

Status of Universities and Secondary School Teachers' Use of Instructional Strategies for Teaching Social Studies In Southwestern Nigeria.

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Abstract

This study specifically investigated the reported claim that Social Studies does not achieve its goals in Nigeria because of the problem of instructional ways chosen by the teachers of the subject which makes the concepts or tenets taught impracticable by students. The failure therefore encouraged social incompetency and the non-accomplishment of citizenship education expected of Nigerian youths especially.

Teachers of Secondary Schools and the lecturers of Social Studies in the six Universities that offer the subject constituted the population of the study. Lecturers of this subject in the six universities and the teachers of Social Studies in three purposively selected Secondary Schools taken from the three senatorial zones of each state in southwestern Nigeria were made to fill inventories on the teaching methods they employ in their teaching.

Data were collated and the results show that many instructional methods were not employed by both the lecturers of Social Studies in universities and teachers of the subject in secondary schools. Universities' lecturers however employ more instructional methods than the secondary school teachers of the subject. It was recommended that seminars, conferences and workshops should be mounted in order to gear up these teachers to making use of appropriate teaching instructional methods for teaching in their schools.

Keywords: Status, Instructional Strategies, Teaching

1. Introduction

The importance of teaching strategies as means of inculcating knowledge to students cannot be over-emphasized. To this end, the re-training of teachers in order to keep them current in the event of new strategies is seriously important. Against this background in Nigeria, the Director and Chief Executive Officer of the National Teachers' Institute wrote that the institute was mandated by the Act No. 7 of 1978 to organize programmes for upgrading and updating practicing teachers at all levels. According to Sharehu (2009)

In Nigeria unlike other countries, the re-training of teachers has not received the desired attention from local, state and federal governments. There has not been any systematic attention to update regularly the knowledge and skills of teachers in the light of changes in curriculum and their wider society. This neglect has in turn affected the quality of teaching in schools. It is in recognition of this that the federal government has, under the Millennium Development Goals project directed the Institute to re-train primary school teachers in Nigeria (Pi)

One important focus of the re-training workshop is in the area of innovative techniques of teaching the four core subjects (English, Mathematics, Basic Science and Technology and Social Studies).

A very important objective of education in Nigeria is to inculcate in children permanent literacy and numeracy and the ability to communicate efficiently. NTI (2009) explained that, to be able to pursue this noble objective, among others, Social Studies was included as one of the core subjects. The proper implementation of any curriculum depends on the quality of the teachers. The need to update the knowledge of teachers for effective teaching is paramount.

Since the introduction of Social Studies to schools in Nigeria, as far back as 1960, many efforts have been made by the governments in the country to see that the subject achieves its objectives. Teachers have been trained and re-trained in the field and many teaching/learning resources have been provided. Conferences, seminars and

workshops have been held and inspection of both the learning resources and the human resources have been made with all efforts geared towards achievement of Social Studies goals.

Unfortunately, recent happenings in the country today easily reveal to us that the subject has not indeed achieved its goal. For examples, the incessant killings of the Boko Haram people of the Northern part of the country, ritual killings in every part of the country, the increase in cult activities especially among youths in tertiary institutions, the problems of ethnic militia groups such as Odua Peoples' Congress (OPC) of the West, the Bakasi Boys of the East, the Egbesu Boys of Niger Delta, the Arewa Peoples' Congress of the North, the increasing treat of cession by different ethnic groups in the country and the rapid increase in youth involvement in crimes such as bribery, corruption in work places and armed robbery are all indicative of the inability of Social Studies to achieve citizenship education goals. Political upheavals, life insecurity, bomb attacks and very many treats against democratically elected government stand seriously against the unity of the country, whereas, the achievement of peace and unity for the members of the country is an important goal meant to be achieved by Social Studies. These happenings might be as a result of the ways the subject is taught and handled in Nigerian schools.

Recent socio-political and economic changes in the world and within nations have brought about changes in educational goals. Schools are therefore called not only to equip the learners with the basic knowledge of Social Studies alone but also with higher cognitive skills, such as problems solving and thinking skills that allow for self-development and continuous learning and Information Communication Technology (ICT) skills. Social Studies, Economics, Geography, History and Government are not left out in this change. To meet with these changes, according to NTI (2009:1):

There is a movement away from the behaviourist method of direct teaching as in the lecture method, not copying and dictations, where the learners is given content to memorise and regurgitate, to constructive instructional models where the learners are required to produce and use knowledge. In ideal situations, both approaches are often combined.

Also a survey of literature on teaching methods in Social Studies education has clearly shown that traditional teacher-centred approach to teaching which informs the use of methods like lecture and recitation have been relegated to the background. Writers like Villanueva (1977) and Ukaegbu (1985), have emphasized the need to use learner-dominated methods in teaching concepts in this area. Some of the commonly identified methods includes: the discovery method, the value clarification method, the discussion method, the simulation and game method, and the dramatization method.

The National Teachers' Institute (NTI) has therefore recommended a new approach for the teaching and learning of Social Studies in schools. The new approach is pupil or learner-centered. The learner is not treated as an empty vessel. Learners is credited with knowledge, skills and attitudes from the day he or she is born which requires development, through guidance, encouragement and motivation. In this setting, the teacher is not a "sage on the stage" but a "guide on the side". His role has shifted from that of imparting knowledge to a facilitator. This is the emphasis usually laid by the National Teachers' Institute during its re-training programmes for school teachers.

The NTI (2009) recommended the following teaching methods for appropriate accomplishment of Social Studies goals in the classroom: Inquiry method, guided discovery, concept mapping, game and simulation under the inquiry-related strategies. Also under the communication-skill-related strategies, the story telling, discussion method, role play and lecture method of teaching were encouraged.

NTI (2009:3) wrote that:

Social Studies teachers are blamed for not using inquiry-related strategies. This attitude is said to contribute to the ineffective teaching and learning of the subject

Also according to Crookall (1960), every device available to the teacher should be used to capture the interest of the child and fire his/her imagination. Device could be in form of story-telling, assignments, the use of pictures, time charts, maps, films and film-stripes, friezes and model-making, dramatization, local visits, the school library and history room. Crookall therefore

explained that some bad ways of teaching History include lecture method, the note method, reading round the class and silent reading followed by questioning. He wrote these against the lecture method:

This method is bad, and a glance round the class will prove it: eyes become glossy, hands begin to fidget, books are opened under the desk, head begin to nod. The class whose teacher has made an attempt to select his material will last a little longer, but not much longer; soon it will have withdrawn its attention and be fidgety or sleepy. Why is this method bad? It is bad because it is contrary to the nature of children to sit, passive and inactive, for more than a few minutes (p. 48).

The note method was said to be bad because it is the abuse of a technique which in its right place is of value. The technique has one or two defects: it calls for no active contribution from the pupil; and it reduces history to life-less information. Also, reading round the class is plagued by the following explained inadequacies:

The less said about this 'method' the better. It is usually the refuge of the teacher who does not understand what any history is about or is too lazy to prepare a lesson. It is futile, because if the children are going to read their textbooks in class they should be allowed to read at their own pace; because the bad reading aloud, which is very common, positively hinders the understanding of listeners; because very pupil senses that the teacher has resorted to this 'method' since he does not know what else to do (p.49).

Also, silent reading followed by a question is another refuge of the lazy or incompetent teacher. The method is bad because it calls for no creative effort from either class or teacher. It was in view of this that Crookall suggested story-telling, questioning, exposition, notes and summaries, assignments and centers of interest or project methods for effective teaching and learning of history.

NTI (2009) recommended inquiry method because the method is about asking for information or getting information. This strategy enables the learner to combine the search for knowledge in a systematic and logical fashion. It promotes independent thinking and self-reliance. It can be used with individual pupils or groups. It develops the skills of observation, exploration and questioning in students. It aids in the understanding of concepts, processes or relationship. It motivates if used properly. It encourages participation, cooperation and tolerance. The method is good for History, geography, Economics, Government and Social Studies as well.

The Guided Discovery Method helps to develop in students thinking and decision-making abilities. It is appropriate for Teaching Concept Formation in Social Studies. It is equally very useful in the teaching of Geography, History, Economics and Government. Discovery as a method of teaching-learning owes much to the ideas of Brunner (1966) who supported child-centred education. Khan (1988) examines discovery method under three main categories, namely; the accidental-incident method, the inquiry method, and the problem-solving method. The accidental method, according to Khan, is a poor classroom approach and only the other two are encouraged in classroom setting.

Field trip is any learning activity that is carried out by a group of learners with the teachers outside the classroom. This teaching technique is very good for Geography, Social Studies, History and Government students. Excursion method equally aid effective learning in Economics. Outdoor experiences and observations are essential part of a learner's education.

Concept mapping is a useful way of representing concept in a topic and their inter-relationship in a two dimensional structure. It enables students to organize their reading especially when introduced before an assigned reading. The method helps to reduce anxiety in learning situations. It makes learning easier and makes logical selection of instructional methods and teaching materials much easier. It is useful for guiding class discussion (Yusuf, 2009).

In the same vein, Games/Simulation was recommended by NTI (2006) because it stimulates and sustains pupils' interest in the study. It makes learning process more natural and realistic. It also makes learning more permanent and recall is easier. The technique builds in learners the spirit of healthy competition and trains them to accept defeat with open minds like sportsmen. Games are useful in the teaching of Social Studies especially when a teacher wants to achieve the educational objectives of developing good social relationships and practical skills.

The Story-Telling technique encourages the learners to be active in asking and answering questions arising from the story if well organized. It makes learning interesting as it capitalizes on the pupils' participation and it is suitable for an audience with limited attention span. It is very useful in History and Social Studies. Also, discussion method is good for learning Geography, History, Economics as well as Social Studies. It helps learners to develop self-reliance and leadership skills. It provides a way of finding out what the clients understand and remember and for giving immediate critical thinking, it also provides opportunity for all members to think together and creates suspense and in turn motivates the clients. It makes learning more

effective and more meaningful. At the same time, it allows clients to interact with one another and appreciate each other's view (NTI, 2009).

Role-play is used to visually illustrate problems and experiences. It creates a highly interactive learning environment for participants. It stimulates a variety of senses. It is an effective way of inculcating cultural values, beliefs and ethics in young people. It offers an opportunity for participants to contribute to class discussion as a way of learning. It is a very potent strategy for modifying attitudes and behaviour. Learning is enjoyable and interesting as the method capitalizes on the real-life situation. It is good for teaching and learning History, Government and Social Studies (NTI, 2006).

The lecture method of teaching and learning of subjects is commonly used at the tertiary levels of education. It is convenient for presenting Social Studies and other subjects' information to a large group. It conveys information that may not be available through other media. Also, it allows the teacher to impart knowledge to the participants within a short time; at times, such information provided is based on personal experience (Anise and Ojedokun, 2006).

The demonstration method is a method whereby the application approximates as nearly as possible to reality. It is useful to illustrate a procedure or problem. It may be used to stimulate a variety of senses, which in turn reduces the chances of forgetfulness and offers the participants the opportunity to participate. It may be an effective means of monitoring the acquisition of certain skills when participants conduct demonstrations. It is a good method of teaching and learning History, Government and Social Studies.

While it is true that all of the teaching methods have their individual limitations and disadvantages, the fact still remains that evidences show that they can motivate learning in the school subjects discussed in the write-up. Other methods can be used for teaching Social Studies include cooperative learning (Okebukola, 1984; Omosehin, 2003). The Advance Organizers Learning Strategy (Adesina and Ogbondah, 2005) and the constructivism approach. The constructivism approach was disclosed to have aided learning in Michigan (Brousseau and Todorov, 1998). According to them the literature review of several researchers including the researcher that performed this research have studied the relationship and provided evidence that Constructivist Approach to learning has proven to be most effective when improving Social Studies skills.

2. The problem

In view of the common rumours that Social Studies has failed to achieve citizenship education and social competency in Nigeria, it seems evident that some militating factors might have contributed to Social Studies failure part of which is likely to be the problem of poor teaching by the teachers of the subject.

The study set out to investigate the extent to which lecturers of universities and the teachers of Social Studies in secondary schools in southwestern Nigeria make use of instructional methods in their teaching. It was also of interest to see whether factors like academic level of teachers/lecturers had any intervening influence on the choice of teaching methods to teach.

2.1 Research Question

The following research questions were generated for the study:

- (1) Which of the teaching strategies do universities' lecturers make use of in their lecturing Social Studies courses?
- (2) Which of the teaching strategies do secondary school teachers make use of in their teaching Social Studies concepts?
- (3) Do universities lecturers make use of more instructional teaching strategies to lecture Social Studies courses than secondary school teachers?

3. Research Method

Lecturers of Social Studies in Nigerian Universities and Teachers of Social Studies in secondary schools in southwestern Nigeria constituted the population of the study. Lecturers from the six universities that offer Social Studies were made to fill inventories meant to identify the teaching techniques that they make use of in the classroom. Teachers of Social Studies from randomly selected secondary schools taken purposively from three schools in each senatorial district of southwestern Nigeria filled inventories on the teaching method they use for teaching social studies concepts. Table 1 and 2 show how the lecturers/teachers of Social Studies were chosen from southwestern Nigeria.

The research instruments consisted of inventory for teachers of secondary schools and universities lecturers from southwestern Nigeria (Inventories on the Use of Teaching Strategies by Social Studies Teachers in Secondary Schools and Universities (TSSST) consisted of 15 items and it was developed by the researcher in order to elicit information from the teachers, the strategies they employ in their teaching. The inventory was validated by three curriculum studies' experts, two Social Studies lecturers and a test and measurement expert all from Obafemi Awolowo University. The information obtained from the teachers was used in explaining answers to the research questions asked.

4. Results

The following results were arrived at after data for the research were analysed:

Question 1: Which of the teaching strategies do the university lecturers make use of in their teaching of Social Studies courses?

Table 3 explains the answers:

From table 3, it could be deduced that the commonly used teaching strategies are inquiry, lecture method, questioning, discussion and guided discovery. Other teaching strategies are either rarely used or not used at all (Adesina, 2011).

Question 2: Which of the teaching strategies do the Secondary School Teachers use for teaching Social Studies concepts?

Table 4 indicates that Questioning and Discussion Methods are mostly used in secondary schools used for the research. Other methods commonly used by most schools in the states include the playway, cooperative and excursion. However, guided discovery, simulation, role play, lecture method are yet to be well employed by these teachers. Malkano (1991) wrote that schools in Nigerian are in disarray and the quality of teaching is poor. In the same vein, Orebanjo and Lawal (1994) attributed academic failure in Social Studies to the low level of awareness of new concepts of Social Studies and low awareness of skill of using variety of methods in Social Studies teaching in the classroom by the teachers. The NTI (2009), SUBEB (2009), Anise and Ojedokun (2006) recommended the use of appropriate teaching techniques for facilitating effective teaching of Social Studies in schools.

Villanueva (1976) quoted in Ajiboye (2003) wrote that some of the research studies carried out to determine the effectiveness of discovery / inquiry in Social Studies, have shown that:

1. The discovery/inquiry problem-solving approach is as effective as the traditional lecture method as far as acquisition of knowledge and factual information is concerned.
2. The approach is more effective than the exposition or traditional lecture method in developing thinking and analytical skills.
3. It has been found very effective in teaching social concepts and in developing a desirable attitude towards value-oriented issues.

In the view of Olaitan (1991), Concept Mapping Technique has been found to be a very useful strategy in accomplishing the tasks of teaching which other teaching techniques could not do. Concept Mapping Technique is useful for both the teachers and pupils in enhancing teaching and learning, for the planning programme and for evaluation of learning outcome. Also,

Sharan, Ackerman and Hertz-Lazarowitz (1980), Okebukola (1985), Rajardran (1987), Johnson and Johnson (1990), Johnson, Johnson and Holubec (1993), and Yusuf (2004) found that students performed better in their subjects when taught with cooperative instructional strategy compared with other groups taught with other methods. Ogunyemi (2001) remarked that Nigerian Social Studies educators may therefore need to embark on special training programmes (in-service and pre-service) to promote teachers' competences in the use of innovative strategies like value clarification, inquiry/discovery, role playing, games, theatre etc.

Question 3: Do universities lecturers make use of more instructional teaching strategies than the secondary school teachers?

Table 3 and 4 indicated that the universities' lecturers make use of more teaching strategies than the secondary school teachers of Social Studies. This might be as a result of the research inclination of the lecturers. Their job are research inclined better than the teaching job of teachers in the secondary schools.

5. Conclusion and Recommendation

It was concluded that both the lecturers of universities and secondary school teachers of Social Studies fall short of using adequate teaching strategies to teach in their schools.

It was recommended that:

- School teachers should attend seminars, conferences and workshops in order to get acquainted with innovations in teaching
- Universities lecturers should organize conferences and workshops on teaching strategies.
- All teachers should be made to attend the re-training programme organized by the National Teachers Institute on behalf of the Federal Government.
- Re-training programmes should not be limited to primary school teachers. It should be extended to teachers in secondary schools.
- Learning resources should be made available in schools as these will encourage the use of many strategies.

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Table 1: Lecturers of Social Studies in Six Southwestern Nigerian Universities

S/No.	Universities	No. of lecturers
1	University of Ibadan	8
2	ObafemiAwolowo University	5
3	Tai Solarin University of Education	9
4	Lagos State University	8
5	University of Ado Ekiti	5
6	AdekunleAjasin University	6
	Total	41 lecturers

Table 2: Distribution of Teachers of Social Studies in Selected Secondary Schools According to states in Southwestern Nigeria.

S/No.	State	No. of Teachers
1	Ogun	21
2	Lagos	23
3	Ekiti	18
4	Osun	26
5	Ondo	12
6	Oyo	24
	Total	124Teachers

Table 3: Percentage of Instructional Strategies used by University Lecturers to Teach Courses in Social Studies

Teaching Methods	University of Ibadan	Obafemi Awolowo University	Tai Solarin University of Education	Lagos State University	University of Ado-Ekiti	Adekunle Ajasin University
Inquiry	50	100	100	50	100	100
Observation	38	20	00	38	00	100
Story telling	38	20	00	38	00	100
Lecture Method	38	100	100	38	100	100
Concept Mapping Technique	00	10	00	00	00	00
Advance Organisers Learning strategy	00	20	00	00	00	00
Playway	13	00	00	13	00	00
Questioning	38	100	100	38	100	100
Discussion	62	100	100	62	100	100
Resource Person	50	00	00	50	00	50
Cooperative Method	25	100	100	25	100	50
Excursion Method	50	20	33	50	20	100
Guided Discovery	25	100	100	25	100	100
Simulation Method	00	00	00	00	00	00
Role Play Method	25	00	00	25	00	00

Table 4: Percentage Use of Instructional Strategies by Social Studies Teachers In Secondary Schools

Teaching Methods	Ogun	Lagos	Ekiti	Osun	Ondo	Oyo
Inquiry	28	30	50	38	33	30
Observation	14	34	33	57	16	52
Story telling	42	39	88	11	33	36
Lecture Method	14	17	50	11	00	12
Concept Mapping Technique	00	13	27	11	00	00
Advance Organisers Learning strategy	00	00	00	23	33	00
Playway	00	52	100	46	50	26
Questioning	100	73	88	53	100	100
Discussion	100	73	16	11	16	57
Resource Person	15	08	11	19	00	20
Cooperative Method	00	17	72	30	33	62
Excursion Method	71	34	27	11	00	25
Guided Discovery	00	17	38	11	00	12
Simulation Method	00	17	61	26	33	18
Role Play Method	00	26	00	00	00	00

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