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The objective of the Journal is to provide a medium for the dissemination of educational research and exchange of experience among academics, scholars, teachers and others, which explore new directions and approaches in the teaching of Social Studies.

Notes to contributors

1. The Nigerian Journal of Social Studies will consider for publication articles that deal with:
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UPPER-BASIC SOCIAL STUDIES EDUCATORS' PERCEIVED CHALLENGES OF TEACHING CIVIC VALUES IN KWARA CENTRAL, NIGERIA

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Abstract

This study examined Upper-Basic Social Studies Educators' perceived challenges of teaching civic values in Kwara Central, Nigeria. A descriptive survey research design was adopted for the study. The study comprised of all Upper Basic Social Studies Educators in Kwara Central and Upper-Basic one and two Social Studies Educators formed the target population. Fifty Upper-basic schools in Kwara Central were randomly selected while two Social Studies Educators meant for Upper-Basic one and two in each of the selected fifty schools were purposively sampled. This implies that a total of hundred (100) respondents were involved in the study. The researcher designed questionnaire titled "Social Studies Educators' Perceived Challenges of Teaching Civic Values in Kwara Central, Nigeria." was used in collecting data. Mean, Standard Deviation, and rank were used in answering research questions while t-test and one-way ANOVA were used to test the hypotheses at 0.05 level of significance. The finding of the study showed that poor funding; students' bad attitudes; appointment of unqualified teachers; students'

population explosion, and poor parenting model were the foremost perceived challenges of teaching civic values. Adequate funding of schools, good parenting styles, quality leadership model and the appointment of qualified teachers were among recommendations in this study.

Keywords: Teaching, Civic Education, Values, Challenges

Introduction

Education is the bedrock of a free society because it is a means to infuse the people with the necessary qualities, values, attitude and skills. Oyesiku (2010) opined that Civic education is a school subject that cultivates in citizens the ability to participate in the democratic public life, to use their rights in discharging their responsibilities with the necessary knowledge and skills. Jekayinfa, Mofoluwawo and Oladiran, (2011) remarked that civic knowledge, skills, and dispositions are required to re-invigorate and reposition Nigeria as envisioned by the founding fathers. Malin, (2011) described Social Studies as capable of moulding students into responsible, adult citizens. Adeyemi and Salawudeen (2014) opined that inculcation of civic values such as justice and fair play, hard work, respect and humility, decency and morality, patience and endurance, honesty and transparency, cooperation and good behaviour are also emphasized in indigenous education. This is an indication that teaching of civic values predates the introduction of western education in Nigeria. Ogundare (2011) pointed out that the initial teaching of civic values was at the upper primary and lower classes of secondary schools in Nigeria. The review of educational policy has provided for compulsorily teaching of civic value at all levels of education in Nigeria. Despite this gesture, civic behaviour of youths and adults in Nigeria are still below expectation. The abuse of office, executive lawlessness and reckless political decisions among others are indices of erosion of civic values such as rights and freedom, free and fair election, justice and equity (Aderonmu, 2011). Falade and Falade (2013) observed that no meaningful nation-building could be achieved without citizen acquisition and demonstration of civic values. Adeyemi and Falade (2015) opined that the low level of

the acquisition and demonstration of civic norms by the citizens constitute one of the major issues preventing national cohesion and progress. This shows that civic values should be well taught and inculcated in Nigerian schools especially through Socio-civic Education. Introduction of Civic Education is equally a step to develop in learners the habits of democratic attitude and participation in political activities from childhood to adulthood.

Ajere (2006) observed that the Nigerian schools give much attention to the acquisition of certificate at the detriment of affective teaching of civic values such as honesty, patriotism, loyalty, modesty and obedience. This gives reasons to explore general and specific problems hindering the teaching of civic values in Nigeria. Several scholars have undertaken possible factors that could hinder teaching and learning of civic education, for example Alaba, (2010) expressed the significance of utilization of instructional materials by teachers to promote and encourage effective teaching-learning experiences. This may be conversely implied that teaching civic values without instructional resources is an example of poor classroom practices. Nwagbo (1997) also identified teacher quality and effectiveness as imperative for realistic implementation of UBE in Nigeria. This also shows that teachers' qualification could be another greatest challenging to the teaching and learning of civic values. This is buttressed by Ireyefoju and Mezeieobi (2007) that Social Studies teacher displayed negative attitude towards the separation of civic from Social Studies. Similarly, Obuh (2007) also discovered that Social Studies teachers have not demonstrated high competence in the use of ICTs (Information, Communication Technologies) in the teaching of Social Studies. This could pose serious threats to the teaching and learning of civic values because the role of modern technologies in educational inputs-process-output cannot be overemphasized. Adeyemi and Falade (2015) also identified lack of emphasis on Civic Education and character Training, non-implementation of Social Studies programme at the senior secondary school level, disorganized and duplicated Civic Education curriculum, unstable Civic Education Programme, lack of adequate human resources for Civic Education as problems confronting Civic Education.

It is clear from prevailing problems of youth restiveness, cyber crime, terrorist activities and other social vices that all is not well with teaching of civic values in Nigeria. National Council for the Social Studies (2010) observed that Social Studies Educator is tasked to help the learners developing ability to make reasonable decisions in the society as good citizens of a culturally diverse, democratic society in an interdependent world. The need for democratic society is an implication for teaching of civic values. Civic values must be something which ties citizen together. It is an individual civic value that influences his or her choice of career and socio-political relationship. It is unfortunate that despite the fact that civic education is received by some populace, anti-civic value behaviours such as terrorism, thurgery, cynicism, apathy and civic disengagement etc are on increase. This echoes more of the frequently asking question where does the nation get it wrong. Numerous studies have identified problems associated with the teaching of civic education globally, for example, Carnegie (n.d) conducted study on review of citizenship education in United Arab Emirate UAE, citizenship education curriculum and found out that poor classroom practices such as failure to use of effective teaching methods, lack of students' active engagement in lesson, continuous use of rote learning strategy, the use of unqualified teachers with limited or no discussion strategies, authoritarian school environment which disallows students to put lessons into practice and contradiction in the national educational programs negatively affect teaching of civic value. The forgoing is pointing to the fact that teachers, school management and government are responsible for the reasons behind the lag of civic value in the society. Similarly, Al-Maamar (n.d) opined that classroom engagement is often disconnected from social and political realities and ignore controversial topics that take in the community and the society is deficient academic and pedagogical preparation of the Social Studies teachers who teach civic education.

In another development Howley, Rhodes, and Beall (2009) identified ten major challenges facing public schools in United State

of America (USA) which may indirectly have impact on disseminating of civic value education. These include classroom size (students' population explosion), poverty (highest dropout rates because of living at or below the poverty line), family factors (divorce, single parents, poverty, domestic violence etc are issues brought to school every day by students), technology (students addiction or love to technology hardware and software tend to distract them from learning especially when teacher lacks technology savvy to compete with them by bringing technology and education together), bullying (technology has given bullies more rooms to torment their victims via social networking, texting and other virtual connection), students' attitudes (problems like apathy, tardiness, disrespect and absenteeism pose significant challenge for teachers), national educational policy (NCLB) (stringent educational policy like forcing teachers to teach to the annual standardized tests and cutting away recess and lunch time for academic in the light of the new policy procedures), parental involvement (Some parents failure to visit schools and those visited the school are hovering over the child and teachers to interfere unnecessarily with the education process), students' health (ailments such as obesity, diabetes, high blood could result in absenteeism and more academic issues) and funding (budget cuts create huge problems for most schools, less funding means smaller staffs, fewer resources and lower number of services). The bulk of investigation about identifying problems of teaching civic education has been focusing on the general factor. Therefore there is need to complement the effort by exploring more of specific issues that may likely constitute problems to the teaching of civic values. This thus is the reason behind this study in the choice of Kwara Central Nigeria.

Purpose of the Study

The main purpose of this study was to examine Social Studies teachers' perceived challenges of teaching values contents of civic education in Kwara Central, Nigeria. Specifically the study intended to examine:

- i. the differences in Social Studies teachers' perceived challenges of teaching values contents of civic education based on gender and
- ii. the differences in Social Studies teachers' perceived challenges of teaching values contents of civic education based on years of teaching experience

Research Question

- i. What are the Social Studies educators' perceived challenges of teaching civic values in Kwara Central, Nigeria?

Hypotheses

- H_{01} : There is no significant difference in Social Studies educators' perceived challenges of teaching civic values in Kwara Central Nigeria based on their gender.
- H_{02} : There is no significant difference in Social Studies educators' perceived challenges of teaching civic values in Kwara Central Nigeria based on their years of teaching experience

Method

The study adopted the descriptive survey design since the intention was not to manipulate any variable of interest. Population for this study comprised all Upper Basic Social Studies educators in Kwara Central Nigeria. The sample for this study comprised of 100 Social Studies educators from fifty (50) selected Upper Basic schools. Two Social Studies educators were purposively selected in upper-basic one and two in the fifty schools that were randomly selected in the Kwara Central. The researchers designed instrument titled "Social Studies Educators' Perceived Challenges of Teaching Values Content of Civic Education in Kwara Central, Nigeria" was used to collect data for this study. Section A of the instrument addressed information on respondent's bio data while Section B contained 10 statements indicating Social Studies Educators' Perceived Challenges of Teaching Values Content of Civic Education in Kwara Central, Nigeria. The items took on Linkert response type ranging from strongly agreed to strongly disagreed in which the respondents

are expected to indicate their level of agreement or otherwise to the reasons. The instrument was validated through correction and suggestion of some lecturers in measurement and test construction in the Department of Social Sciences Education, University of Ilorin. The reliability of the instrument was determined through pilot test before its use. Using internal consistency approach, the instrument yielded a Cronbach Alpha of 0.87_ when administered on 50 Social Studies Educators in Kwara South of Nigeria. This value was considered enough for the instrument to be reliable for the study. The data collected were analyzed using descriptive statistics such as frequency and percentages, mean, standard deviation, and rank, t-test to answer demographic variables and research question while t-test and one-way Analysis of Variance (ANOVA) were used to test the two null stated hypotheses at 0.05 level of significance

Results

Research Question: What are the Social Studies educators' perceived challenges of teaching civic values in Kwara Central Nigeria? In order to answer this research question, the responses of Social Studies Educators were described and presented in the table 1

Table 1 Social Studies Educators' Perceived Challenges of Teaching Civic Values in Kwara Central

	Perceived Challenges	Mean	SD	Ranks
1	Poor funding of the school contributes to the challenge facing Social Studies Educators in teaching civic values in upper-basic schools	2.97	0.95	1
2	Students' population explosion in the classroom prevent effective teaching of civic values to upper-basic students	2.68	0.83	4
3	Appointment of unqualified teachers is a challenge to teaching of civic values in upper-basic schools	2.75	0.85	3
4	Students being passive in the lesson is contributing to challenges of teaching civic values in Upper-Basic school	2.44	1.09	8
5	Authoritarian school environment prevents students to put into	2.53	0.97	6
6	Students' attitudes of apathy, tardiness, disrespect and absenteeism in school pose serious challenge to Social Studies educators in effective teaching of civic values.	2.87	0.88	2
7	Students' wrong use of technology is contributing to problems of effective teaching of civic values in Upper-Basic school	2.40	0.95	9
8	Contradiction in the national educational policy is a contributing factor to the challenge of teaching civic value in Upper-Basic school	2.46	1.04	7
9	Poor parenting model is also a challenge to the effective teaching of civic values among Upper-Basic students	2.65	0.94	5
10	Disconnection between classroom practice and students experience in the play of politics in the society pose difficult to Social Studies educator in teaching civic values.	2.36	0.84	10

Table 1 shows Social Studies Educators' perceived challenges of teaching civic values in Kwara Central, Nigeria. As shown in the table, Poor funding of the school (2.97, 0.95); students' attitudes of apathy, tardiness, disrespect and absenteeism in school (2.87, 0.88); appointment of unqualified teachers (2.75, 0.85); students' population explosion in the classroom (2.68, 0.83); and poor parenting model (2.65, 0.94) were identified by the Social Studies educators as the foremost challenges of teaching civic values in Upper-Basic schools in Kwara Central Nigeria as shown by the mean and standard deviation values respectively. In addition, these identified challenges took the rank from 1st to 5th respectively among other challenges. The least identified challenges include Students' wrong use of technology (2.40, 0.95), and disconnection between classroom practice and students experience in the play of politics in the society (2.36, 0.84) with respective rank of 9th and 10th.

Hypotheses Testing

H_{01} : There is no significant difference in Social Studies educators' perceived challenges of teaching civic values in Kwara Central Nigeria based on their gender.

Table 2: T-test of Significant Difference in Social Studies Educators' Perceived Challenges of Teaching Civic Values in Kwara Central Nigeria Based on Their Gender

Gender	N	Mean	SD	SEM	T	df	P	Remarks
Male	35	26.4000	6.29753	1.06448	.382	48.388	.704	Do not reject
Female	65	25.9538	3.89884	0.48359				

Table 2 shows the difference in Social Studies educators' perceived challenges of teaching civic values in Kwara Central Nigeria based on their gender. It can be observed from the table that there was no significant difference in the perception of male ($M = 26.40$, $SD = 6.30$) and female ($M = 25.95$, $SD = 3.90$; $t(48.39) = .382$, $p > .05$) Social Studies educators on their perceived challenges of teaching civic values. Since the p-value is greater than .05 thresholds, we

therefore do not reject the stated null hypothesis. The result concluded that there was no significant difference in Social Studies educators' perceived challenges of teaching civic values in Kwara Central Nigeria based on teachers' gender.

H_{02} : There is no significant difference in Social Studies educators' perceived challenges of teaching civic values in Kwara Central Nigeria based on their years of teaching experience

Table 3: One-way Analysis of Variance Test of Significant Difference in Social Studies Educators' Perceived Challenges of Teaching Civic Values in Kwara Central Nigeria Based on Their Years of Teaching Experience

Sources of Variance	Sum of Squares	Mean Df	Square F	Sig.	Remark
Between Groups	345.764	2	172.882	8.469 .000	Reject
Within Groups	1980.026	97	20.413		
Total	2325.790	99			

Table 3 shows a one-way between groups analysis of variance conducted to explore the difference in the Social Studies educators' perceived challenges of teaching civic values in Kwara Central Nigeria based on their years of teaching experience. It can be observed that there was a statistically significant difference in the perception of Social Studies educators on challenges of teaching civic values based on their' years of teaching experience as determined by one-way ANOVA ($F(2,97) = 8.469, p = .001$). This result concluded that there was significant difference in the Social Studies educators' perceived challenges of teaching civic values in Kwara Central Nigeria based on their years of teaching experience. The result of post-hoc test and descriptive analysis conducted to find out where the differences exist is presented in Table 4 and 5.

Table 4: Post-hoc Test of Multiple Comparisons of Social Studies Educators' Perceived Challenges of Teaching Civic Values in Kwara Central Nigeria Based on Their Years of Teaching Experience.

(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Less than 5 years	5-10yrs	-4.49509*	1.09620	.000	-7.1043	-1.8859
	11 yrs and above	-1.82419	1.14586	.254	-4.5516	.9032
5-10yrs	Less than 5 years	4.49509*	1.09620	.000	1.8859	7.1043
	11 yrs and above	2.67091	1.32074	.112	-.4727	5.8146
11 yrs and above	Less than 5 years	1.82419	1.14586	.254	-.9032	4.5516
	5-10yrs	-2.67091	1.32074	.112	-5.8146	.4727

*. The mean difference is significant at the 0.05 level.

Table 5: Descriptive Analysis of Perception of Social Studies Educators' Perceived Challenges of Teaching Civic Values in Kwara Central Nigeria Based on Their Years of Teaching Experience.

Years of Experience	N	Mean	SD	SE	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Less than 5 yrs	53	24.58	4.87	0.67	23.24	25.93	10.00	32.00
5-10yrs	25	29.08	4.66	0.93	27.16	31.00	22.00	37.00
11 yrs and above	22	26.41	3.29	0.70	24.95	27.87	20.00	33.00
Total	100	26.11	4.85	0.48	25.15	27.07	10.00	37.00

Table 5 and 7 show the results of Post-hoc comparisons using the Turkey HSD (Honestly Significant Difference) and descriptive analysis of teachers' perception scores. The post-hoc comparisons test indicated that the mean score of Social Studies educators with less than 5 years of teaching experience ($M=24.58$, $SD=4.87$) was significantly different from those with 5-10 years of teaching experience ($M=29.08$, $SD=4.66$) while no significant differences were observed in other groups of Social Studies educators marked with different years of experiences. Indication is shown from this

result that Social Studies educators with between 5-10 years of teaching experience perceived the identified factors as more challenging than their counterparts with less than 5 years of teaching experience and those with 11 years and above in teaching profession.

Discussion

It has been indicated according to the findings of this study that poor funding of the school, students' attitudes of apathy, tardiness, disrespect and absenteeism in school, appointment of unqualified teachers, students' population explosion in the classroom and poor parenting model are the foremost of the challenges facing Social Studies Educators in teaching civic values in Upper-Basic schools. These findings though apportion blame on government, students and parents which appears in the submission of Howley et al (2009) that budget cuts create huge problems for most schools, that student's attitude could jeopardize teaching of civic value in school, that appointment of unqualified teacher could thwart effective teaching of civic values in Upper-Basic schools and that some parents failure to visit schools and those visited the school are hovering over the child and teachers to interfere unnecessarily with the education process. While the fore goings are tenable there are still evident of teacher shares of problems confronting teaching of civic values as shown in the findings that students being passive in the lesson, and students' wrong use of technology are contributing to challenges of teaching civic values in Upper-Basic school. The former and latter are directly or indirectly source of teacher problems to the challenges of teaching values. These are in line with the view of Carnegie (n.d) that poor classroom practices such as failure to use effective teaching methods, lack of students' active engagement in lesson, continuous use of rote learning strategy are issues with effective teaching of civic values. The classroom situation nowadays is guiding, moderating, facilitating and learning not imposition and overriding of the students interest and participation by teachers. In fact civic values are better taught when using collaborative teaching approaches that involve learners. Obuh (2007) also confirmed the finding that social studies teachers have not demonstrated high

competence in the use of ICTs (Information and Communication Technologies) in the teaching of social studies. An adage says "idle hand is the devil's workshop", teacher sound knowledge of ICTs would help to guide students on better use of technologies to promote civic values but if otherwise there is tendency to wrongfully use it. Also Howley et al (2009) confirmed this finding that students addiction or love to technology hardware and software tend to distract them from learning especially when teacher lacks techno-savvy to compete with them by bringing technology and education together.

The study has also found out that there was no significant difference in Social Studies educators' perceived challenges of teaching civic values in Kwara Central Nigeria based on teachers' gender. The general impression is that gender difference might have a place in thought and doings. However, this finding further negates such impression. The position of the researcher is that since the selected schools in the locale of the study comprised of male and female Social Studies educators and they are commonly exposed to problem of teaching civic value then a difference may be least expected from them in term of perception. For example while Nwagbo (1997) submitted that teacher quality and effectiveness is imperative for realistic implementation of UBE in Nigeria, no distinction is made to attribute teachers' quality and effectiveness on gender basis.

With regard to the years Social Studies educators teaching experience as measured in this study, the findings revealed that there was significant difference in the Social Studies educators' perceived challenges of teaching civic values in Kwara Central Nigeria based on their years of teaching experience and the significant difference lies in the Social Studies educators with less than 5 years of teaching experience from those with 5-10 years of teaching experience. Experience is said to be countenance in practice and view, this is reflected in this result because the duration of teaching experience might make differences in perceptions of the problems encountered by the teachers.

Recommendations

Based on the findings of this study, the researcher made the following recommendations;

1. Adequate funding of schools is very imperative to enhancing provision of essentials educational facilities to support teaching of civic values
2. Good parenting styles and quality leadership model from home and school should be given top priority attention by parents, principal and teachers in order to reshape students negative attitudes towards civic values
3. Government should ensure appointment of qualified teachers to handle teaching of civic values and to make provision for increasing students population growth in the classroom to enable the teacher guiding students effectively
4. Teachers should also device learner centred strategies to involve students in the teaching and learning of civic values and they should be trained in making use of educational technologies in promoting civic values among the students

Conclusion

It can be concluded from this study that challenges of teaching civic values in as perceived by the Social Studies Educators are multi dimensional ranging from government, school administrator, teachers, parents and students factors. As such, these important variables should be focused whenever issues concerning civic values and other related areas of values education are being addressed in Social Studies or Civic Education.

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