

# VALUES EDUCATION



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## Analysis of the "Values Education" Component of the Secondary Schools' Social Studies Programme

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### Abstract

*To have an ordered and peaceful society, inculcation of values must be the main thrust of every discipline in the schools' curriculum. As a core subject in the secondary schools, social studies has been identified as an important subject that inculcates social and moral values into learners. This paper therefore analyses the elements in the secondary school social studies curriculum to determine the proportion of the values education component therein. It was discovered that 50.75% of the stated objectives were cognitive, 48.48% were affective, and 0.76% were psychomotor. The sub topics had 46.04% cognitive, 50.94% affective and 3.02% psychomotor while the description of content had 50.5% cognitive and 49.5% affective. Consequently, a re-visitation of the stated objectives was recommended to include more attitudinal objectives.*

### Introduction

Education, from the early civilization to modern times, has been identified as a potent instrument of change in society (Maduewesi 2002). This societal change is a derivate of the change in individuals' behaviour in the society through the education received. However, education does not make the individuals' behaviour get necessarily better from the standpoint of societal desirability. This

is because sometimes we learn bad habits as well as good ones (Akinlaye, Bolarin, Olaniyonu and Ayodele 1997).

The stance of the National Policy on Education is clear in this regard – "to inculcate good habits into the Nigeria youth through education". Hence the NPE (1998) states that the national educational goals (among others) should ensure

*the inculcation of the right types of values and attitudes for the survival of individuals and the Nigerian society... and in consequence, the quality of instruction at all levels has to be oriented towards inculcating the following values: respect for the worth and dignity of the individual; faith in man's ability to make rational decisions; moral and spiritual principles in interpersonal and human relations; shared responsibility for the common good of the society, psychological development of all children and acquisition of competencies for self reliance.*

These values and attitudes must therefore, form the bulk of the content of the school's curriculum.

### What are Values?

We have always been perplexed when we attempt to ask what precisely values are.

*Values are types of belief centrally located within one's total belief system, how one ought or ought not to behave or some end-state of existence worth or not worth attaining. They are standards for determining whether something is good or bad and for judging one's behaviour and the behaviour of other persons (Banks and Clegg 1977).*

*They are those moral or ethical standards or principles that are considered desirable by an individual or group of people. Justice, prudence, hard work, honesty cooperation, comradeship,*



*togetherness, integrity, righteousness, etc., are usually thought of as such principles that are desirable. These are principles or standards, usually referred to as "social values", which society collectively holds as valuable and therefore are to be imbibed by its members. They are inferences; personal but shared, they have direction, and intensity; they could be maintained over time and could be learned.*

ues, together with two other ingredients – attitude and morality—constitute the character of an individual. If these are positive in the majority of people in a population, then we have an ordered society (Maduewesi, 2002).

To have an ordered Nigerian society, attention must be paid to providing value education. Moral and social values and attitudes should therefore, form the bottom line of our schools' curriculum content. Especially the secondary school's curriculum, which incidentally falls within the crucial adolescent stage of development of the Nigerian youth. This is because the future of the Nigerian society depends on the quality of the leadership, follower-ship, honesty, discipline and other values inculcated into these youth.

However, the fundamental problem is how to integrate the array of values into a coherent learning structure for the younger generation to develop a stronger sense of responsibility and effective citizenship.

#### ***Could all the school's subjects equally inculcate these social values?***

Expectedly however, not all the school's subjects will perform this role equally. While some focus on the inculcation of practical skills, basic and scientific knowledge, some are interested in moral development while some others focus on the development of social values and attitudes.

Character molding through inculcation of moral and social values education at the secondary school level is mostly through social studies education. This is because while social studies is a core subject at the JSS level, other character molding disciplines like Islamic Religious Studies and Christian Religious Knowledge (IRS & IRK) are elective at both the junior and senior secondary school levels while Moral Instruction is gradually being phased out

of the secondary school's time table. This process of values inculcation is however limited to the JSS level because of the elective status of social studies for the senior students who virtually do not offer it at all. Hence, the senior secondary school students are left at the peril of the societal ills (Jimoh 2003).

#### **Purpose**

Being the only compulsory values inculcator at the secondary school level, this paper therefore, analyses the elements in the Nigerian secondary school's social studies curriculum to determine the proportion of values education components there in.

Social studies instructional objectives according to Akinlaye (2003) and Okam (2001) are grouped into knowledge, skills, attitudes and values inculcation. However, values inculcation falls under the affective domain of objectives according to Bloom's (1956) taxonomy. This domain has five levels including receiving information, responding, valuing, organizing, and characterization by value. Others include the cognitive domain, which has six levels (knowledge, comprehension, application, analysis, synthesis and evaluation) and the psychomotor domain that has six levels (reflex movements, basic fundamental movements, perceptual abilities, physical abilities, skilled movements and non-discursive communication).

The CESAC (1985) Social studies curriculum for secondary schools was adopted for the analysis.

#### **Methodology**

The elements in the curriculum were grouped under the three domains of objectives in which each falls (i.e. the cognitive, the affective and the psychomotor domains). The themes (major topics), stated objectives, the content (sub topics) and the scope (notes) were so analyzed. Concepts relating to values education fall under affective domain.

## Analysis

The analyses of the various elements were presented on tables 1-5.

Table 1:

## Analysis of Elements in the Secondary Schools' Social Studies Syllabus

### (A) Junior Secondary One

Themes (Major topics)	Objectives					Subtopics (Content)					Description (Notes)				
	1	2	3	4	Tot	1	2	3	4	Tot	1	2	3	4	Tot
1. Social environment	1	2	-	-	3	1	2	-	-	3	1	1	-	-	2
2. Physical Environment	3	-	-	-	3	5	1	-	-	6	4	1	-	-	5
3. Co-operation and conflict	1	-	-	-	1	-	-	-	2	2	-	-	-	1	1
4. Institutions	1	-	-	-	1	3	-	-	-	3	1	-	-	-	1
5. Civil rights and responsibilities	2	-	-	2	4	1	1	-	4	6	2	3	-	4	10
6. Culture and identity	3	-	-	-	3	2	1	-	-	3	-	1	-	-	1
7. Nigerian cultural pattern and their origin	1	1	-	-	2	1	4	-	-	5	5	-	-	-	5
8. Common heritage and national symbols	1	1	-	2	4	1	6	-	-	7	2	6	-	-	8
Total	13	4	-	4	21	13	15	-	6	34	15	12	-	6	33

### Junior Secondary Two

9. Physical Environment	4	-	-	-	4	5	-	-	-	5	3	-	-	-	3
10. Educational institutions	1	-	-	-	1	1	-	-	-	1	2	-	-	-	2
11. Leadership follower ship and consequence	-	3	-	2	5	-	2	-	5	7	4	-	-	2	6
12. Development.	2	-	-	-	2	2	-	-	2	4	-	-	-	1	1
13. Social changes over time	2	-	-	-	2	6	-	-	-	6	2	1	-	-	3
14. Science technology and society	3	-	-	-	3	1	3	-	-	4	2	3	-	-	5
15. National economic life	2	-	-	-	2	2	-	-	-	2	2	-	-	-	2
16. Culture and identity	1	-	-	-	1	2	-	-	-	2	2	-	-	-	2
Total	15	3	-	2	20	15	-	-	5	29	18	4	-	2	24

### Junior Secondary Three

17. Origin of man	5	2	-	-	7	4	2	-	-	6	1	2	-	-	3
18. Social environment	4	-	-	-	4	1	2	-	-	3	3	2	-	-	5
19. Institutions.	1	-	-	-	1	5	-	-	-	5	1	-	-	-	1
20. Socialization agencies and processes	2	2	-	-	4	1	1	-	-	2	3	-	-	-	4
21. Lack of co-operation and its effects	-	1	-	-	1	-	-	-	-	1	1	-	-	-	1
22. National economic life	1	1	-	-	2	3	4	-	-	7	4	3	-	-	7
23. The world and its people	1	2	-	-	3	5	-	-	-	5	7	4	2	-	11
24. World transportation and communication	1	2	-	-	3	2	-	-	-	2	4	-	-	-	4
TOTAL	15	10	-	-	25	26	22	5	-	53	31	16	6	-	53
GRAND TOTAL	43	17	-	-	60	67	53	25	-	145	94	49	22	-	165

### (B)

### SENIOR SECONDARY SCHOOL ONE

Theme	Objectives					Subtopic / Content					Description / Note				
	1	2	3	4	Tot	1	2	3	4	Tot	1	2	3	4	Tot
1. Aspect of co-operation	1	2	3	4	10	1	-	1	-	2	5	-	-	-	5
2. Religion as agent of socialization	-	2	-	-	2	-	-	-	4	4	-	-	-	4	4
3. Development	1	1	-	-	2	3	-	-	1	4	-	-	-	1	1
4. Historical aspect of social change	-	1	-	-	1	3	4	-	4	11	1	7	-	2	10
5. Social attitude to change	-	3	-	1	4	-	-	-	11	11	-	-	-	7	7
6. Concept of culture and identity	1	-	-	-	1	-	1	-	3	4	2	-	-	-	2
7. Loyalty to the nation	1	-	-	2	3	-	1	-	4	5	6	-	-	3	9
8. Nation building in a multi-cultural setting	1	2	-	-	3	1	8	-	1	10	1	4	-	-	5
Total	5	9	-	3	17	7	1	-	32	54	10	11	-	20	41



Senior Secondary Two

9. Social change, alienation and personality	4	2	1	-	12	2	6	-	5	13	-	1	-	6	7
10. Social institutions	-	3	-	-	3	2	-	4	4	10	1	1	-	-	2
11. Political institutions	1	2	-	-	3	4	4	-	6	14	2	1	-	-	3
12. Ethnicity, class and social stability	-	4	-	-	4	1	1	-	2	4	-	2	-	5	7
13. Values, technology and development	-	3	-	-	3	-	-	4	-	4	1	-	-	4	5
14. National economic life	2	-	-	-	2	6	-	-	-	6	6	-	-	-	6
15. Cross cultural influence	1	1	-	1	3	-	3	-	-	3	1	1	-	1	3
16. Utilization and conservation of world resources	2	1	-	-	3	11	-	-	-	11	-	3	-	-	7
Total	10	21	1	1	33	26	14	8	17	65	15	9	-	16	40

Senior Secondary Three

17. Nigeria in world economic order	4	-	-	-	4	13	-	-	-	13	10	-	-	1	11
18. Human rights	-	4	-	1	5	-	10	-	3	13	2	-	-	4	6
19. Comparative economic and political systems	3	-	-	-	3	-	-	-	6	2	3	-	-	-	5
20. International relations	2	1	-	-	3	17	3	-	-	20	13	-	-	-	13
TOTAL	9	5	-	1	15	35	14	-	3	52	27	3	-	5	35
GRAND TOTAL	24	35	1	5	65	68	43	8	52	171	52	23	-	41	116

**KEY:**

1 = Cognitive, 2 = Affective, 3 = Psychomotor, 4 = Cognitive with affective undertone,  
Tot = Total.

Table 1 (A & B) shows the analysis of the elements in the secondary school social studies curriculum into: - 1 Elements focusing at cognitive attainment; 2 - elements targeting affective attainment, 3 - elements with psychomotor attainment and 4 - elements stated cognitively but having some affective undertones. The analysis is further (broken down) expanded on tables 2 - 5.

Table 2:

Items in the Secondary Schools' Social Studies Curriculum

## (A. Junior Secondary School)

CLASS	THEME	STATED OBJECTIVES	CONTENT (SUBTOPICS)	NOTE (DESCRIPTION)
JSS 1	8	21	34	33
JSS2	8	20	29	24
JSS 3	8	26	31	27
TOTAL	24	67	94	84

## (B. Senior Secondary)

SS 1	8	17	54	41
SS2	8	33	65	40
SS 3	4	15	52	35
TOTAL	20	65	171	116
GRAND TOTAL	44	132	265	200

As shown on table 2, (A&B), the JSS social studies has 24 themes divided into three equal parts among the three classes. Ninety-four subtopics (tagged content) were derived from the themes (34, 29 and 31 for JSS1, 2, and 3 respectively). Sixty-seven (67) statements of objective were listed to be achieved through the themes. The scopes to cover in the topics were given in about 84 simple statements under notes. <sup>4</sup>

For the senior secondary, (table 2b), there are twenty themes (divided into 8 for year 1, 8 for year 2 and 4 for year 3). A total of sixty-five (65) statements of objective were hoped to be achieved through 171 subtopics whose scopes were described in about 116 simple statements.

In all, the secondary schools' social studies programme contains 44 stated themes, or major topics with 132 listed statements of instructional objectives and 265 subtopics were derived (from the themes) whose scopes of coverage were described in about 200 simple statements.

Table 3:  
Categorization Of The Stated Objectives Of The Secondary Schools' Social Studies Curriculum

(A. Junior Secondary School)

CLASS	Cognitive		Affective		Cog. With affect Undertone		Psycho motor		Total	
	F	%	F	%	F	%	F	%	F	%
JSS 1	13	61.9	4	19.05	4	19.05	-	-	21	100
JSS 2	15	75	2	10	3	15	-	-	20	100
JSS 3	15	57.69	1	3.85	10	38.46	-	-	26	100
TOTAL	43	64.18	7	10.45	17	25.37	-	-	67	100

(B. Senior Secondary)

CLASS	F	%	F	%	F	%	F	%	F	%
SS 1	5	29.41	3	17.65	9	54.94	-	-	17	100
SS 2	10	30.3	1	3.03	21	63.64	1	3.03	33	100
SS 3	9	60	1	6.67	5	33.33	-	-	15	100
TOTAL	24	36.92	5	7.69	35	53.83	1	1.54	65	100
GRD.TOT.	67	50.75	12	9.09	52	39.39	1	0.76	132	100

The categorization of the stated instructional objectives shows that 64.18% of all the JSS social studies objectives were of the cognitive domain aiming at acquisition of basic factual knowledge, 10.45% were of affective domain while 25.37 were stated cognitively but had affective undertone. If the last two were combined under the affective domain, affective objectives would be 35.82%. There was no psychomotor statement.

Table 3B shows that 36.92% of the senior secondary social studies state instructional objectives were cognitive, 7.69% were affective; 53.85% were cognitive statements with affective undertone (the combination of the last two is 61.54%) while statements of psychomotor achievement were 1.54%.

The grand total shows that 50.75% of all stated instructional objective for (JSS and SSS) social studies were cognitive statements; 9.09% were purely affective, 39.39% were cognitively stated but had affective undertone (giving

combination of 48.48% for affective) while 0.76% were psychomotor statements.

Table 4  
Categorization of the Social Studies sub topics

(A. Junior Secondary School)

CLASS	Cognitive		Affective		Cog. With affect Undertone		Psycho motor		Total	
	F	%	F	%	F	%	F	%	F	%
JSS 1	13	38.24	6	17.65	15	44.12	-	-	34	100
JSS 2	19	65.52	5	17.24	5	17.24	-	-	29	100
JSS 3	22	70.97	4	12.90	5	16.13	-	-	31	100
TOTAL	54	57.45	15	15.96	25	26.6	-	-	94	100

(B. Senior Secondary)

CLASS	F	%	F	%	F	%	F	%	F	%
SS 1	5	29.41	3	17.65	9	54.94	-	-	17	100
SS 1	7	12.96	32	59.26	15	27.28	-	-	54	100
SS 2	26	40	17	26.15	14	21.54	8	12.31	65	100
SS 3	35	67.31	3	5.77	14	26.92	-	-	52	100
TOTAL	68	39.77	52	30.41	43	25.15	8	4.68	171	100
GRD.TOT.	122	46.04	67	25.28	68	25.66	8	3.02	265	100

The categorization of the sub topics (content) of the JSS social studies syllabus shows that 57.45% were cognitively inclined, 15.96% affective and 26.6% were cognitive with affective undertones. When the last two were combined, the affective has 42.56%.

For the senior secondary, 39.77% of the sub topics were cognitively inclined, 30.41% were affective and 25.15% cognitive with affective undertones (the combination of the two gave 55.56%) The psychomotor statements were 4.68%.

The grand total gave cognitive statements of 46.42%, pure affective statements of 25.28% and cognitive with some affective notions of 25.66% (a



combination of 50.94% for affective statements). The psychomotor statements formed 3.02%.

Table 5:  
Categorization of the Description of the Scope

(A. Junior Secondary)

CLASS	Cognitive		Affective undertone		Cog with affect		Psycho motor		Total	
	F	%	F	%	F	%	F	%	F	%
JSS 1	15	45.45	6	18.18	12	36.36	-	-	33	100
JSS 2	18	75	2	8.33	4	16.67	-	-	24	100
JSS 3	16	59.26	5	18.52	6	22.22	-	-	27	100
TOTAL	49	58.33	13	1.48	22	26.19	-	-	84	100

(B. Senior Secondary)

SS 1	10	24.39	20	48.78	11	26.83	-	-	41	100
SS 2	15	37.5	16	40	9	22.5	-	-	40	100
SS 3	27	77.14	5	14.29	3	8.57	-	-	35	100
Total	52	44.83	41	35.34	23	19.83	-	-	116	100
GRD.TOT.	101	50.5	54	27	45	22.5	-	-	200	100

The categorization above shows that 58.33% of the scope aims at providing cognitive knowledge to the JSS students, 15.48% were purely affective while 22.19% were cognitive statements with affective undertone. Combined, the affective would be 37.67% for the JSS.

For the senior secondary, the cognitive knowledge formed 48.83%, pure affective experiences was 35.34% while the cognitive with affective undertone had 19.83%. If the last two were combined, affective experiences will be 55.17%. There was no statement of psychomotor experiences.

The grand total shows 50.5% for cognitive attainment, 27% for pure affective and 22.5% for cognitive with affective undertones. The combination of the last two forms 49.5%

## Discussion

The analysis shows that 50.75% of the stated instructional objectives in the secondary schools' social studies curriculum were basically cognitive objectives. These objectives focus mainly at the acquisition and recall of factual knowledge. Recurring phrases in them were –“students should be able to explain...”, “...to outline...”, “...to distinguish...”, “...to state...”, “...to describe...”, “...to list...” etc. These were followed by the facts or abstract information to be regurgitated.

\* The implication of this is that the focus of teachers' evaluation efforts is the regurgitation of the knowledge provided rather than measuring attitudes and values developed which is the philosophical basis of the social studies.

Where attitudinal predicates followed such cognitive phrases, they have affective undertone. For instance “...to specify consequences of a good leadership or follower-ship”, ... to explain the importance of co-operation etc. These types of statements formed 39.39% of all the stated objectives. This category has the lion share at the senior secondary level (with 53.85%, table 3B).

The pure affective objectives were 9.09%. The affective objectives have statements like “... to appreciate...”, “... to honour...”, “...to make use of...”, “...to discriminate...” etc. A combination of the pure affective and the cognitive objectives with affective undertones gives 48.48% which is slightly fewer than the cognitive objectives.

Social studies according to CESAC (1985), aims at imparting knowledge and providing valuable information necessary for life. However, its basic function is to help pupils inculcate desirable social habits, attitudes and values as well as useful skills. This basic function may be a mirage where the cognitive objectives overshadow the acquisition of values and attitudes, which were less than half of the stated instructional objectives.

Acquisition of skills, another important focus of the social studies education is under expressed in the statements of objectives. However, they were variously stated under the related activities where students were required to draw, label, visit, observe, discuss, collect, display, construct, read etc.

Unlike the objectives, the provision of basic (cognitive) factual knowledge, (though with a good share) under the content or subtopics was slightly lower than the affective knowledge (46.42%). The combination of topics within the



affective domain (pure and implied) was slightly above half (50.94%). This is a manifestation of the nature of the social studies as a good inculcator of cherished moral and social values into learners.

With the broad based and integrative nature of the social studies curricular content, it could thus provide the desirable values, and attitudes to learners. These values include fostering of positive, useful and meaningful attitudes, interests, feelings, sense of tolerance, compassion, respect, favourable social, physical and cultural attitudes etc. Hence, it is believed that the content of the social studies will assist learners to understand and put into practice the ideals of human relations. These ideals constitute the centerpiece of the social studies education. The conceptions and thought – process associated with these ideals include – “shared responsibility for the common good of the society”, “moral and spiritual values in interpersonal relations”, “a cultivation of a sense of compassion for the less fortunate” “a cherishing of sense of respect and tolerance”, “a cultivation of social attitudes” and more importantly values such as co-operation, participation, interdependence, open mindedness, honesty, integrity, trustworthiness, diligence and obedience” (Okam, 2001).

In fact, no other actively existing school’s subject has the capacity for value inculcation as the social studies education.

How then could teachers be encouraged to ensure the acquisition of these values by learners rather than mere inculcation of factual cognitive knowledge alone?

Since there is no such thing like final set of objectives, (Dewey 1929 in Okam 2001), the way out is to explicitly state them (the intended values) under the suggested instructional objectives. More affective objectives should be stated rather than emphasizing cognition that encourages memorization and regurgitation. Hence, teachers could focus on learners exhibiting these values.

Though there is no doubt that attitudinal and values objectives are very difficult to pin down and specify precisely or be measured, teachers could be relieved of the problem of devising more comprehensive and systematic schemes and tools for evaluating such learning outcomes by suggesting various non-test tools in the curriculum. This will make them think beyond the use of formal tests alone in measuring the attainment of objectives. Hence, such suggestions could

include tools like checklists, ranking measures, attitude statements, (likert-scales) inventories, rating scales etc.

### Conclusion

Values form parts of the attitudinal traits (including attitudes, interest, opinions, beliefs and feelings). One of the primary objectives of social studies is to enable learners develop the right types of values and attitudes. However, social studies teachers feel more comfortable in stating their instructional objectives in knowledge form rather than in attitudinal types. This is a direct influence of the stated instructional objectives in the social studies curriculum.

Affective (or attitudinal) objectives ranked highest among others in the senior secondary social studies. However, the subject is optional and even not offered at all by students at this level. This may be inimical to values inculcation at the secondary schools.

Cognitive objectives were generally over stressed in the secondary school social studies curriculum. Moreover, if teaching of knowledge is done to the exclusion of attitudinal objectives, it may actually jeopardize improvement in the thinking and decision-making process being preached by the social studies education.

Though very difficult to be pinned down and precisely specified, there is the need for the inclusion of more attitudinal objectives in the social studies curriculum.

Four broad categories of learning outcomes are critical to social students. These are knowledge, skills, values and attitudes. The content emphasized the inculcation of values and attitudes more than acquisition of mere factual knowledge.

Social studies is therefore a values inculcating discipline. It is probably doing this more than any other school’s subject.

### Recommendations

On the basis of this study, the following are hereby recommended:

1. that the stated instructional objectives in the secondary school social studies curriculum be revisited to include more affective (attitudinal) objectives with particular focus on values inculcation;



2. that more values and attitudinal concepts be included in the content or sub topics of the social studies curriculum;
3. that social studies be made a core (compulsory) subject at the senior secondary school level; and
4. that other school's subjects (especially the social sciences) should pay more attention to inculcation of values and acceptable attitudes for the purpose of fostering effective nation building and an ordered or peaceful society.

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