

Perception of Social Studies Teachers on Value Education for Character Development among Junior Secondary Schools Students in North-Central Nigeria

Muraina Olugbenga Omiyefa^{1*}, Saheed Olagbenro Salawu²

Abstract

The study investigated the perception of Social Studies teachers on value education for character development among junior secondary schools students in North-Central Nigeria. Five objectives and research questions, as well as four null hypotheses raised. A 37-item researchers designed questionnaire tagged “Social Studies Teachers’ Perception on Values Education for Character Development (SSTPVDCD)” was used as an instrument for data collection. The Descriptive Survey Method adopted for the study. The study population comprised of 3,008 Social Studies teachers in North-central Nigeria. To take care of other variables such as gender and educational qualification, the researcher adopted Stratified and Simple Random Sampling techniques to sample the 346 Social Studies teachers in the selected secondary schools in North-central Nigeria. Experts in Social Studies and Tests and Measurement validated the instrument. Tests re-test method used to carry out the Reliability test of the Instrument where a coefficient value of 0.76 obtained. Frequency, percentage, means, independent t-test and ANOVA statistical tools were used for data analysis. The result showed that there is an agreement in the Perception of the Social Studies Teachers on the Importance of Values Education for Character Development among Junior Secondary School Students. Findings from the study also showed that gender and location of Social Studies teachers had no influence on the Perception of Social Studies Teachers on Importance of Values Education for Character Development among Junior Secondary Schools Students in North- Central Nigeria. The findings recommended among other things that Social Studies teachers present in the classroom need training to acquire various instructional skills in their approach to values education. There is a need to enhance knowledge and awareness among Social Studies teachers of how social, educational and personal values have impact on the work of schools.

Keywords: Attitude, Character development, Instructional strategies, Self- efficacy, Values education.

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¹ **Muraina Olugbenga Omiyefa**, Institute of Education, Obafemi Awolowo University, Ile-Ife, Nigeria, ORCID: 0000-0001-5009-6176, momiyefa@oauife.edu.ng

* **Correspondence:** momiyefa@oauife.edu.

² **Saheed Olagbenro Salawu**, Department of Educational Foundations, University of Abuja, Abuja, Nigeria, saheedolagbenrosalawu@gmail.com

INTRODUCTION

Over the past three decades, the schools have not achieved the aims and objectives of values education. Among the perceived reasons identified is the perception of Social Studies teachers on values education in Nigeria. The teachers' perceptions on values education influence their behaviours and promote character development of students. Research by Obaje and Olatunde (2016) has shown that Social Studies teachers perceived that they are teaching societal values, skills and attitude for their students and believe that values education will provide solutions to the current social problems in order to ensure effective citizenry. Adeyemi (2015) cited in Falade (2016) demonstrated that despite the recent emphasis on the teaching of values and civic skills in our schools, teachers are not trained to be able to teach effectively. According to Falade (2016), most Social Studies teachers are not competent on values- related teaching methods and evaluation strategies. They make use of conventional methods, which are not effective in enabling learners to develop and manifest national values and skills. This contributed to level of moral decadence and values degradation among secondary schools students in Nigeria. Moral values such as discipline, patriotism, honesty, hard work, trustworthiness, respect for elders and constituted authorities, selflessness, confidence and integrity are no more visible among students in Nigeria. Similarly, there is a growing concern on the perceived self- efficacy of Social Studies teachers on values education in the school. Nigeria is having problems with value structure. There are problems of religion intolerance, insecurity, systemic failure, Kidnapping, ethnocentrism, drug abuse, and so on.

Statement of the Problem

Researchers (Hollon, Anderson & Roth, 1991; Prawat & Anderson, 1988; Adeyemi, 2013) have shown that teachers' perceptions and beliefs do not only have considerable influence on their instructional practices and classroom behaviour but also are related to their students' achievement and that school location could also have influence on students' academic attainment. Cheng, Lee, Lo (2006); and Cox (2007) cited in Ikwumelu, Mbang and Ogene (2015) opined that teaching of values education does not stimulate students' innovations in education; rather it encourages students to cram fact. They stressed further that there was need to search for alternative strategies more suitable and efficient for promoting values education and retention in teaching secondary school Social Studies students beyond contemporary limits and to the satisfaction of the current Social Studies curriculum requirement. On the other hand, further research has shown a positive correlation between students' perception on character education and social values among students (Adebayo & Obaje, 2016).

As clearly indicated by teachers' educators, a core task of Social Studies teachers is to stimulate students to develop complex moral reasoning patterns through the sequential stages. In addition, it is widely believed that teaching of Values Education is a process of self- actualization. If

this is to happen, then what are the roles of the Social Studies teachers and how do they perceive those roles? Do Social Studies teachers perceive a problem with the job performed by the schools in the Values Education of the nation's youth for character development of students in Nigeria? There are problems of wrong perception of values education, low effect of values education on students' behaviour, low level of utilization of instructional resources in public schools, lack of quality textbooks, poor instructional teaching strategies and methods in the teaching and learning of Values Education in Social Studies. Falade (2016) revealed that there is a curriculum gap between the curriculum designers, school administrators and the teachers. The teachers, schools and families failed to cooperate in providing effective values education. The teaching strategies and perception demonstrated by Social Studies teachers in the country do not facilitate all round development in the cognitive, affective and psychomotor domain of learning. Hence, the problem of this study hinges on the determination of the extent to which social Studies teachers perceived Value Education in Nigeria.

Objectives of the Study

The general objective of this study is to investigate the perception of Social Studies teachers on Values Education for character development among secondary school students in North - Central Nigeria. Specifically, this study is set to achieve the following objectives:

- i. Determine the opinion of Social Studies teachers on the importance of values education for character development among junior secondary school students in North- Central Nigeria.
- ii. Determine the perception of Social Studies teachers towards instilling moral values for character development among junior secondary school students in North - Central Nigeria.
- iii. Identify the teaching strategies adopted by Social Studies teachers in teaching societal norms and values in secondary school of North- Central Nigeria.
- iv. Analyze the adequacy of instructional resources used to teach values education for character development among junior secondary school students in North -Central Nigeria.
- v. Examine the differences between the perception of Social Studies teachers on the importance of values education due to their educational qualifications and teaching experiences in secondary schools in North- Central Nigeria.

Research Questions

This study sought to find answers to the following questions:

- i. What are the views of Social Studies teachers on the importance of values education for character development among junior secondary school students in North - Central Nigeria?
- ii. What is the perception of Social Studies teachers on the instilling of moral values for character development among junior secondary school students in North- Central Nigeria?
- iii. What are the teaching strategies adopted by Social Studies teachers in teaching societal norms and values for character development among junior secondary school students in North - Central Nigeria?
- iv. To what extent do Social Studies teachers use instructional strategies to teach values education for character development among junior secondary school students in North-Central Nigeria?
- v. Is there any difference between the perception of Social Studies teachers on the importance of values education for character development among students in secondary schools of North Central Nigeria due to their educational qualifications and year of teaching experiences?

Hypotheses

The following hypotheses formulated and tested at 0.05 level of significance.

H₀₁: There is no significant difference in the opinion of Social Studies teachers on the importance of values education for character development among junior secondary schools' students with reference to educational qualifications

H₀₂: There is no significant difference in the perception of Social Studies teachers on the importance of values education for character development among junior secondary school students due to their years of teaching experience.

Methods

The researcher employed the descriptive survey method to carry out this study. The population of this study comprised all the 3008 Social Studies teachers in North-Central Nigeria at Junior Secondary School level. The sample size for this study is 346 Social Studies teachers. This sample size is justified by Research Advisor's (2006) sample size table. The research made use of all

the 6 states in North-central geo-political zone of Nigeria including FCT Abuja. A simple ratio used to obtain the sample size for each state based on the population.

Research Instrument

The instrument used was the researcher's developed questionnaire, titled "Social Studies Teachers' Perception on Values Education for Character Development (SSTPVDCD): The questionnaire was divided into 2 sections. Section A consist 6 questions which has to do with the demographic data of the respondents which section B consist 31 items which were tailored to answers to the research questions 1 to 4. The researcher adopted the modified 4-point Likert – scale of Strongly Agree, Agree, Disagree and Strongly Disagree, for items developed for research questions 1 to 3 while the Very High Extent, High Extent, Low Extent and Very Low Extent for items meant for research question 4. The rating scale run from 4 to 1. 4 for Strongly Agreed/Very High Extent and 1 for Strongly Disagree/ Very Low Extent. To determine the reliability of the instrument, a pilot test conducted. Thirty four copies of the questionnaires were administered in 9 schools in Niger State that are not among the selected schools for the actual research work.

The researcher made used of test retest method and the questionnaire administered twice, at an interval of two weeks between the two administrations. The scores recorded for the two administrations. With the aid of Computer Software named Statistical Package for Social Science (SPSS) version 14, the 2 sets of scores were used to calculate the reliability coefficient of the instrument. The reliability correlation coefficient of 0.76 obtained. This reliability correlation coefficient indicated that the instrument is reliable for used of the research work.

Method of Data Analysis

Data were analysed using descriptive statistics in form of frequency, percentages, mean and standard deviation and inference statistics of Analysis of Variance (ANOVA).

RESULTS

The presentation and analysis of responses of the respondents to each of the four research questions and tests of the four formulated hypotheses presented as follows.

Research Question 1: What are the views of Social Studies teachers on the importance of values education for character development among junior secondary school students in North-Central Nigeria?

Table 1. Descriptive Statistics on the Responses of the Respondents on the Importance of Values Education for Character Development

	Statement	SA	A	D	SD	Mean	Remark
1	Values education concepts in the Social Studies curriculum adequately promote good character among the students	167	162	14	3	3.42	Agree
2	Social environment and family values play major roles in the realization good moral values	170	176	0	0	3.49	Agree
3	Values education concepts are adequate to prepare students to live peacefully in a culturally diverse society of Nigeria	113	195	36	2	3.21	Agree
4	Learning objectives in Values education take adequate consideration of all teaching domains	113	184	46	3	3.18	Agree
5	Good sense of judgment coupled with critical and analytical mind are developed in values education	107	217	22	0	3.25	Agree
6	Values education concepts promote idea, intellectual and character training for moral development.	129	175	40	2	3.25	Agree
7	Values education strongly promotes national unity, national integration and cooperation	112	154	78	2	3.09	Agree
8	Values education concepts can provide adequate solutions to social problems like intolerance, impatient, lack of patriotism among current Nigeria youth.	103	98	140	5	2.86	Agree
9	Values education concepts can provide adequate solutions to social problems like intolerance, impatient, lack of patriotism among current Nigeria youth.	112	93	141	0	2.92	Agree
Sectional Mean						3.18	Agree

Source: Fieldwork, 2020

Table 1 presents the descriptive statistics of the responses of respondents on the importance of values education for character development in secondary schools in North Central, Nigeria. From the table, the mean responses of 3.42, 3.49, 3.21, 3.18, 3.25, 3.25, 3.09, 2.86 and 2.92 for statements 8 to 16 respectively indicates that all the mean responses are within the mean range of agree (2.50 – 4.00). Also, the combined percentages of 95.1, 100.0, 89.1, 85.9, 93.6, 87.9, 76.9, 56.6 and 59.3 for strongly agree and agree for the same set of statements indicates that most of the respondents agreed with the statements. This implies that value education is important for character development in secondary schools in North Central of Nigeria

Research question 2: What is the perception of Social Studies teachers on the instilling of moral values for character development among junior secondary school students in North- Central Nigeria?

Table 2. Descriptive Statistics on the Responses of the Respondents on the Instilling of Moral Values for Character Development

S/N	Statement	SA	A	D	SD	Mean	Remark
10	Topics under values education concepts are difficult to teach due to the insufficient instructional resources like audio- visual devices, Newspaper, Magazine, etc especially in public schools.	193	120	27	6	3.45	Agree
11	Social problem-solving skills of teachers are inadequate in teaching values education concepts	186	115	36	9	3.38	Agree
12	Societal problems are more failure of curriculum contents and loss of family values.	137	145	56	8	3.19	Agree
13	Social studies teachers generally do a good job of imparting moral values to students	91	143	105	7	2.92	Agree
14	The school condition helps me to impact effectively values education concept	77	119	143	7	2.77	Agree
15	Teachers bear more responsibility than do parents to teach moral values to students.	89	166	78	13	2.96	Agree
16	The current teachers guide books on values education is adequate in inculcation of national values for character development	71	99	174	2	2.69	Agree
	Sectional Mean					3.05	Agree

Source: Fieldwork, 2020

Table 2 presents the descriptive statistics of the responses of respondents on the instilling of moral values for character development in secondary schools in North Central, Nigeria. From the table, the mean responses of 3.45, 3.38, 3.19, 2.92, 2.77, 2.96 and 2.69 for statements 17 to 23 respectively indicates that all the mean responses are within the mean range of agree (2.50 – 4.00). Also, the combined percentages of 90.5, 87.0, 81.5, 67.6, 56.7, 73.7 and 49.1 for strongly agree and agree for the same set of statements indicates that majority of the respondents agreed with the statements. This implies that the respondents were of the opinion of instilling moral values for character development in secondary schools in North Central Nigeria

Research question 3: What are the teaching strategies adopted by Social Studies teachers in teaching societal norms and values for character development among Junior Secondary School students in North-Central Nigeria ?

Table 3. Descriptive Statistics on the Responses of the Respondents on the Teaching Strategies Adopted by Social Studies Teachers in Teaching Societal Norms and Values for Character Development

S/N	Statement	SA	A	D	SD	Mean	Remark
17	Social studies teachers commonly use didactic or lecture approach in teaching values	207	91	37	11	3.43	Agree
18	Dramatization and simulation strategies are commonly used to stimulate inculcation of attitudes and values	55	40	74	177	1.92	Disagree
19	Field trips and excursion are among the teaching strategies I use to teach values Education	50	103	98	95	2.31	Disagree
20	I made use of instructional materials in the teaching of values education	59	185	90	12	2.84	Agree
21	I engage my students with values clarification teaching techniques for both large and small-groups discussion	66	122	147	11	2.70	Agree
22	Cognitive developmental approach to values education helps my students to improve in their reasoning level and facilitates movement through the six stages identified in the approach	93	82	164	7	2.75	Agree
23	I engage students with analysis approach to values education in order to provide facts	87	102	148	9	2.77	Agree
24	I use Action Learning approach to values education to make students identify social problems clearly and develop alternatives or possible solutions	82	96	159	9	2.73	Agree
25	I use discussion method to promote rational thinking and reasoning	105	195	41	5	3.16	Agree
Sectional Mean						2.73	

Source: Fieldwork, 2020

Table 3 presents the descriptive statistics of the responses of respondents on the teaching strategies adopted by Social Studies teachers in teaching societal norms and values for character development in secondary schools in North Central Zone Nigeria. From the table, the mean responses of 3.43, 2.84, 2.70, 2.75, 2.77, 2.73 and 3.16 for statements 24, 27, 28, 29, 30, 31 and 32 respectively indicates that the mean responses for these set of statements are within the mean range of agree (2.50 – 4.00). Also, the combined percentages of 86.1, 70.6, 54.4, 50.6, 54.6, 51.4 and 86.7 for strongly agree and agree for the same set of statements indicates that more than half of the respondents agreed with the statements.

The mean responses of 1.92 and 2.31 for statements 25 and 26 respectively indicate that the mean responses for these set of statements are within the mean of disagree. Also, the combined

percentages of 72.6 and 55.8 for disagree and strongly disagree for the same set of statements indicates that more than half of the respondents disagreed with the statements.

Research question 4: To what extent do Social Studies teachers use instructional strategies to teach value education for character development among junior secondary school students in North-Central Nigeria?

Table 4. Descriptive Statistics on the Responses of the Respondents on the Extent of Usage of Instructional Strategies by Social Studies Teachers to Teach Value Education for Character Development

S/N	Statement	VHE	HE	LE	VLE	Mean	Remark
26	I usually present moral dilemma story in my approach to develop moral thinking	72	90	175	9	2.65	High Extent
27	I ask questions that clarify substantive issues in the moral dilemma situation.	80	133	123	10	2.82	High Extent
27	I guide students to consider the ethical dimensions of values concepts and address controversial issues	75	159	112	0	2.89	High Extent
29	I encourage recognition of opposing points of view, respect for well- supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibilities	75	152	117	2	2.87	High Extent
30	I encourage interactive discourse facilitates the construction of meaning required to develop important social understanding of values.	88	173	85	0	3.01	High Extent
31	I engage in reflective and critical thinking, problem-solving, and decision- making in teaching values concepts in my class.	96	161	82	7	3.00	High Extent
32	I usually present moral dilemma story in my approach to develop moral thinking						High Extent
	Sectional Mean					2.87	High Extent

Note: Source: Fieldwork, 2020

Table 4 presents the descriptive statistics of the responses of respondents on the extent of usage of instructional strategies by Social Studies teachers to teach value education for character development in secondary schools in North Central, Nigeria. From the table, the mean responses of 2.65, 2.82, 2.89, 2.87, 3.01 and 3.00 for statements 33 to 38 respectively indicates that all the mean responses are within the mean range of high extent (2.50 – 4.00). This implies that the good number of teachers made use of the instructional strategies enumerated to teach value education for character development in secondary schools in North Central of Nigeria

Testing of Hypotheses

H₀₁: There is no significant difference in the views of Social Studies teachers on the importance of values education for character development of secondary school students with reference to educational qualifications.

Table 5A. Descriptive Statistics of Responses of Teachers based on their Educational Qualification

Qualification	No of samples	Mean	StD
NCE	119	27.992	4.702
B.Ed	146	28.267	4.671
B.Sc	53	30.340	3.893
M.Ed	14	27.429	2.954
M.Sc	14	33.357	3.365
Total	346		

Table 5B. ANOVA Comparison of the Mean Responses of Teachers' on the Importance of Value Education for Character Development among junior secondary school students with Regard to Educational Qualifications

Source of variables	Sum of Squares	f	Mean Square	F _{Cal}	F _{Crit}	Sign. Level (p)
Between groups	555.333	4	138.833	6.940*	2.39	0.000
Within groups	6822.103	341	20.006			
Total	7377.436	345				

*- Significant at 0.05 level of significance

Tables 5 A and B are the descriptive and ANOVA comparison of the mean responses of teachers on the importance of value education for character development with regard to educational qualifications. From the table analysis, there is significant difference in the mean responses of the teachers based on their educational qualification at 0.05 level of significance ($F_{Cal.} = 6.940 > F_{Crit.} = 2.39$; $df = 4,341$; $p < 0.05$). Therefore, Hypothesis one that says there is no significant difference in the views of Social Studies teachers on the importance of values education for character development of students with reference to educational qualification is rejected.

Educational qualification has influence on the responses of the respondents on the importance of values education for character development among junior secondary school students in North Central of Nigeria.

Table 6A . Descriptive Statistics on the responses of the respondents on the importance of values education with regards teaching experience

Years of Teaching Experience	No. of Samples	Mean	StD
0 - 5 years	56	29.6964	4.9320
6 - 10 Years	171	28.6784	5.0031
11 - 15 Years	82	27.1220	2.6592
16 Years & above	37	30.4324	4.8336
Total	346		

Table 6B. ANOVA Comparison of the Mean Responses on the Perception of Social Studies Teachers on the Importance of Values Education for Character Development Among Junior Secondary School Students with regard to Years of Teaching Experience

Source of Variables	Sum of Squares	df	Mean Square	F _{Cal}	F _{Crit}	Sign. Level (p)
Between Groups	370.426	3	123.475	6.027*	2.62	0.001
Within Groups	7007.011	342	20.488			
Total	7377.436	345				

*- Significant at 0.05 level of significance

Table 6A and B present the Descriptive and ANOVA comparison of the mean responses on the perception of Social Studies teachers on the importance of value education for character development among junior secondary school students with regard to years of teaching experience. The result on the table indicated there was significant difference in the mean responses on the perception of Social Studies teachers on the importance of value education for character development among junior secondary school students with regard to years of teaching experience at 0.05 level of significance ($F_{Cal.} = 6.027 > F_{Crit.} = 2.62$; $df = 3, 342$; $p < 0.05$). Therefore, hypothesis four that says there is no significant difference on the perception of Social Studies teachers on the importance values education for character development among junior secondary school students with reference to years of teaching experience is rejected.

Years of teaching experience has influence on the responses of the teachers on the importance of values education for character development among junior secondary school students in North Central of Nigeria.

Discussion on Findings

The finding shows that Social Studies teachers have the positive view that values education is important for character development among junior secondary school students. Teachers believe that the concept of values education promote idea, intellectual and character training for moral development among the students. This is in line with Bozimo, Golep, Zwalchia and Obanya (2004), who uphold that values education is important for the intelligent consideration and solution to social

issues because the way one feels about the problems has much to do with how one perceives and resolves it.

The findings indicated that though Social Studies teachers have positive perception of instilling moral values for character development, but some Social Studies teachers find some of the topics difficult to teach due to inadequate problem-solving skills in teaching and learning values education. This is in line with Mohammed (2017) study on Teachers' perception of values clarification strategies for students' learning and understanding of skills in Social Studies in Nigeria. The study revealed that challenges such as lack of proper understanding of values clarification strategies; lack of proper teaching materials and teacher's inexperience are factors affecting effectiveness of values education for character development of students.

The finding revealed that Social Studies teachers commonly use didactic teaching strategies in teaching values education. Teachers do not usually use Field trip, field study, discussion and questioning methods, excursion, dramatization techniques, simulation teaching strategies to simulate inculcation of attitudes and values. This is in agreement with Akinola (2014) who asserted that laudable objectives of Social Studies would be hanging in the air if the teachers continue with the use of antiquated methods where learners are passive.

The result indicated that good number of teachers made use of the instructional strategies to teach but teachers' Social problem-solving skills are inadequate in teaching and learning values education concepts in Social Studies.

The result also indicated that there was significant difference in the opinions of Social Studies teachers on the importance of values education for character development among junior secondary school students with regard to their educational qualifications. There was significant difference between perception of NCE teachers and teachers with BSc and MSc. This result indicates that the professional Social Studies teachers and teachers without teaching certificate differ in their views on the importance of values education for character development. Finding revealed that specialization and professionalism have great role to play on the teachers' perception of values education. This is in line with Danladi (2005) who stated that teachers' qualification; instructional materials, teachers and government commitments contribute to proper dissemination of knowledge to the students.

The finding of revealed that there was significant difference in the mean responses of Social Studies teachers' perception on the importance of Values Education for character development of secondary school students with regard to their years of teaching experience. This implies that years of teaching experience has influence on the responses of the teachers on the importance of value

education for character development among junior secondary school students in North Central Nigeria.

The result revealed that there was significant difference between the mean responses of teachers with 0 – 5 years and those with 11 – 15 years of teaching experience on the importance of values education for character development. In addition, there was significant difference between the mean responses of teachers with 11 – 15 years and those with 16 years & above teaching experience on the importance of values education for character development. This finding is support by Jimoh, Akinrolabu and Ibhafidon (2017) that carried out an evaluative survey of Teachers' Lesson Preparation for Social Studies Instruction in South Western Nigeria Studies. The findings revealed that there was a significant effect of teachers' teaching experience on the preparation and implementation of the social studies curriculum

Conclusion

The finding of this study revealed that Social Studies teacher have positive view on the importance of Values Education for character development among junior secondary school students in North-Central Nigeria. However, Social Studies teachers lack instructional strategies needed to teach various approaches to values education. Social Studies teachers need to have required problem solving skills and strategies. There are emerging social problems that required teachers' skillfulness in solving them. The Curriculum gap between the Curriculum planners, School administrators and teachers needs urgent solution. There is urgent need to review Values education Curriculum in Social Studies. There are emerging and remerging social problems that require urgent solutions through values – reorientation. There is need to test teachers' personal values and behaviour.

Recommendations

1. Findings from the study indicated that there was a significant effect of teachers' teaching experience on the view of teachers on importance of values education for character development among junior secondary school students. Therefore, Social Studies teachers should use knowledge gained from the workshops and seminars attended on various instructional strategies to teach values education for character development among junior secondary school students.
2. Social Studies teachers should see themselves as role models. Because they formulated the idea character both inside the school and throughout the larger social environment. Because, students do not only learn from teacher's knowledge and teaching skills but also get inspiration from his personal values, manners and the actions in the society. Teacher's

character has direct influence on students learning. There should be a balance between social studies deeds and words.

3. Social Studies teachers should be encouraged to continue the use of value clarification, cognitive developmental approach, Action Learning approach and value analysis approach in teaching and learning values education. There must be Series of training and workshops for Social Studies teachers on the inquiry method. As it has established from this study that teaching experience has influence on the perception of social studies teachers on values education. This will go a long way to make students clarifying their values and reduce devastated values system in Nigeria.

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