>S. No</th>
<th>Item</th>
<th>No of Teachers</th>
<th>No &amp; % of Positive Responses</th>
<th>No &amp; % of Negative Responses</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Help pupil to adapt to his/her changing environment</td>
<td>200</td>
<td>180 (80%)</td>
<td>20 (20%)</td>
<td>Relevant</td>
</tr>
<tr>
<td>2</td>
<td>Help pupils become responsible and disciplined individuals capable and willing to contribute to the development of their society.</td>
<td>200</td>
<td>190 (90%)</td>
<td>10 (10%)</td>
<td>Relevant</td>
</tr>
<tr>
<td>3</td>
<td>Inculcate the right types of values.</td>
<td>200</td>
<td>200 (100%)</td>
<td>-</td>
<td>Very Relevant</td>
</tr>
<tr>
<td>4</td>
<td>Develop in pupils a sense of comprehension towards other people, their diverse cultures, history and those fundamental things that make them human.</td>
<td>200</td>
<td>200 (100%)</td>
<td>-</td>
<td>Very Relevant</td>
</tr>
<tr>
<td>5</td>
<td>Develop in pupils the capacity to recognize the many dimensions of being human in different cultural an social contexts.</td>
<td>200</td>
<td>200 (100%)</td>
<td>-</td>
<td>Very Relevant</td>
</tr>
<tr>
<td>6</td>
<td>Develop in pupils sense of solidarity and sharing based on a sense of security in one’s own identity.</td>
<td>200</td>
<td>170 (70%)</td>
<td>30 (30%)</td>
<td>Relevant</td>
</tr>
</tbody>
</table>

Information from table 1 above show clearly that a very high percentage of Social studies teachers agree that the goals of the 9 year Basic Education social studies curricula are very relevant to the teaching and learning of civic education contents in schools especially at various Basic Education levels Lower (Pry 1-3) Middle (Pry 4-6) and Upper (Jn 1-3) respectively.

Research Question 2

Are social studies teachers aware of the need to use the subject to enhance civic competence of Nigerian pupils?
The Adequacy of Civic Contents in the Basic Education Social Studies Curricula for Effective Citizenship Training of Nigerian Youths

### Table 2: Social Studies Teachers’ Awareness of the Need to use Social Studies to Teach Civic Education Concepts

<table>
<thead>
<tr>
<th>S. No</th>
<th>Item</th>
<th>No of Teachers</th>
<th>Agreed (%)</th>
<th>Disagreed (%)</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Social studies contents are relevant to civic education.</td>
<td>200</td>
<td>170 (79%)</td>
<td>30 (30%)</td>
<td>Aware</td>
</tr>
<tr>
<td>8</td>
<td>Effective teaching of social topics in social studies will promote civic education.</td>
<td>200</td>
<td>180 (80%)</td>
<td>20 (20%)</td>
<td>Very Aware</td>
</tr>
<tr>
<td>9</td>
<td>Civic education is an important aspect of social living.</td>
<td>200</td>
<td>190 (90%)</td>
<td>10 (10%)</td>
<td>Very Aware</td>
</tr>
<tr>
<td>10</td>
<td>Social studies teaching and learning should be used to address problems of civic competence.</td>
<td>200</td>
<td>175 (75%)</td>
<td>25 (25%)</td>
<td>Aware</td>
</tr>
<tr>
<td>11</td>
<td>Social studies curriculum should emphasize civic education.</td>
<td>200</td>
<td>165 (65%)</td>
<td>35 (35%)</td>
<td>Aware</td>
</tr>
<tr>
<td>12</td>
<td>Civic education is part of social interaction.</td>
<td>200</td>
<td>170 (70%)</td>
<td>30 (30%)</td>
<td>Aware</td>
</tr>
</tbody>
</table>

Relevant information in table 2 above show that majority of the respondents (teachers of social studies) are aware of the need to use social studies to teach or promote civic competence of pupils in Nigeria.

### Research Question 3

To what extent have the 9-year Basic education socials studies curricula reflected civic contents?

### Table 3: Adequacy of Civics Education Content in the 9-Year Basic Education Social Studies Curricula (Lower, Middle and Upper Basic Levels)

#### Lower Basic (Pry 1-3)

<table>
<thead>
<tr>
<th>S. No</th>
<th>Level</th>
<th>Themes/Topics</th>
<th>Direct Civic Contents</th>
<th>Inferred Civic Issues/Contents</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Pry 1-3)</td>
<td>Family</td>
<td>Not applicable (NA)</td>
<td>Family values: Honesty, Contentment, discipline, Obedience etc.</td>
<td>Inadequately reflected</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Culture</td>
<td>NA</td>
<td>Morals of greeting, honesty, patience, tolerance</td>
<td>“</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Social problems and issues</td>
<td>Applicable</td>
<td>Positive attitude towards other people</td>
<td>Adequate</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Social values</td>
<td>Applicable</td>
<td>Honesty, integrity, courage etc.</td>
<td>“</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Science and Technology and society</td>
<td>Not applicable</td>
<td>Maintenance culture</td>
<td>Inadequate</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Health issues Drug abuse</td>
<td>Applicable</td>
<td>Good conduct, caring and responsible behaviour</td>
<td>Adequate</td>
</tr>
</tbody>
</table>

#### Middle Basic (Pry 4-6)

<table>
<thead>
<tr>
<th>S. No</th>
<th>Level</th>
<th>Themes/Topics</th>
<th>Direct Civic Contents</th>
<th>Inferred Civic Issues/Contents</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Family (living in the family)</td>
<td>Not applicable</td>
<td>Love and concern for others, honesty, sharing dialogue.</td>
<td>Not adequate</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Culture</td>
<td>“</td>
<td>Positive attitude to others, respect for others, hard-work.</td>
<td>“</td>
</tr>
</tbody>
</table>
The findings of the study with respect to research question 1, show that the goals of the Basic education Social studies curricula are relevant to civic education needs, problems and aspirations of the contemporary Nigerian society. This finding is not entirely surprising given the fact that social studies as a discipline centers on the problems of interaction in the environment. Thus, one basic advantage of the Basic education social studies curricula is that learners who are exposed to them should acquire basic numeracy, literacy and life-long skills which are necessary for creative thinking, high moral and ethical values as well as positive disposition towards civic participation (NERDC, 2007).

With respect to research question 2, it was found that teachers are aware of the need to use basic education social
students curricula to teach civic education contents. In fact, the level of awareness based on the available information on table 2 is very high. This could be largely attributed to the fact that substantial aspect of civic were disarticulated from social studies. Thus, Social studies teachers are not only conversant with civic issues and ideas but have knowledge of the civic mandate of the subject (Adeniyi, 2009). From the findings, it could be inferred that teachers are aware of the need to use social studies to address societal issues and problems part of which is civic education needed for citizenship training of Nigerian youths.

Findings with respect to research question 3 revealed that contents or themes directly related to civic education are not adequately reflected in the Basic education Social studies curricula with exception of the upper basic level (JSS 1-3) which seem to have more civic issues. This finding on the surface looks deceptive and perhaps misleading. It could indeed be explained that virtually all the themes in the basic education Social studies curricula have very serious instructional implications for civic education. That is, social studies curricula even though devoid of many direct civic contents still include topics that can help learners to acquire civic literacy. These include such themes as culture, social issues and problems, family, world issues, national unity and integration, economic issues and even science and technology. Specifically, civic themes and issues can be diligently taught using the basic social studies curricula depending on the teacher and his/her instructional approaches. This makes the teacher factor a very vital one in the effective implementation of the basic education curricula especially as it concerns civic education. Thus, the fact that civic education related themes occurred least at the lower and middle basic education levels should not be mistaken for inappropriateness of the basic education social studies curricula to address civic related issues and citizenship training of Nigerian youths.

The thematic and spiral structure of the curricula have provided sufficient deep, rich and extensive social issues and problems which will make the learning civic lessons interesting, active, interactive and very engaging to the Nigerian pupils. Closely examined, the recommended inferred issues and activities are capable of promoting experiences of democratic participation, sharing, co-operation, tolerance which are essential for civic consciousness and role in a multi-ethnic society like Nigeria (Osho, 2002); Yusuf, (2008).

CONCLUSIONS AND RECOMMENDATIONS

The fundamental issues which the findings of the study seem to have reiterated is the suitability of the Basic education social studies curricula in dealing with problems and issues confronting man in society of which civic education is a very vital aspect. Although, the Basic education social studies curricula did not sufficiently emphasize the civic contents directly, other related themes reflected in the curricula such as economic, social, moral, political, geographic and scientific/technological concepts will impact positively on students’ attitude towards civic. This position is informed by teachers’ current knowledge of the integrated philosophy and nature of social studies contents which recommends it as a suitable tool for inculcating civic virtues, knowledge, values, skills and attitudes into Nigerian pupils with a view to making them efficient citizens. Thus, the conclusion of this study is that even though basic Social studies curricula lack substantial civic contents, it can still be used to promote civic education and citizenship training of youths in contemporary Nigeria society.

It is therefore expected that appropriate measures should be taken to infuse more civic education contents into the Basic education Social studies education curricula whenever it is reviewed. Similarly, more in-service training programmes such as workshops, conferences, seminars and so one should be organized for teachers of social studies to enhance their instructional effectiveness in handling civic related concepts. Furthermore, teacher preparation in Social studies should still take cognizance of the civic mandate of the subject and the growing status of civic as a separate school subject in Nigeria.
educational system especially at the basic education and secondary school levels.

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