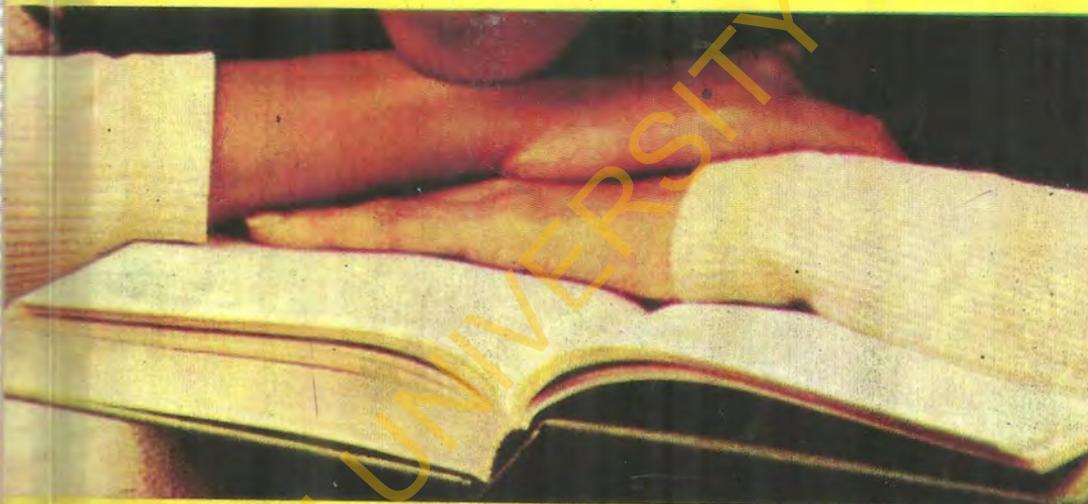


**Revitalisation of Nigerian
Educational System for
Relevance
AND
Development**



**M. K. AKINSOLA
O. A. MORONKOLA
J. A. ADEMOKOYA
I. A. SALAMI**

**REVITALISATION OF NIGERIAN
EDUCATIONAL SYSTEM FOR RELEVANCE
AND DEVELOPMENT**

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**Edited by
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Preface

The book, *Revitalization of Nigerian Educational System for Relevance and Development* is a compendium across all areas of specialisation in the field of education. This book contains 38 papers written by scholars across higher institutions in the country and emanated from very good papers out of all the ones presented at 2015 Faculty of Education University of Ibadan National Conference.

The contributing authors are well appreciated because they are those who made this book a reality as well as our peer reviewers for each paper. The book is produced as source of knowledge in the area of education and as a reference material not only for students, educational researchers but for all scholars researching education.

On behalf of the staff and students of the Faculty of Education, University of Ibadan I warmly appreciate the efforts of the immediate past Dean of the Faculty, Prof. O. A. Moronkola in whose tenure the conference was held; Prof. J. A. Ademokoya, the Chairman and Dr. I. A. Salami, the Secretary and other members of the Local Organising Committee. The efforts and doggedness of the editors of the book is noteworthy.

Let me use this opportunity to restate the communique of the 2015 National Conference for implementation by relevant stakeholders. The major points are:

- * Budgetary provisions for education at all levels should be judiciously utilised by all stakeholders in the education sector.
- * Educators should ensure that they equip school graduates with not only knowledge oriented skills but also employability skills so that they will become relevant to society needs.
- * Education, as a social institution, should be used to rectify the anomalies in the society.
- * Education should serve as a vehicle to uphold our moral values, promote social justice and make cultural norms to endure through the implementation of appropriate curriculum and utilisation of research based instructional strategies.
- * Curriculum at all school levels should be reviewed and upgraded to meet the global current trends.
- * There should be continuous appraisal of our social needs in order to make our education relevant to the present societal needs.
- * Training and retraining of teachers should be emphasised in the achievement of school goals and objectives.
- * Government should provide enabling environment for ICT driven instructional classrooms.
- * For effective revitalisation of Nigerian educational system for relevance and development, there should be political willpower to implement the aforementioned resolutions.

Finally, I commend this book to all for general knowledge, development of humanity and furtherance of academic inquiry especially in the field of education.

Prof. M. K. Akinsola
Dean,
Faculty of Education,
University of Ibadan
April 2016

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Teachers and Students' Perception of the Adequacy of Upper Basic Social Studies Curriculum as a Tool for Citizenship Participation and National Security

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Abstract

The security challenges faced by Nigeria have resulted in incessant closure of schools which has had adverse effects on the educational sector. This study investigated teachers and students' perception of the adequacy of Upper Basic Social Studies Curriculum as a tool for citizenship participation and national security. The study is a survey research type that adopted multi-stage sampling technique. 300 students and 35 teachers from fifteen Junior Secondary Schools were selected for this study. Six research questions were answered and two validated instruments were used. Data were analysed using descriptive statistics and t-test. Results indicated that students have a significantly better perception with t-value = 5.81, $p < 0.05$ on the adequacy of the curriculum as a tool for citizenship participation while teachers have a significantly greater perception with t-value = 3.28, $p < 0.05$ as a tool for national security. Policy makers and curriculum planners should ensure that teachers make adequate use of the curriculum by doing proper monitoring.

Key words: Teachers and Students' perception, Upper Basic Social Studies Curriculum, Citizenship Participation, National Security

Introduction

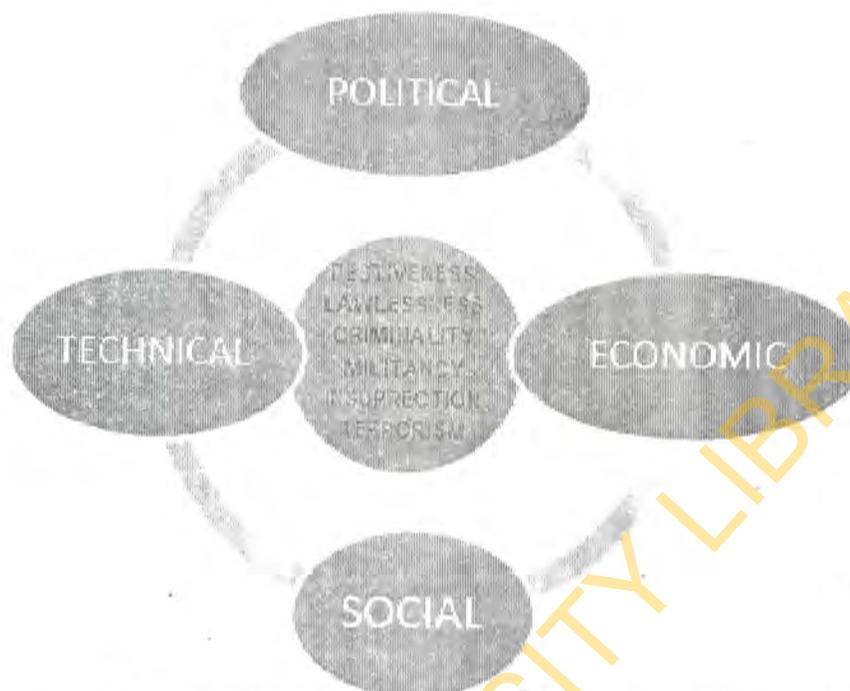
Education is vital for socio-economic and political development. It is an instrument par excellence for national development. It is a potent tool in graduating families out of poverty and promoting social security. Education is the frontier for social justice and the wheels of social mobility and redistribution of societal wealth (Emeh, 2011). These objectives and more can only be achieved if a curriculum is properly designed and implemented. Social Studies, which is one of the core subjects in curriculum of basic schools in Nigeria gained

momentum as a school subject from 1977 especially after the introduction of the new National Policy on Education (NPE) popularly known as the 6-3-3-4 system. Social Studies, just like other subjects, has been subjected to various definitions by scholars. In Nigeria, the Committee on Primary School Social Studies Programme (1971) and the Nigerian Educational Research Council (NERC, 1983), now Nigerian Educational Research and Development Council (NERDC) defined Social Studies as common learning of man's interaction with his or her social and physical environment (NERDC, 2007, 2013).

The present Basic Social Studies Curriculum in Nigeria which was introduced in 2007, and began its implementation in 2008 has many themes and topics from Basic one to Junior Secondary School three. However, the frequently occurring themes among them all are: family; culture; leadership and training; storage and water supply; social values; community; science, technology and society; people and their environment; national economy; and citizenship (NERDC, 2007, 2013). Oluniyi (2011) found three approaches to Social Studies: citizenship transmission, reflective inquiry, and social science method, each of which resulted in a different conception of a citizen and a different approach to prepare young people for citizenry. Oluniyi (2011) further noted that these approaches had been critiqued for narrowing the approaches to citizenship education in social studies into three, but others such as Font (1998) built upon their work. Font, for example, identified five alternative perspectives on citizenship participation. They are: the deliberative opinion polls, citizens' juries, consensus conferences, discussion fora, and consultative citizen committees. A cursory look at the Basic Social Studies Curriculum will convince people that the subject is tailored towards ensuring good citizenship education in Nigeria. Social Studies as a discipline affords pupils, students, and teacher in particular and members of the public in general, the opportunity to know about the positive aspects of our socio-economic and political aspects, factors promoting Unity and Solidarity among the numerous ethnic groups making up Nigeria (Arisi, 2011).

Research has shown that citizen participation is the essence of democracy (Graaf, 2009). Citizenship participation also has a positive relationship with the community development (Ugochukwu, 2008). Therefore, the ultimate and most effective answer to Nigeria's perennial leadership incompetence lies in massive, active, assertive, practical citizenship participation by good, honest Nigerians. Simply put, honest, educated, God-fearing, visionary, wise, intelligent, result/service-oriented Nigerians who are patriotic should come out en-mass and participate actively towards the development of the country. Ajibewa (2004) defined security as a political order both domestic and international, which protects both individuals and states against the immediate threat of physical violence. Security is the main thing that holds all sectors of the nation together, be it historical, political, economic, social, religious, educational and cultural (Jekayinfa & Mofoluwawo, 2010). Recent international debates have also raised the need to see security in the broader sense as the struggle to secure the most basic necessities of life such as food, fuel, education, medicine and shelter. This broader human security is important for the attainment of physical and national security and overall peace and development as social unrests arising from the absence of such basic human security can indeed lead to security problems and conflicts.

The four cardinal points where the country is experiencing insecurity as highlighted by Obanya (2014) are political, social, economic and technical bubbles underlying a security challenge situation. A neglect of any one (and in most cases, a neglect of all or any combination of them) will lead to a condition of bubble burst, as a result of which a society experiences generalized insecurity, as highlighted in the centre circle



It is important to participate as citizens in the decision making of a country at different levels, and to participate effectively, it is necessary to be informed about that country. Therefore citizenship participation can start or be developed in the school through effective teaching of the themes and contents of Social Studies. Therefore, in this present situation, Nigerian unity and democracy are under threat. Education can thus be used to foster much needed unity for the survival of the nation. In this twenty-first century, the unfortunate inter-ethnic and religious clashes including leadership crises have become a common occurrence in Nigeria and it becomes imperative to investigate how the Upper Basic Social Studies Curriculum has been able to train the citizens as it relates to participating toward achieving national consciousness and national unity. Security is ambiguous and elastic in its meaning. In most fundamental sense, to be secured is to feel free from threats, anxiety or danger.

However, national security is at stake when one or more of our country's vital interests are threatened. Moreover, for the

better part of the fifty-four years of Nigeria's independence, the country was under military administration resulting from military takeover of the democratic and constitutional structures of the state. The military takeovers were security breaches resulting from a wide range of reasons, sometimes a culmination of a number of security and political developments. The security, political and sometimes socio-economic developments are security concerns that were not addressed or managed by the existing state structure at that time. Apart from military coups there are other security issues that have challenged, and indeed, rattled the democratic political system. Among them is civil or organized rebellion resulting from a number of socio-political developments including ethnic disagreements and national resource contention. The Nigerian civil war is an example of such security breakdown resulting from failure to manage ethnic and social problems (National Security Strategy for the Federal Republic of Nigeria, 2011).

There are many reasons why there is need to address teachers and students' perception of the Upper Basic Social Studies Curriculum: teachers and students' perception affect their emotions and behaviours and their emotional and behavioural reactions also help shape their environments and skew their beliefs of those environments (Johnson, 2006). Likewise, teachers' morale influence students' morale. Students who perceive that their teachers are satisfied with their jobs have been found to be more likely to achieve (Rice, 2010). Moreover, a teacher's behaviour towards a student is a major determinant of the student's perceived control. The relationship between the actions and outcomes, or the contingency of teachers, is important to how a student performs. Clear expectations and consistent feedback tend to enhance student achievement (Ladd, 2009). Hirsch, Eric, and Scott (2006) submitted that students' perceptions about the involvement of teachers are also factors. Whether a student perceives the teacher to be helping or chastising affects the student's academic performance. For a gifted student, accepting unsolicited teacher assistance may be perceived as an indication of weakness or incompetence.

Students' perceptions of classroom environments influence their achievement. A match between a student's preferred classroom environment and the actual class environment may be as important to achievement as the actual nature of the classroom environment. Meeting the individual needs of students in a structured climate, with organization of student roles in the classroom, clear role expectations, and shared group-sanctioned norms have been shown to be effective factors contributing to student achievement (Grissom, 2008). In addition, Ladd (2009) noted teachers' perceptions of their working conditions are also predictive of one-year actual departure rates and of student achievement, but the predictive power of these perceptions are far lower than for planned departures. These weaker findings for actual outcome measures help to highlight both the strengths and weaknesses of using teacher survey data for understanding outcomes of policy interest.

According to Katrien, Filip and Steven (2005) in an evaluation of students' perceptions of fairness of assessment stated that from the student perspective the issue of fairness is important, and includes more than only the possibility of cheating. In this respect, students criticize the more conventional evaluation methods. For instance, students point out that end-point examinations were considerably 'down to luck', especially when taken place only on one day. Students' perceptions of school events, the nature of teachers' expectations, and the patterns of interaction between students and teachers have an impact on their academic attitudes and behaviors. The way students' look at situations, places, and things reflects the way we view the world and influences the conclusions and decisions we make. Their perception of an event is a personal interpretation of information from our own perspective (Pryor, Caroline and Brandt, 2005). The conclusion to be drawn from these findings is that students' and teachers' perceptions of the curriculum would determine the relevant of the curriculum to meet societal needs.

Since teachers are regarded as nation builders and students seen as future leaders of a nation, it is highly important to observe, study and analyze their views or perception on

fundamental societal issues for some important reasons. First, teachers are conductors of knowledge (information) and the quality of knowledge at their disposal for dissemination is greatly affected by their perception. Perception also goes a long way to affect individual attitudes, values and beliefs. If an issue is perceived as sensitive, such perception fertilizes individual values, attitudes and beliefs. As with the perception of the teachers, so do the perception of students have several implications for the society as it transmits from one generation to another. Upon this background, it becomes pertinent to investigate the perception of teachers and students on the adequacy of Upper Basic Social Studies curriculum as a tool for citizenship participation and national security in Nigeria.

Statement of the Problem

The present day Nigeria is faced with insecurity challenges such as inter-ethnic clashes, religious riots, hoodlum activities, kidnapping and Boko-Haram insurgency. All these problems might be as a result of lack of proper upbringing of those engaged in them and the failed vision on the part of the government to do the right things. This has resulted in incessant closure of schools, kidnapping and killing of teachers and students, which have had adverse effects on the educational sector, since learning cannot take place in an atmosphere that is not peaceful. Therefore, since social studies deals with finding solution to human's unending challenges, well-planned and delivered social studies curriculum may be of immense assistance to reducing the present day menace in Nigeria. In addition, there is not enough data on the adequacy of the contents and themes of the Upper Basic Social Studies curriculum for citizenship participation and national security from the perspective of Social Studies teachers and students respectively. This study therefore investigated teachers and students' perceptions on the adequacy of Upper Basic Social Studies curriculum as a tool for citizenship participation and national security in Nigeria.

Research Questions

Based on the stated problem, the study provided answers to the following research questions:

- i. What is the teachers' perception of the adequacy of Upper Basic Social Studies Curriculum as a tool for citizenship participation?
- ii. What is the students' perception of the adequacy of Upper Basic Social Studies Curriculum as a tool for citizenship participation?
- iii. What is the teachers' perception of the adequacy of Upper Basic Social Studies Curriculum as a tool for national security?
- iv. What is the students' perception of the adequacy of Upper Basic Social Studies Curriculum as a tool for national security?
- v. Is there a significant difference between teachers' and students' perception of the adequacy of Upper Basic Social Studies Curriculum as a tool for citizenship participation?
- vi. Is there a significant difference between teachers' and students' perception of the adequacy of Upper Basic Social Studies Curriculum as a tool for national security?

Methodology

The study is a descriptive research design of survey type. The population comprised all Social Studies teachers in Junior Secondary School (JSS) and all JSS III Social Studies students in public and private schools in Oyo State. This research adopted a multi-stage sampling technique to select the participants for the study. Using purposive sampling technique, two zones were selected out of the eight educational zones in the State; out of which ten public JSS and five (5) private JSS were randomly selected from the educational zones chosen. From these schools, 300 JSS III Social Studies students were randomly selected with 250 from public schools and 50 from private schools based on proportionate to sample size. Besides, thirty-five teachers who

teach Social Studies also participated in this study. They were purposively selected from public and private JSS schools. Thus, a total of 335 participants made up of 300 students and 35 teachers who were selected from fifteen public and private Junior Secondary Schools in Oyo State, participated in the study. Two validated instruments were used for data collection, these were: Teachers' Questionnaire on Citizenship Participation and National Security ($r=0.82$) and Students' Questionnaire on Citizenship Participation and National Security ($r=0.78$). Data collected, were analyzed using frequency counts, percentages and t-test at 0.05 alpha level.

Results

Research Question 1: What is the teachers' perception of the adequacy of Basic Social Studies Curriculum as a tool for citizenship participation?

Table 1: Analysis of Teachers' Perception of the Adequacy of Basic Social Studies Curriculum as a Tool for Citizenship Participation

S/N	Statements	To a large extent (%)	Just adequate (%)	Marginally (%)	Not at all (%)	Mean (x)	SD
1	Participate in the community clean-up day	9 (26.0)	9 (25.0)	13 (36.0)	4 (11.0)	2.51	1.09
2	Willingness to investigate issues in the local school and wider community	21 (58.0)	9 (26.0)	3 (9.0)	2 (7.0)	3.35	0.91
3	Involve with Red Cross, hospitals and charitable organizations	20 (56.0)	11 (31.0)	2 (7.0)	2 (5.0)	3.36	0.89
4	Sponsor activities to promote humans rights.	14 (39.0)	15 (43.0)	4 (11.0)	2 (6.0)	3.13	0.91
5	Participate in governmental protection programmes	18 (51.0)	12 (33.0)	4 (11.0)	1 (4.0)	3.29	0.89
6	Analyze issues and to participate in action aimed at achieving a sustainable future	15 (44.0)	16 (46.0)	3 (8.0)	1 (2.0)	3.32	0.71
7	Demonstrate the role of individuals in the election processes.	19 (55.0)	9 (26.0)	6 (16.0)	1 (3.0)	3.33	0.85
8	Demonstrate positive interaction with group members.	16 (45.0)	14 (40.0)	5 (14.0)	0 (0)	3.29	0.74
9	Participate in respectful discourse about social and political issues	19 (55.0)	11 (32.0)	4 (11.0)	1 (2.0)	3.40	0.77
10	Learn about effective leadership in groups of peers and how to mitigate the influence of negative experience such as bullying	22 (62.0)	10 (29.0)	2 (7.0)	1 (2.0)	3.51	0.72
11	Express their views in media forms that are attractive and familiar to them.	24 (69.0)	8 (21.0)	2 (6.0)	1 (4.0)	3.55	0.78

Table 1 revealed that out of the 35 respondents, 21(58%) of the teachers had to a large extent shown their willingness to investigate issues in the local school and wider community while 2(7%) of them elicited their unwilling to investigate issues in the local school and wider community. Also, 31(87%) agreed that they were involved with Red Cross, hospitals and charitable organizations as tools for citizenship participation, while 29(82%) also showed that, to great extent, they sponsored activities to promote human right as tool for citizenship participation. In addition, while 30(85%) of the teachers were of the opinion that they demonstrated positive interaction with group members and 24(69%) expressed their views in media forms that were attractive and familiar to aid the citizenship participation. It can then be inferred that teachers had good and effective perception towards the adequacy of Basic Social Studies Curriculum as a tool for citizenship participation.

Research Question 2: What is the students' perception of the adequacy of Basic Social Studies Curriculum as a tool for citizenship participation?

Table 2: Analysis of Students' Perception of the Adequacy of Basic Social Studies Curriculum as a Tool for Citizenship Participation

S/N	Statements	To a large extent (%)	Just Adequate (%)	Marginally (%)	Not at all (%)	Mean (x)	SD
1	Participate in the community clean-up day	230(78.7)	44(14.7)	11(3.7)	15(45.0)	3.63	0.78
2	Willingness to investigate issues in the local school and wider community	111(37.0)	118(39.3)	51(17.0)	20(6.7)	3.07	0.90
3	Involve with Red Cross, hospitals and charitable organizations	116(38.7)	92(30.7)	45(15.0)	47(15.7)	2.92	1.08
4	Sponsor activities to promote human rights	132(44.0)	97(32.3)	43(14.3)	28(9.3)	3.11	0.97
5	Participate in environmental protection programmes	166(55.3)	57(19.0)	50(16.7)	27(9.0)	3.21	1.02
6	Analyse issues and to participate in action aimed at achieving a sustainable future	126(42.0)	85(28.3)	66(22.0)	23(7.7)	3.05	0.97
7	Demonstrate the role of individuals in the election processes (e.g. voting in class)	69(29.7)	94(31.3)	57(19.0)	60(20.0)	2.71	1.10
8	Demonstrate positive interaction with group member (e.g. working with a group)	102(34.0)	97(32.3)	55(18.3)	46(15.3)	2.85	1.06
9	Participate in respectful discourse about social and political issues	115(38.3)	85(28.3)	62(20.7)	38(12.7)	2.92	1.05
10	Learn about effective leadership in groups of peers and how to mitigate the influence of negative experience such as bullying	157(52.3)	72(24.0)	39(13.0)	32(10.7)	3.18	1.03
11	Express their views in media forms that are attractive and familiar to them	122(40.7)	116(38.7)	42(14.0)	20(6.7)	3.13	0.89

Table 2 revealed that out of the 300 respondents used for the study, 230(76.7%) indicated a great extent to participation in the community clean-up day as tools for citizenship participation over 15(45.0%) of the students who did not participate in community clean-up day. Also, 118(39.3%) of the respondents had adequate willingness to investigate issues in the local school and wider community over 20(6.7%) who did not have the willingness to investigate issues in the local school and wider community as tool for citizenship participation. In addition, 132(44.0%) of the students have adequate perception of sponsored activities to promote citizenship participation while 28(9.3%) did not sponsor activities to promote citizenship participation while 43(14.3%) marginally sponsored activities to promote citizenship participation.

Furthermore, 122(40.7%) respondents showed their perception in expressing views in media forms that were attractive and familiar to them while 20(6.7%) of the students did not express their views in media forms that were attractive and familiar to them in citizenship participation and 42(14.0%) were marginally. This generally implied that the students had good and effective perception of the adequacy of Basic Social Studies Curriculum as a tool for citizenship participation.

Research Question 3: What is the teachers' perception of adequacy of Basic Social Studies Curriculum as a tool for national security?

Table 3: Teachers' Perception of Adequacy of Basic Social Studies Curriculum as a Tool for National Security

S/N	Statements	To a large extent (%)	Just Adequate (%)	Marginally (%)	Not at all (%)	Mean (\bar{x})	SD
1	Free from domination and other arbitrary government	8(24.0)	12(35.0)	10(29.0)	5(12.0)	2.71	0.97
2	Free from environmental destruction and resources scarcity.	21(60.0)	9(25.0)	4(12.0)	1(3.0)	3.42	0.82
3	Have access to safe and nutritious food to meet their healthy life	18(51.0)	12(34.0)	3(10.0)	2(5.0)	3.31	0.85
4	Free from external control or threat of aggression	19(54.0)	8(24.0)	4(12.0)	4(10.0)	3.21	1.04
5	Protection from inter and intra ethnics violence	14(41.0)	13(39.0)	4(10.0)	4(10.0)	3.10	0.98
6	Free from political and electioneering conflicts.	16(48.0)	11(31.0)	4(10.0)	4(11.0)	3.16	1.00
7	Free from ethno-religious	19(53.0)	9(27.0)	5(15.0)	2(5.0)	3.27	0.93
8	Free from unemployment	11(30.0)	8(22.0)	10(28.0)	6(19.0)	2.63	1.11
9	Protection from pipeline vandalization	13(37.0)	16(47.0)	3(8.0)	3(8.0)	3.12	0.90

Table 3 revealed the teachers' perception on the adequacy of Basic Social Studies curriculum as tools for national security. The table revealed that out of the 35 respondents, 20(59%) of them had adequate perception of the Basic Social Studies Curriculum as tools for national security that the free domination and other arbitrary government to national security. On the access to safe and nutritious food to meet their healthy life, 30(85%) of the teachers had great and adequate perception to as a basic tool for national security. Also, 27(79%) of the teachers have great perceptions to the curriculum being free from political and electioneering conflicts and also 19(52%) of the teacher showed adequate perception of the curriculum being free from unemployment. These result further indicated that teachers are of good and effective perception of adequacy of Basic Social Studies Curriculum as a tool for national security.

Research Question 4: What is the students' perception of adequacy of Basic Social Studies Curriculum as a tool for national security?

Table 4: Students' Perception of the Adequacy of Basic Social Studies Curriculum as a Tool for National Security

S/N	Statements	To a large extent (%)	Just Adequate (%)	Marginally (%)	Not at all (%)	Mean (\bar{x})	SD
1	Free from domination and other arbitrary government	138(46.0)	83(27.7)	51(17.0)	28(9.3)	3.10	0.99
2	Free from environmental destruction and resources scarcity	157(52.3)	55(18.3)	48(16.0)	40(13.3)	3.10	1.10
3	Have access to safe and nutritious food to meet their healthy life	152(50.7)	79(26.3)	43(14.3)	26(8.7)	3.19	0.98
4	Free from external control or threat of aggression	122(40.7)	84(28.0)	56(18.7)	38(12.7)	2.97	1.05
5	Protection from inter and intra ethnics violence	110(36.7)	109(36.2)	51(17.0)	30(10.0)	3.00	0.97
6	Free from political and electioneering conflicts	151(50.3)	50(16.7)	63(21.0)	36(12.0)	3.05	1.08
7	Free from ethno- religious crises	126(42.0)	74(24.7)	62(20.7)	38(12.7)	2.96	1.07
8	Free from unemployment	137(45.7)	72(24.0)	58(19.3)	33(11.0)	3.04	1.05
9	Protection from pipeline vandalization	112(37.3)	78(26.0)	79(26.3)	31(10.3)	2.90	1.02

The above table revealed that 221(73.7%) of the respondents had great extent of being free from domination and arbitrary government. Also, 212(70.6%) of the students also had great extents adequacy to being free from environmental destruction and resources. Also, 190(63.3%) of them indicated that the Basic Social Studies Curriculum protected them from pipeline vandalization as tools for national security. With these, it can be inferred that students' perception of the Upper Basic Social Studies Curriculum served as a tool for national security.

Research Question 5: Is there a significant difference between teachers and students' perception of the adequacy of Upper Basic Social Studies Curriculum as a tool for citizenship participation?

Table 5: Independent t-test of Teachers and Students' Perception of the Adequacy of Basic Social Studies Curriculum as a Tool for Citizenship Participation

Group	N	Mean (\bar{x})	S.D	t-value	Sig
Teachers	35	28.51	3.53	5.81	.000
Students	300	30.55	4.00		

Table 5 presented the mean difference of the two groups of respondents (teachers and students). It was revealed that students had greater perception of the adequacy of Basic Social Studies Curriculum as a tool for citizenship participation (\bar{x} =30.55) than their teachers (\bar{x} =28.51). The two groups yielded a t-value of 5.81 which is statistically significant. This implies that there is a significant difference between teachers' and students' perception of the adequacy of Upper Basic Social Studies Curriculum as a tool for citizenship participation. Obviously, in addition to their school teachers, it was revealed that students had more sources of information and opinion-modeling, such as their parents, religious leaders and even their peers. This could be the reason for their better or greater perception over teachers.

Research Question 6: Is there a significant difference between teachers and students' perception of the adequacy of Basic Social Studies Curriculum as a tool for national security?

Table 6: Independent T-test of Teachers and Students' Perception of the Adequacy of Basic Social Studies Curriculum as a Tool for National Security

Group	N	Mean (\bar{x})	S.D	t-value	Sig
Teachers	35	26.25	3.48	3.28	.000
Students	300	21.57	3.01		

Table 6 revealed the mean difference of the two groups (teachers and students). The result indicated that teachers had better perception of the adequacy of Upper Basic Social Studies Curriculum as a tool for national security (\bar{x} =26.25) than their students (\bar{x} =21.57). The two groups yielded a t-value of 3.28 which is statistically significant. This implied that there is a significant difference between teachers' and students' perceptions of the adequacy of Basic Social Studies Curriculum as a tool for national security. Reasons for this observed difference may be due to age factor, exposure, knowledge and general life experiences which are believed to make teachers to be better informed, and thus their greater perception on this issue of national security.

Discussion of Findings

The results of this study support the findings of Nwaubani et al, (2014) who found that majority of the teachers seem to be aware of the need to use Social Studies to teach civic contents. Similarly, majority of teachers agreed that the goals of Upper Basic Education Social Studies Curriculum are very relevant to civic training of the Nigerian youth. The first and most immediate contribution of successful Basic Education Social Studies Curriculum is a direct reduction of one form of deep rooted insecurity (Yusulf et al, 2009). Thus, Social Studies teachers are not only conversant with civic issues and ideas but have knowledge of the civic mandate of the subject (Adeyemi, 2010).

From the findings, it could also be inferred that teachers were 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. On the content of Social Studies, the trainees agreed tremendously about its relevance. They were however undecided about the limitless scope of the subject which makes it uncomfortable to learn. The teachers also showed a high level of agreement with the need for a Social Studies room with materials like globes, charts, bulletin boards; and demonstrated grave disagreement with the adequacy of Social Studies textbooks and other reference materials. Teachers' and students' perceptions affect their emotions and behaviours and their emotional and behavioural reactions also help shape their environments and skew their beliefs of those environments (Johnson, 2006). The results of this study had indicated that there is significant difference between teachers' and students' perceptions of the adequacy of Upper Basic Social Studies Curriculum as a tool for national security on the one hand and citizenship participation on the other hand.

Conclusion

The findings of this study revealed that teachers as well as students had good and effective perception towards the adequacy of Upper Basic Social Studies Curriculum as a tool

for citizenship participation. In same vein, the teachers and their students are of good and effective perception of adequacy of this curriculum as a tool for national security. So, it can then be said to be used effectively.

Recommendations

Basis of the stated findings, the following recommendations are made:

- i. Since the perception of the teachers toward adequacy of Upper Basic Social Studies Curriculum as a tool for citizenship participation has been found to be effective. The curriculum should therefore be adequately utilised.
- ii. The curriculum should be adequately utilised to teach students in order to expand their horizon.
- iii. Since teachers and students had effective perception on adequacy of Upper Basic Social studies Curriculum as a tool for national security, Stakeholders in education should take into consideration, the proper use of Basic Social Studies Curriculum.
- iv. Policy makers and curriculum planners should ensure that teachers make use of the Upper Basic Social Studies Curriculum adequately through intensive and proper monitoring.

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