

Determinants of Teachers' Implementation of Social Studies Curriculum Contents in Upper Basic Education in Yakurr Local Government Area of Cross River State, Nigeria

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Abstract

This study examined the teachers' implementation of curriculum contents in the teaching of Social Studies in upper basic level in Yakurr Local Government Area of Cross River State, Nigeria. Two hypotheses were formulated to guide the study. Literature review was carried out based on the variables under study. Survey research design was utilized. Census was used in selecting the 69 respondents sampled for the study. A validated 18 items, four point modified likert scale questionnaire was the instrument used for data collection. The instrument was titled Teachers Implementation of Social Studies Curriculum Contents Questionnaire (TISCOQ). The reliability estimate of the instrument was 0.91 using Cronbach Alpha reliability method. Data was analyzed using the One Way Analysis of Variance and Pearson Product Moment Correlation. The result of the study revealed that there is a significant influence of teachers' teaching method on social studies teaching. Also, there is a significant relationship between availability of teaching-learning resources and social studies teaching. It was recommended that teachers should know the nature of the subject matter to be taught and be conversant with it to enable them determine the most suitable teaching method/methods to be used in a given lesson.

Keywords: Teachers, Implementation, Curriculum, Social, Studies, Upper, Basic

Introduction

Education is a precondition for development of any kind, for reduction of unemployment and poverty and for the establishment of lasting peace. At individual level, education occupies a pivotal position in relation to other rights and in playing a "facilitative" role in the enjoyment of other human rights. The Jomtien Conference (1990), the Dakar Conference (2010) and the Millennium Development Goals (2000) committed governments to honour the set out goals which include provision of education for all citizens. Specifically, the Dakar Framework of Action required all member governments, international institutions and Non-Governmental Organizations (NGOs) to commit the necessary resources and effort to achieve a comprehensive and inclusive system of quality Education For All (EFA) by 2015 (UNESCO, 2007).

A curriculum is a “plan or program of all experiences which the learner encounters under the direction of a school” (Tanner & Tanner, 1995). Social Studies has social, political, economic and technological relevance to national development. This is because its content is organized around social and environmental issues affecting man’s existence, and his capability to manage, and preserve the environment for sustainable development (Mezieobi, Akpochafo & Mezieobi, 2010). Following the decision of the Federal Government of Nigeria to use education to empower the people and achieve the objectives of poverty eradication, job creation and wealth generation, it becomes imperative that the conventional methods of teaching social studies, which are passive, need to be changed (Onuoha, 2011).

Method of instruction is a vehicle or strategy for teacher-learner communication; the neglect of adequate instructional strategies implies a deficiency in pedagogical competency. Accounting for the weaknesses in the effective instructional implementation of Social Studies curriculum in Nigerian secondary schools, Adeyemi (2019) observed that integrated Social Studies curriculum in junior secondary school suffers from instructional neglect which is largely attributed to teachers’ inability to come to grip with the peculiar pedagogical demands of the subject, and insufficient instructional materials. Teachers’ instructional methods facilitate the teaching and learning of social studies. Mezieobi (2010) identified three methods that should be applied in the effective teaching of Social Studies to include expository or class teaching methods, problem solving method and activity method. Social Studies instruction to young learners requires practical learning activities or exposure to issues endemic to the learning environment. The Social Studies teacher, in order to achieve maximal teaching and learning of Social Studies in the classroom, has to employ techniques that will ignite learner’s interest.

Instructional materials are print and non-print items that are used to impart information to students in the educational process. Instructional materials include items such as kits, textbooks, magazines, newspapers, pictures, videos etc. Instructional materials play a very important role in the teaching and learning process. It enhances the memory level of the students. At this time that education has spread wide, oral teaching cannot be the key to successful pedagogy; therefore the teacher has to use instructional materials to make teaching and learning process interesting (Hulls, 2013; Raw, 2016).

Instructional methods in Social Studies can be described as the procedures through which content is presented to students in order to achieve instructional and programme objectives. According to Joof (2014), teaching method is a pattern and sequence of teachers’ behaviours which are consciously and systematically designed to accommodate all important variables. There is a wide range of methods used in teaching of Social Studies but all are considered under two types: transmission of content method which lays emphasis on giving information to the student, thereby making him a passive consumer of that information (example is the lecture method), and problem solving method which gives the student the opportunity to participate actively in the learning process (examples are dramatization and inquiry).

It should be noted that Social Studies also use problem solving method of teaching, particularly at the primary and secondary school levels of education. The problem solving method, according to Jaomilek (2018), involves more than simply knowing where to go to get needed information. It requires an attitude of curiosity, the ability to analyze a problem, the ability to make and set hypothesis and the ability to use information in validating conclusion. In other words, problem solving method involves the process of discovering a problem, thinking and collecting information, analyzing the information and finding solution to the problem.

Discussion method is a verbal interaction and exchange of ideas among students. It can take the form of group discussion, brainstorming, round table discussion, panel discussion and devil's advocates. The method is organized on the principle that knowledge and ideas of several people have greater merit than those of a single person. It is therefore a learning process which requires team work. Dramatization method is a situation where pupils act and demonstrate the role of others. According to Bozimo and Ikwumelu (2019) miming, play let, role-play, simulation, monologue/dialogue and puppetry are techniques that can be used in dramatization method. Simulation is to act the exact way as it happened. The method is a dynamic and lively way of presenting thought-provoking ideas and problems in our social life. There are three types namely: simulation activities, simulation games and historical simulation. All are relevant and important to the teaching of Social Studies. Questioning method is one of the most frequently used teaching methods in schools. Questions are very important in developing critical thinking abilities in pupils, as such are fundamental tools in teaching. Question, according to Bozimo and Ikwumelu (2019), can take any of the following forms: focusing, probing, summarizing and reviewing questions.

Field trip method is usually done outside the classroom. It is a trip to an educative place such as market, dam, ministry and traditional ruler's palace, among others, under the guidance of a teacher. This is an important method of teaching Social Studies because it provides experience to the learner which cannot be brought into the classroom. Project method involves doing something concrete and practical by the pupils. Project method is important in teaching Social Studies because it helps learners to develop their psychomotor domain and also aids creativity and critical thinking. Debate method is the formal presentation of argument for and against an issue in a competitive atmosphere. It is used to assess the depth of understanding of an issue by the pupils. It also helps develop skills of presentation and spirit of tolerance in pupils.

Edinyang, Effiom, Effiom and Ushie (2020) analyzed teachers' adoption of Social Studies curriculum for successful citizenship in Cross River State, Nigeria. The research outcome shows that there is a significant relationship between the quality of teaching resources and the introduction of curriculum for good citizenship, and that teachers' disposition has a significant relationship with the introduction of an efficient social studies citizenship programme.

In order for the teacher to effectively implement the planned curriculum, he/she must use diverse styles to teach the pupils and not just the subject (Chittom, 2012). According to Chittom, this is because different pupils require different styles of teaching in order to grasp curriculum content that will in turn lead to effective curriculum implementation. According to Felder and Silverman (2018), when mismatches exist between learning styles and the teaching style of the teacher, the student may get bored and inattentive in class, do poorly in class and get discouraged about the subject. They argue that teachers should strive for a balance of instructional methods. Davidoff (2010) argues that students learn better and more quickly if the teaching methods used match their preferred learning styles. He argues that appropriate teaching methods motivate pupils to learn and lead to improved student-teacher relationship that makes the pupils more successful and more interested in learning.

Auditory learners learn best through hearing the message, therefore such pupils will respond well to lecture teaching method and verbal instructions. As such, teachers should use memory aids such as acronyms, short songs or rhymes. At the same time, since auditory pupils learn best when they read loudly, flip cards that can be read aloud can be used during class instructions (Chittom, 2012). Visual learners on the other hand process information according to what they see and the images they create in their minds. While teaching such pupils, illustrations, diagrams and charts are very helpful as this aid helps them understand the curriculum content better. Kinesthetic or tactile learners learn best through touching, feeling and doing. These pupils learn through experience and physical activity; they benefit from demonstration and learn from teaching others what they know. Teachers' instructional methodologies play a role in ensuring that the content reaches the target and desired feedback is received. Communication would be more effective if several communication media using sensory organs are involved. This becomes more effective with active participation of the receiver in the process. Hence instructional methodologies are central to teaching and learning situation.

The list of resource materials that could be used by teachers in Social Studies is endless. This is because virtually every material around us is useful in the teaching and learning process except if not appropriately matched or selected for the learning. The materials are categorized into the following: Realia are real objects and are capable of making the lesson more interesting and permanent. Examples are craft, weapons, seeds, utensil and food items, etc. Printed materials include such things as textbooks, magazine, pamphlet, newspaper, novel and encyclopedia. Non-print materials include pictures, globes, maps and charts. Audio visual materials provide the students the opportunity to see and hear from them. Examples are television, films and computer.

Instructional materials are described as concrete to the sense organs during teaching (Aginna-Obu 2000). The nature of the learning and the wide range of student's abilities in an average classroom necessitate a high degree of teachers' experience/skill in the method of presenting the subject matter. But this has been

affected by the unavailability of instructional materials in schools. However, a common goal a teacher carries wherever he is, is to make lesson presentation fresh, stimulating and interesting for his students. This consciousness will help the teacher to individualize the learning method as well as the content and also work according to the student's need. This goal can be reached more effectively through the use of instructional materials.

A resourceful instruction needs to give all students the opportunity to grasp the content taught at a time. The production of well-informed citizens who will be useful to their respective local communities and the nation is the ultimate goal of Social Studies. Savage and Armstrong (2014) contend that citizenship is a key element and a major justification for Social Studies education, so it is expected that a good Citizenship Education programme will produce young people who will leave school with a disposition to become actively involved in public affairs and contribute fundamentally to social progress. Howe and Marshall (2019) believe that Social Studies is the only subject area which has Citizenship Education as its primary concern. Their main argument is that Social Studies is one of the few subject areas which has an explicit objective and focus on the development of interpersonal skills needed by a citizen in a democratic society.

Unimna, Essien, Edinyang, Unimke and Opoh (2020) measured teachers' demographic variables and implementation of the Junior Secondary School Social Studies programme in Calabar, Cross River State, Nigeria. The study result showed that the training and teaching experience of a teacher affect the application of the curriculum in social studies by teachers. It was recommended that government and other education stakeholders need to promote and facilitate continuous development of teachers through in-service and pre-administration training programmes.

Parker (2010) notes that the Social Studies teacher has a responsibility to include controversial issues and current events in the curriculum. Parker believes that students need to study issues on which there are some disagreements, so as to practice analyzing problems, gathering and organizing facts, discriminating between facts and opinions, discussing differing viewpoints, and drawing tentative conclusions. Dube (2009) says exposing students to controversial issues in their studies enables them to develop the capacity for ethical and moral reasoning so that they become critical reflective thinkers. The Social Studies classroom should therefore focus on using instructional materials which will help mould students into developing a democratic character.

Servey (2011) reveals that teachers do not use instructional materials that cater for different learning abilities of learners. Agreement and Ontiretse (2011) investigated how Social Studies is taught with regard to the use of instructional materials and how they impact student's performance especially during the Botswana Primary School Leaving Examinations (PSLE). The study contends that the manner in which students are taught Social Studies eventually negatively impacts on the goal of teaching students to become vibrant and active citizens. This qualitative research

used interviews, participant-observation and a questionnaire to collect data. The results of the study reveal that there is need for teachers to change their teaching approaches. There is also need for the Social Studies PSLE to be conducted both theoretically and practically so that students can have some hands-on experiences on matters which are directly related to the concept of citizens' active engagement in a democratic process.

Adeogun (2011) revealed a strong positive link between instructional resources and teachers' curriculum content delivery. According to Adeogun, schools that possess more instructional resources performed better than schools that have less instructional resources. This finding is supported by the finding of Babayomi (2019) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources. Adeogun (2011) noted that there was a low level of instructional resources available in public schools and hence commented that public schools had acute shortages of both teaching and learning resources. He further commented that effective teaching and learning cannot occur in the classroom environment if essential instructional resources are not available. Mwiria (2015) also supports that students' performance is affected by the quality and quantity of teaching and learning resources. This implies that the schools that possess adequate teaching and learning materials such as textbooks, charts, pictures, real objects for students to see, hear and experiment with, stand a better chance of performing well in examination than poorly equipped ones.

A study by Chonjo (2014) on the physical facilities and teaching learning materials in Primary schools in Tanzania supports the above views. Chonjo interviewed teachers and students on the role of instructional materials on effective learning. From his study, he learned that performance could be attributed to adequate teaching and learning materials and equipment that are in a school. He recommended that in order to provide quality education, the availability of sufficient quality facilities is very important. Chonjo's study was one of its kinds in Tanzania which directly linked the role of physical facilities with students' academic performance in primary schools. However, Chonjo focused only on physical facilities, leaving out instructional materials. Maundu (2017) did a study which indicated that in order for a school to have a good performance it must be well equipped with relevant and adequate textbooks and other teaching and learning resources.

Miller and Seller (2010) assert that instructional materials are critical ingredients in learning, and the intended programme cannot be easily implemented without them. Instructional materials provide information and opportunities for pupils to use what they have learnt. Wilkins (2014) concurs with Miller and Seller (2010), as he observed that without resource materials and facilities, the teacher may not be able to set the objectives that he would like his pupils to attain. It would mean that pupils cannot be taught using the most suitable methods. In case of lack of resources and facilities, the teacher should be innovative enough to improvise and provide alternatives using local materials as no meaningful teaching and learning takes place without adequate resource materials. Children mainly learn through their interaction

with materials readily available in the social and physical environment (Read & Gardener, 2013). Therefore, the instructional materials at pre-primary school level are central to the implementation of the curriculum.

Research questions

1. Do teachers' teaching methods have any influence on the learning of Social Studies?
2. What is the relationship between availability of teaching-learning resources and the learning of Social Studies?

Hypotheses

The following hypotheses are stated to guide the study:

Ho1: There is no significant influence of teachers' teaching methods on the learning of Social Studies.

Ho2: There is no significant relationship between availability of teaching-learning resources and the learning of Social Studies.

Methodology

The study used the survey design, which is the systematic collection of data in standardized form from an identifiable population or representative (Oso & Onen, 2009). The area of the study is Yakurr Local Government Area of Cross River State. Yakurr Local Government Area was created out of Obubra Local Government in 1987. It has its boundaries with Abi, Biase, Obubra and Akamkpa Local Government Areas. It comprises 13 wards and is inhabited by the people of Mkpani Agoi, Assiga, Ekori, Nko, Ugep and Idomi. The dominant language is Yakurr. The people are largely farmers and celebrate new yam festival. The most pronounced festival in Yakurr is "Leboku;" the projected population of Yakurr is about 140,000.

The population of the study comprised 69 Social studies teachers from the 21 public Secondary schools in Yakurr Local Government Area. Census was used to select all the Social Studies teachers because the population of Social Studies teachers is not much. The instrument for data collection was a researcher developed questionnaire titled, "Teachers' Implementation of Social Studies Curriculum Contents Questionnaire (TISCCQ)."

The questionnaire was divided into sections A, B and C. Section A was designed to obtain information from respondents based on demographic variables such as age, sex and teaching method. Section B of the questionnaire is designed to obtain information from respondents based on the independent variables i.e. availability of instructional materials while Section C focused on the teaching of Social Studies. The four point likert scale was used in the design of the questionnaire with response options including strongly agree, agree, disagree, and strongly disagree.

The researchers adopted the Cronbach Alpha reliability method. 20 copies of the questionnaire were administered to respondents outside the sampled schools after which results were analyzed to determine the coefficient of the reliability of the

instrument. The reliability coefficient was .91. The data generated from this study was analyzed using One Way Analysis of Variance and Pearson Product Moment Correlation at .05 level of significance.

Presentation of results

Ho1: There is no significant influence of teachers' teaching methods on the teaching of Social Studies.

The independent variable is teaching method which was categorized into three: Discussion method, Dramatization method and Questioning method while the dependent variable is teaching of Social Studies. The mean scores of the respondents in teaching of Social Studies in the different teaching method categories were compared using One-way ANOVA, tested at .05 level of significance; the summary of results is as presented in Table 1.

Table 1: One-way ANOVA of teachers' teaching methods and the teaching of Social Studies in Yakurr Local Government Area

Teaching methods	N	Mean	SD
Discussion method	18	25.44	3.22
Dramatization method	30	25.20	3.33
Questioning method	21	24.81	3.83
Total	69	75.45	10.38

Source of variance	Sum of squares	Df	Mean square	F-ratio	p-level
Between groups	4.068	2	2.034		
Within groups	790.483	66	11.977	7.10*	.044
Total	794.551	68			

*Significant at .05 alpha level; $p < .05$.

The result in Table 1 revealed that the mean score obtained by the 18 respondents who used discussion method in teaching Social Studies was 25.44 with a standard deviation of 3.22, which is greater than the mean score of 25.20 with a standard deviation of 3.33 obtained by the 30 respondents who used dramatization method in teaching Social Studies; and this is also greater than the mean score of 24.81 with a standard deviation of 3.83 obtained by the 21 respondents who preferred using questioning method in teaching Social Studies. This implies that the lower the mean, the poorer the implementation of Social Studies curriculum in Junior Secondary Schools in Yakurr Local Government Area. The result further revealed that the calculated F-ratio obtained was 7.10 with a p-value of .044 at .05 level of significance with 2 and 66 degrees of freedom. With the obtained result, the F-ratio was statistically significant and the hypothesis which stated that there is no significant influence of teachers' teaching methods on the teaching of Social Studies was rejected.

Since teachers teaching of Social Studies was significantly influenced by the teaching methods used, the source of the difference was determined using Fisher Least Significant Difference (LSD) Post Hoc multiple comparison analysis. The result is presented in table 2.

Table 2: Fisher’s projected t-test of teachers’ teaching methods and the learning of Social Studies in Yakurr Local Government Area of Cross River State

Teaching methods	Joint	Mean difference	Significant
Discussion method	Dramatization method	0.24	.013
	Questioning method	0.63*	.000
Dramatization method	Discussion method	-0.24*	.004
	Questioning method	0.39*	.045
Questioning method	Discussion method	-0.63*	.001
	Dramatization method	-0.39*	.049

*Mean difference is significant at 0.05

The result of the Fisher LSD Post Hoc Test as presented in Table 2 revealed that the mean score of teachers’ teaching of Social Studies among the respondents who used discussion method differ significantly when compared with that of those who used dramatization method in favour of those who used questioning method (MD = 0.24*; $p < .05$) and also significant when compared with the mean score of those who used dramatization in favour of those who used questioning methods (MD = 0.39; $p < .05$) and also significant when compared with the mean score of those who used discussion method in favour of those who used dramatization (MD = -0.39).

Ho2: There is no significant relationship between availability of teaching-learning resources and the teaching of Social Studies.

The independent variable in this hypothesis is availability of teaching-learning resources while the dependent variable is the teaching of Social Studies. Pearson product moment correlation coefficient was used to test this hypothesis at 0.05 level of significance and the result is presented in Table 3.

Table 3: Pearson product moment correlation of availability of teaching-learning resources and the learning of Social Studies

Variable	N	Mean	SD	r-value	Sig.
Availability of teaching-learning resources	69	14.07	2.21836	0.34	.785
Teaching of Social Studies.		25.14	3.41827		

significant at 0.05 level; df = 67; critical r value = 0.240

The result in Table 3 revealed that the p-value (.785) is greater than the 0.05 level of significance with 67 degrees of freedom. By this result, the null hypothesis which states that there is no significant relationship between availability of teaching-learning resources and the teaching of Social Studies in Yakurr Local Government Area is upheld.

Discussion of findings

The finding from analysis of hypothesis one showed that there is a significant influence of teachers' teaching method on social studies teaching in Yakurr Local Government Area with the result suggesting that the lower the mean, the poorer the teaching of Social Studies. The source of the difference was determined using a Fisher's projected t-test; it was revealed that the source of the difference was from the category of those who used Discussion method. This meant that those in the aforementioned category had statistically significant higher mean score when compared with the mean scores of those who used dramatization method; while the mean scores of those in the other categories were statistically significant when compared with each other in the following order dramatization, questioning. Teachers' instructional methodologies equally play a role in ensuring that the content reaches the target and desired feedback is received. Communication would be more effective if several communication media using sensory organs are involved. This becomes more effective with active participation of the receiver in the process. Hence instructional methodologies are central to teaching and learning situation. Effectiveness of teaching and learning is determined by the type and quality of teaching methods.

The finding of hypothesis two indicates that teaching-learning materials have no relationship with the teaching of Social Studies. This result could be because when teachers teach and demonstrate well, students will understand the direction in which he is driving at. The finding of this research contradicts with the finding of Miller and Seller (2010) which asserted that instructional materials are critical ingredients in learning and the intended programme cannot be easily implemented without them. Instructional materials provide information and opportunities for pupils to use what they have learnt. Wilkins (1974) concurs with Miller and Seller (2010), and observes that without resource materials and facilities, the teacher may not be able to set the

objectives that he would like his pupils to attain. It would mean that pupils cannot be taught using the most suitable methods.

Conclusion

Based on the finding of the study, it was concluded that there is a significant influence of teachers' teaching method on the learning of Social Studies. There is no significant relationship between availability of teaching-learning resources and the learning of Social Studies. The implication of this is that teachers must endeavour to utilize diverse methods of teaching Social Studies so that if one method does not suit a student, another might do.

Recommendations

It was recommended that:

1. Teachers should be conversant with the nature of the subject matter to be taught, to enable them determine the most suitable teaching method to use in a given lesson.
2. Government should provide instructional materials in schools to enable teachers to use them in Social Studies instruction.

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